The Influence of AI Writing Tools on Students' Self-Efficacy in Academic Writing: A Systematic Literature Review

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Abstract: This study explores the influence of AI writing tools (AIWTs) on students' self-efficacy in academic writing through a systematic literature review of studies published between 2015 and 2025. Drawing from a variety of databases, this review identifies key patterns, benefits, and concerns related to the use of tools such as ChatGPT, Quillbot, and Grammarly. The findings indicate that AIWTs enhance students' confidence, motivation, and writing competence by providing real-time feedback and improving grammar, coherence, and content structure. However, the review also highlights challenges, including the risk of over-dependence, reduced critical thinking, and concerns over academic integrity. Students generally perceive AIWTs as helpful, yet remain cautious about their long-term implications. This study contributes to the understanding of AI's pedagogical potential and emphasizes the importance of responsible integration to foster both technological support and independent skill development. Recommendations for future research and educational practice are discussed.

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A. INTRODUCTION

In the context of higher education, academic writing skills are one of the essential competencies that every student must have (Aunurrahman et al., 2017). This ability not only serves as an evaluation tool for understanding lecture material, but also a medium for developing critical thinking skills, organizing logical arguments, and communicating ideas systematically and scientifically. Through academic writing, students are trained to process information, analyze various sources, and express the results of their thoughts with structures and language styles that are in accordance with academic rules (Cumming et al., 2016). Therefore, academic writing is not just a technical activity, but also a complex cognitive process that supports the formation of academic identity and mastery of certain disciplines. Therefore, improving academic writing skills is a major concern in an effort to produce graduates who are not only theoretically competent, but also able to contribute to the development of science in writing.

Although academic writing skills play a very important role in higher education, many students still face challenges in mastering them. One of the main obstacles is low confidence in writing (Sajid & Siddiqui, 2015), which is often caused by uncertainty about language skills and hesitation in conveying ideas appropriately. In addition, writing anxiety is a significant psychological barrier, where students feel pressured, afraid of making mistakes,

or worried that their writing will not meet academic standards (Quvanch & Kew, 2022). On the other hand, limited mastery of academic vocabulary and complex sentence structures also make it difficult for students to express ideas clearly and scientifically. Often, they also experience difficulties in constructing logical and coherent arguments, especially in critically integrating scientific sources into their writing. These challenges can collectively prevent students from developing their academic writing skills optimally, so effective support strategies are needed to help students overcome them.

The concept of self-efficacy introduced by Albert Bandura refers to an individual's belief in their abilities to organize and execute the actions necessary to achieve specific goals (Bandura, 2017). In the context of academic writing, self-efficacy plays an important role in determining the extent to which students believe in their capacity to complete complex writing tasks (Teng & Wang, 2023). Students with high levels of self-efficacy tend to be more motivated, persistent and able to overcome obstacles during the writing process, compared to those with low self-efficacy (Saputri et al., 2023). This belief in one's own abilities influences the way students plan, execute and evaluate their writing, as well as affecting their perception of the feedback they receive. Therefore, self-efficacy not only impacts the quality of the writing produced, but also the internal processes that shape students' attitudes and behaviors in academic writing (Soylu et al., 2017).

Recent studies have shown an increase in the use of AI-based writing tools by students in the context of academic writing. Tools such as Quillbot, ChatGPT, Grammarly, and others are viewed positively by students and lecturers because they are considered capable of improving the quality of writing, especially in aspects of text content and organization (Akbarani, 2024; Marzuki et al., 2023). Graduate students reported a number of benefits from using Quillbot, including increased positive attitudes towards writing, ease of use, and development of language skills (Kurniati & Fithriani, 2022). The AI tool is generally used in the planning and drafting stages, with the main function of assisting reference search and sentence construction (Guliev et al., 2024). A study of postgraduate PAI students at UIN Padang showed that most respondents had a positive perception of the use of ChatGPT and Quillbot, as they were considered capable of improving self-development, writing quality, creativity, time efficiency, and learning productivity (Febriani et al., 2023). These findings indicate that AI-based writing aids can make a significant contribution in improving students' academic writing experience.

A number of recent studies have examined the effect of AI-based writing tools on students' self-efficacy and writing ability. ChatGPT users were reported to have higher levels of writing self-efficacy compared to those who did not use the tool, indicating the potential of AI in increasing confidence through feedback and achievement of writing outcomes (Bouzar et al., 2024). Similar findings were also obtained from the use of other AI tools such as Diffit and Brisk, which were shown to improve students' self-efficacy and writing competence (Ikhsan et al., 2024). AI-based writing tools contribute to developing writing competence and fulfilling users' psychological needs, although there are concerns about over-dependence on this technology (Rahayu et al., 2024a). In general, students show a positive attitude towards the use of AI, recognizing its benefits in terms of grammar

checking, plagiarism detection, and essay outlining (Malik et al., 2023). However, some have raised concerns regarding its potential negative impact on creativity and critical thinking skills (Malik et al., 2023; Rahayu et al., 2024a). Therefore, these findings emphasize the importance of a balanced application of AI in academic writing, so that the benefits of technology can still be felt without sacrificing originality and human thinking.

