

ChatGPT in the Academic World: A Study on the Dependence and Ethics of Undergraduate Arabic Language Students' Final Year Projects (FYP)

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ABSTRACT

This study seeks to generate empirical data regarding the utilization of ChatGPT in final year project (FYP) writing, focusing on reliability, effects on originality quality, and ethical judgments. 84 Bachelor of Arabic Language students from Universiti Teknologi MARA Shah Alam participated in this study. This research uses a quantitative methodology to integrate two theories: Task-Technology Fit (TTF) and Self-Efficacy. The questionnaire on Google Forms was disseminated using email or the WhatsApp application, followed by analysis using SPSS. The study findings reveal that students gain substantial advantages and depend on ChatGPT for writing processes and duties associated with their final year projects, including developing research frameworks and idea generation. Students exhibit reluctance and apprehension around possible infractions associated with using ChatGPT, resulting in a decline in creativity and integrity. The concern necessitates oversight and focus from institutions and educators to guarantee its seamless operation and adherence to appropriate norms. Scientific writing and Arabic-language FYPs have flaws, particularly in their reliance on supervisor or lecturer reviews, stemming from inadequate language quality.

Keywords: (Arabic Language Bachelor's student, ChatGPT, final year writing project (FYP), level of dependence writing ethics)

INTRODUCTION

Recently, the imperative for integrating artificial intelligence (AI), notably ChatGPT, within the educational framework has emerged as an essential and inescapable requirement, especially in academic writing and various learning activities. Final-year students encounter significant challenges and pressures while completing their final-year projects (FYP), necessitating extensive research, adherence to academic writing standards, ongoing revisions, structured composition, and management of time constraints. The advent of AI generation tools such as ChatGPT has provided substantial assistance in this process, rendering it a vital resource for students (Kasneci et al., 2023). This event indirectly indicates a profound transition from traditional writing methodologies to a human-AI hybrid approach that is transforming the standards of academic work production.

The effect and role of AI, such as ChatGPT, are increasingly evident in generating ideas, writing outlines, streamlining workflows, and offering unrestricted access to existing information. This may create integrity concerns and authenticity hazards, presenting difficulties for educational institutions in reassessing evaluations to accurately gauge students' true capabilities and authentic writing ethics (Bhullar et al., 2024; Akgun & Greenhow, 2022). Integrating AI and ChatGPT in education transcends mere technological adoption; it necessitates a pedagogical transformation that emphasizes critical assessment of AI-generated material, guidance in content mastering, and the enhancement of instructor proficiency (UNESCO, 2023).

A thorough review indicated that AI and ChatGPT provide advantages in facilitating research and daily tasks, thereby reducing the likelihood of plagiarism or acquiring erroneous information regulated by institutions

(Dempere et al., 2023). The UNESCO framework prioritizes AI literacy, ethics, and human-centered design as fundamental criteria for implementation (UNESCO, 2024). Consequently, students' dependence on ChatGPT for academic assignments, including final year projects, is rising, paralleling the pressing necessity for educational institutions to modify their pedagogical approaches. This situation highlights the challenges of examining the extent of dependence necessary for developing adequate and pertinent educational policies and practices for the future. This study seeks to generate empirical data regarding the utilization of ChatGPT in final year project (FYP) writing, focusing on reliability, influence on originality quality, and ethical judgments. 84 Bachelor of Arabic Language students from Universiti Teknologi MARA Shah Alam engaged in this study. This research uses a quantitative methodology to integrate two theories: Task-Technology Fit (TTF) and Self-Efficacy. A questionnaire on Google Forms was sent over email or WhatsApp and subsequently analyzed using SPSS. The study findings reveal that students gain substantial advantages and depend on ChatGPT for writing processes and duties associated with their final year projects, including developing research frameworks and idea generation. Students exhibit reluctance and apprehension around possible infractions associated with using ChatGPT, resulting in a decline in creativity and integrity. This necessitates oversight and focus from institutions and educators to guarantee seamless operation per appropriate norms. Scientific writing and Arabic-language FYPs exhibit flaws, particularly in their reliance on supervisor or lecturer assessment, stemming from inadequate language quality.

Consequently, the incorporation of AI and ChatGPT is essential for final-year students in preparing and composing their FYP, as it alleviates cognitive load, enhances writing efficiency, and optimizes their workflow. This study investigates explicitly the extent to which Bachelor of Arabic Language students rely on ChatGPT for their final year projects (FYP), which significantly depend on language proficiency, time management, and academic rigor. According to global trends, ChatGPT functions primarily as a productivity enhancer and writing aid; yet it necessitates ethical regulation and suitable assessment frameworks (Dempere et al., 2023; Bhullar et al., 2024).

LITERATURE REVIEW

Theoretical Framework

This study is grounded in two complementary theoretical frameworks that mutually reinforce one another: Task-Technology Fit (TTF) theory, established by Goodhue and Thompson (1995), and self-efficacy theory, a core component of Bandura's (1977) Social Cognitive Theory. Task-Technology Fit (TTF) idea pertains to the degree to which technology acceptance and utilization influence individual performance, contingent upon the alignment of the technology with the work requirements. For instance, employing ChatGPT in the composition of a final year project facilitates idea formation, concept elucidation, or linguistic verification pertinent to the assignment (Kasneci et al., 2023; Dwivedi et al., 2023; Dempere et al., 2023).

Self-Efficacy Theory emphasizes self-confidence as a determinant of human behavior, shaped by achievements, social interactions, verbal encouragement, and emotional expression (Bandura, 1977). The amalgamation of these two ideas yields significant benefits in passive reception and favorable, proactive evaluative results inside the cognitive process, accompanied by appropriateness and self-assurance. Using ChatGPT by students can enhance their academic success and performance while mitigating plagiarism (Kasneci et al., 2023; Dwivedi et al., 2023; Dempere et al., 2023). Observations indicate that TTF enhances student performance through technological assistance, particularly as a tool for completing homework. It elucidates the timing and methodology by which ChatGPT functionalities assist with language assignments and citations. Self-efficacy elucidates how students utilize technology across diverse learning contexts, examining their reliance and ethical discernment in selecting, modifying, and aggregating knowledge (Goodhue & Thompson, 1995; Bandura, 1977; Cotton et al., 2023).

AI is undoubtedly beneficial for student writing, enhancing their skills and confidence. Students can enhance the quality of their writing through the utilization of ChatGPT. Conversely, if students have diminished confidence in their writing abilities, they may depend totally on AI. The discourse surrounding the utilization of AI in academic writing has emerged as a prominent issue among scholars, focusing on its implications and hazards to originality, writing integrity, ethics, and the establishment of clear rules for its appropriate

application in academic contexts. Recent research indicates that the efficacy of ChatGPT aids in language revision, writing structure, and idea support, especially for digital skills and meticulous job preparation (Kasneci et al., 2023; Bettayeb et al., 2024). The assistance is essential for Bachelor of Arabic Language students, particularly those in their final year, as both theories are required to harmonize TTF and self-efficacy to balance performance, uniqueness, and ethical responsibility. This study presents an integrity model that connects TTF to usage and subsequently to outcomes (quality/authenticity), using self-efficacy and ethics as moderating variables.

Pedagogy and Education in Arabic

Arabic is a principal global language and is acknowledged as one of the six official languages by the United Nations (UN). Arabic serves as the official language of the Arab populace and the liturgical language for Muslims. Consequently, the instruction and acquisition of Arabic as a foreign language are progressively expanding and evolving within educational institutions globally. Learning Arabic is challenging and presents numerous difficulties, necessitating an engaging and effective pedagogical method. Richards and Rodgers (2014) assert that a balanced emphasis on the four language skills—listening, speaking, reading, and writing—is essential for fostering communication through group discussions, real-life simulations, and language games.

Artificial intelligence is unequivocally advantageous for student writing, augmenting their abilities and self-assurance. Students can improve the quality of their writing with the use of ChatGPT. Conversely, if pupils possess reduced confidence in their writing skills, they may rely entirely on AI. The discussion on the use of AI in academic writing has become a significant concern among researchers, emphasizing its effects and risks to originality, writing integrity, ethics, and the formulation of explicit guidelines for its proper use in academic settings. A recent study indicates that ChatGPT is beneficial for language revision, writing structure, and idea support, particularly in the context of digital skills and thorough job preparation (Kasneci et al., 2023; Bettayeb et al., 2024). This is crucial for final-year Bachelor of Arabic Language students, as both theories must integrate TTF and self-efficacy to maintain a balance of performance, distinctiveness, and ethical responsibility. This research introduces an integrity model that links TTF to usage and, in turn, to outcomes (quality/authenticity), with self-efficacy and ethics acting as moderating variables.

This procedure presents several problems for non-native Arabic-speaking students, including difficulties in grasping grammar due to the dissimilar grammatical structure of Arabic compared to their own language and the inherent complexity of Arabic grammar. The issue of word pronunciation arises from the significant divergence between pronunciation and orthography compared to the Latin writing system, compounded by the usage of diacritics (vowel markings) that influence word meaning. The primary problems are from environmental factors and self-motivation, stemming from insufficient exposure to daily speaking contexts and the use of uninspiring teaching materials that result in diminished focus during learning. Consequently, integrating digital technology and multimedia in Arabic language instruction will enhance engagement and elevate motivation. Research from 2013 to 2023 demonstrates that the shift towards technology-based platforms, including MOOCs, VR, and AI, necessitates a blended learning approach that integrates old and contemporary methodologies (Alyaqubi et al., 2024).

The Use of ChatGPT in Teaching and Learning Arabic

The Application of ChatGPT in Arabic Education Technology in education is becoming increasingly essential in contemporary society. ChatGPT is a prominent and captivating tool utilized by instructors and students. ChatGPT is an artificial intelligence (AI) model created by OpenAI that is proficient at generating text in multiple languages, including Arabic. It is a valuable resource in the educational process, particularly in enhancing academic writing skills, notably in sentence form, vocabulary, and topic-specific idea development. This is highly advantageous for pupils studying Arabic, facilitating their ability to build sentences accurately and enhancing their academic writing skills (al-'Arabiyyah al-Fuṣḥā).

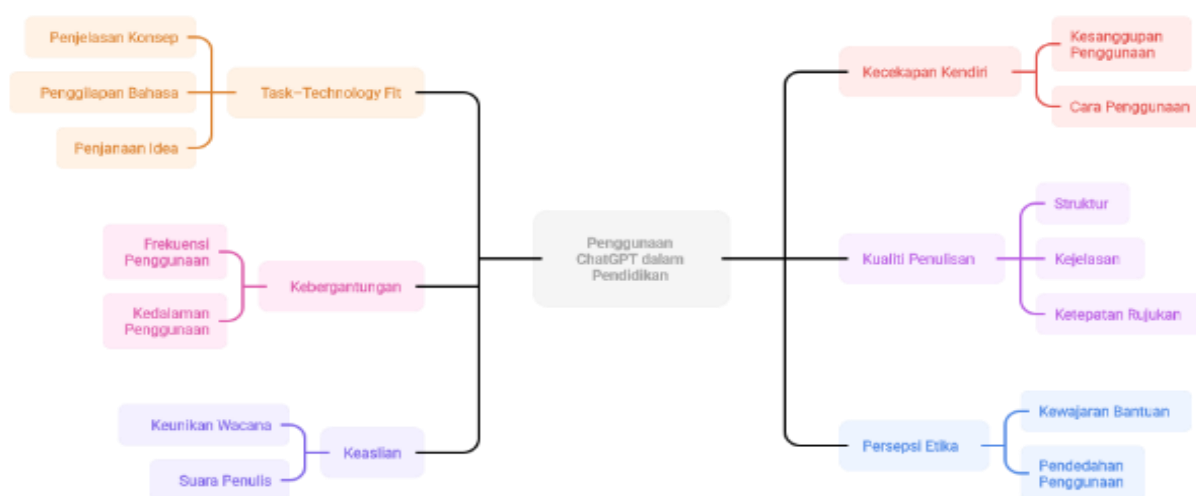
As a learner acquiring Arabic as a second or third language, I possess limited proficiency in constructing flawless sentences and necessitate a tool to assist in their completion. Consequently, ChatGPT is highly effective in constructing impeccable sentence patterns and can generate work that fulfills academic standards.

Al-Khalaf and Al-Shehri (2023) assert that AI can expedite the production of academic writings and assist students in comprehending the appropriate scientific writing style. ChatGPT can be a practical resource for students to enhance their skills in composing essays, reports, and tasks in Arabic.

In academic writing, students commonly utilize ChatGPT to generate topic suggestions, plan and develop content, create initial drafts, establish structural frameworks, and organize writing concerning complex grammar, translation, and terminology. A study by Mhlanga (2023) indicates that AI can enhance the quality of student writing when utilized as a supplementary tool rather than a complete substitute.

Nonetheless, ChatGPT requires oversight to guarantee adherence to research and writing integrity and ethics, including preventing plagiarism and excessive dependence on technology. Academic writing cultivates critical thinking skills, fosters idea generation, and enhances the capacity to construct arguments grounded in credible sources. Consequently, the responsibility of educators is to assist students in achieving equilibrium between AI utilization and original composition, while offering directives for employing AI as an adjunct to the educational process rather than as a substitute for authentic written work. Cotton et al. (2023) contend that explicit criteria are necessary to oversee the use of artificial intelligence in student writing to preserve the originality and ethical standards of academic writing. Consequently, educational institutions and instructors must instruct students in the responsible utilization of ChatGPT by integrating critical thinking, source evaluation, and the generation of original ideas into academic tasks.

Kerangka Konseptual Penggunaan ChatGPT dalam Pendidikan



Made with Napkin

Figure 1: Conceptual Framework for the Use of ChatGPT in Education

The conceptual framework diagram above depicts the interrelations among several aspects of using ChatGPT and its influence on writing (FYP). Three research inquiries were established: the reliance of students on ChatGPT, its effect on writing quality and originality, and the influence of ChatGPT usage on writing ethics within the literary domain. As the foundational framework, this picture depicts two theoretical models, specifically Task-Technology Fit (TTF) and Self-Efficacy. This pertains to the degree of ChatGPT utilization and its appropriateness for task execution according to the TTF framework (Goodhue & Thompson, 1995), alongside the focus on individuals' confidence in their technological competence as delineated by the self-efficacy theory (Bandura, 1977).

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METHODOLOGY

The study uses a quantitative method to assess the relationship between Task–Technology Fit (TTF) and self-efficacy in the level of dependence on using ChatGPT in FYP writing among Arabic undergraduate students. The process involves collecting data through a structured questionnaire. The instrument involves final year students doing a final year project (FYP) from Universiti Teknologi MARA Shah Alam, with 84 respondents through purposive sampling. The instrument was conducted online by distributing it using Google Forms via email and a WhatsApp link from the course group.

Then, the data of this study were analyzed using SPSS software in two main ways, namely descriptive analysis, which provides basic information about the respondents, and an independent t-test (Independent Samples t-Test) to see the average difference between groups. In addition, the study uses exploratory factor analysis (EFA) to ensure that the questionnaire is measured.

RESULTS AND DISCUSSION

Research question 1: Level of student dependence on ChatGPT in FYP writing

Research question 1 (SK!) results show student dependence on ChatGPT in FYP writing, with the highest score of 4.19. Many students need ChatGPT throughout completing FYP to find ideas, understand concepts, and organize drafts. In addition, students also use it to facilitate work, save time, and help them understand academic content better. This aligns with the Task–Technology Fit theory, which sees students' tendency to use technology when needed in their assignments (Kasneci et al., 2023). The following table shows some of the answers given by students in relation to research question 1:

Table 1 text of research question 1 item

Category	Paraphrase item
Time efficiency	"I achieved an initial draft faster after using ChatGPT suggestions."
Information search	"The initial summary made it easier for me to filter relevant references."
Conceptual understanding	"The theoretical re-explanation helped me see the relationship between variables."
Planning & organization	"Chapter outlines facilitate FYP writing scheduling."

Research question 2: The effect of using ChatGPT on the quality and originality of writing

The findings of research question 2 in terms of quality (language, structure, ideas) and originality. Therefore, ChatGPT is considered a writing style improvement software tool and a language-based idea generator, such as building structure, grammar, and providing arguments. From the point of view of grammar quality and sentence structure construction, there is a very high improvement, followed by the generation of new ideas and a positive effect on the final result. The results of feedback from using AI are equivalent to the results of face-to-face learning. However, there are concerns about the existence of imitation of writing and its inauthenticity, and they still accept the combined approach (Escalante et al., 2023).

However, students' concerns about plagiarism and the inauthenticity of writing are also high. The concerns prove that students are aware of the responsibility and risks that can occur if cheating occurs, and therefore, they are always careful in expressing their views in writing. Therefore, higher education institutions need to play an important role in monitoring and providing clear guidance on issues of integrity, plagiarism,

information accuracy, and data security (Çobanoğulları, 2024; Cotton et al., 2023; Gasaymeh et al., 2024). The table below explains the paraphrases regarding research question 2:

Table 2: sample text items for research question 2

Category	Short text (paraphrase)
Language improvement	"The suggested corrections made the style more consistent and formal."
Ideas & arguments	"The suggested framework helped me link the theory to the findings."
Originality	"I need to re-edit so that the tone and examples remain my own."

Research question 3 – Students' perceptions of the ethics of using ChatGPT in academic writing.

The findings for Research Question 3 reveal that students demonstrate a strong awareness of ethical considerations when using ChatGPT in their Final Year Project (FYP) preparation. The quantitative results indicate a high level of sensitivity towards issues of originality, plagiarism, and disclosure. This suggests that students are not only aware of academic integrity but are also developing a cautious and responsible attitude towards integrating artificial intelligence (AI) tools in their writing process.

Many students acknowledged that ChatGPT can enhance the writing process if used within appropriate ethical boundaries. They emphasized that its role should be limited to supporting functions such as generating outlines, refining drafts, or providing language corrections. This aligns with the view that AI tools should serve as an aid rather than a substitute for original student thought. The recognition of these boundaries reflects an understanding of responsible digital literacy, as students are aware of the risks of overreliance and the potential erosion of academic integrity if AI output is used without critical review.

Another notable finding is the emphasis on transparency and disclosure. Students agreed that when ChatGPT or similar AI tools are used, proper acknowledgment should be made either in a methodological note or an ethical statement within the report. This demonstrates maturity in ethical reasoning, as they recognize that transparency builds trust and upholds the credibility of their work. It also mirrors growing institutional expectations in higher education for clear disclosure of AI involvement in academic outputs.

Students also expressed concern over the accuracy and reliability of AI-generated information. Several noted the necessity of cross-verifying any AI-assisted content with reputable and scholarly sources, underlining the importance of human oversight. This cautious stance aligns with recent studies (e.g., Khondaker et al., 2023) that advocate for continuous supervision, human validation, and responsible AI usage in academic contexts.

In the context of Arabic academic writing, students highlighted the linguistic limitations of ChatGPT. They observed that while the tool can assist with general structure and vocabulary, it often struggles with the Arabic syntax, morphology, semantics and pragmatics appropriateness. This reinforces the need for human refinement and post-editing, especially when the target language carries deep cultural and contextual meanings which something to do with pragmatics. Therefore, ethical use in Arabic writing requires both linguistic expertise and critical reflection to maintain authenticity and scholarly accuracy.

Overall, the findings indicate that students perceive ChatGPT as a potentially valuable educational aid when used ethically, transparently, and under proper guidance. They acknowledge that responsible use involves a balance between innovation and integrity leveraging AI's benefits without compromising the principles of originality and academic honesty. Continuous mentoring and clear institutional guidelines are thus essential to nurture this emerging sense of ethical responsibility among students.

Table 3 Example text of research question 3 item

Category	Example of short text (paraphrase)
Disclosure of use	"I agree to state the part assisted by AI in the ethical method/statement."

Help boundaries	"Limiting it to outlines and revisions is best, not full writing."
Review & verification	"AI information needs to be cross-checked with reputable sources."

CONCLUSION

In conclusion, students' reliance on and confidence in using ChatGPT to prepare and complete their FYP as a tool is a good thing. However, it needs to be monitored, and guidelines must be given to maintain integrity and ethics. This role also needs to be played by the institution by providing clear guidance and instruction on the procedures for using AI in research and teaching so that it is beneficial and integrity is not questioned. However, students majoring in Arabic need to seek advice and review it from their supervisors or lecturers after using it, because sometimes the information or language conveyed by AI is inaccurate and needs to be refined.

This study suggests that future researchers should be able to conduct studies across institutions with various instruments and experimental forms, in addition to measuring the originality of the work and recording how students interact with AI. Arabic-based studies, in particular, need to be seen regarding AI teaching and knowledge that can be carried out in Arabic.

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