Recent studies have examined the effect of using AI-based writing tools on students' self-efficacy and writing skills. The use of ChatGPT is associated with increased writing self-efficacy among graduate students, although prolonged use risks over-dependence (Bouzar et al., 2024). Tools such as Diffit, Brisk, and Mendeley are known to support writing skill improvement by addressing students' cognitive, emotional, and motivational needs, with self-efficacy being a key factor in the process (Ikhsan et al., 2024). Although AI-based tools such as Grammarly and QuillBot can help improve writing competence and fulfill psychological needs, concerns remain about the potential for decreased creativity and loss of control in the writing process (Rahayu et al., 2024). The use of AI has also been shown to accelerate the acquisition of English academic writing skills, but its effectiveness depends on the extent to which the tool is integrated with students' actual writing ability to convey ideas clearly (Losi et al., 2024). Overall, these findings suggest that AI-based writing aids can strengthen self-efficacy if used wisely, but caution is needed to avoid dependency that negatively impacts creativity and independence.

The purpose of this systematic literature review is to thoroughly and structurally examine the scientific literature that addresses the effect of using AI writing tools on students' self-efficacy in the context of academic writing. Through a systematic process of analysis, this article aims to identify common patterns, key findings, and research gaps that have not been explored in previous studies. The results of this study are expected to make theoretical and practical contributions, both as a foundation for further research and as a reference in developing writing learning strategies that are integrated with AI technology effectively and ethically.

B. METHOD

The Systematic Literature Review (SLR) research method is a structured and standardized approach to identify, evaluate and synthesize all relevant research on a specific topic focus. In contrast to conventional literature reviews, SLR uses explicit and transparent established protocols to screen and analyze the literature, thereby minimizing bias and increasing replicability. SLR facilitates researchers in integrating evidence from different studies in a systematic and valid way. This study aims to explore and analyze the effect of using AI writing tools on students' self-efficacy in academic writing. The main objective of this study is to identify patterns of findings, research gaps, as well as provide a comprehensive synthesis of the extent to which AI technology contributes to the development of students' confidence in academic writing activities.

The literature search strategy was conducted by utilizing several academic databases such as Google Scholar, Scopus, DOAJ, and ResearchGate. The keywords used in the literature search included "AI writing tools" "academic writing" "self-efficacy" "ChatGPT"

"Quillbot" "student writing confidence" and "AI-assisted learning". The search process was limited to publications published between 2015 and 2025 to ensure relevance and novelty. Inclusion criteria were set to filter out studies that directly examined the use of AI tools in the context of academic writing and measured their impact on student self-efficacy. Conversely, studies that were not relevant to the topic focus, were not available in full text, or did not include sufficient methodological information were excluded from the analysis. The selection process was conducted in several stages, starting with title and abstract screening, followed by a full review of articles that met the initial criteria. Data from the selected studies were extracted using a standardized worksheet that included information such as research methods, type of AI tools used, study population, variables measured, and main results and findings. Through this approach, this research is expected to significantly contribute to the understanding of the influence of AI in improving students' self-efficacy in academic writing, as well as provide a reference for future technology-based writing teaching practices.

C. RESULTS AND DISCUSSION

1. Student Perceptions of the Use of AI Writing Tools

Recent studies have examined Indonesian students' perceptions of AI writing tools in academic contexts, revealing a generally positive attitude towards their usage. Students acknowledge the benefits of AI writing tools in enhancing grammar, detecting plagiarism, and increasing writing efficiency (Ginting et al., 2023; Malik et al., 2023). These tools are perceived as effective in accelerating the writing process and serving as useful reference aids (Fauzi & Arifin, 2014; Hasibuan & Sayekti, 2024). Furthermore, AI writing tools are credited with improving coherence, vocabulary, and overall writing quality, while also fostering creativity by offering new ideas and structures (Safitri & Fithriani, 2024; Tran, 2024). Despite these advantages, concerns persist regarding their impact on students' creativity, critical thinking, and ethical writing practices (Malik et al., 2023). Some students also demonstrate limited ability to assess the reliability of AI-generated information (Hasibuan & Sayekti, 2024), underscoring the need for critical engagement with such tools.

In addition to the benefits, students express apprehension about the implications of AI writing tools' for academic integrity. The risk of unintentional plagiarism and excessive dependence on AI-generated outputs has been identified as a key concern (Burkhard, 2022; Thi et al., 2025). Over-reliance on these tools may hinder the development of essential academic writing skills and discourage independent thinking (Burkhard, 2022). To address these challenges, scholars recommend the implementation of comprehensive educational programs to promote responsible use of AI writing tools' and ethical writing behavior (Thi et al., 2025). Institutional support, such as access to plagiarism detection tools and clear guidelines for AI usage, can further aid students in maintaining academic standards (Thi et al., 2025). Overall, while AI writing tools' are widely regarded as beneficial for academic writing and student self-efficacy (Malik et al., 2023), maintaining a balanced approach is crucial to avoid compromising originality and integrity in higher education.

Based on the findings, it can be interpreted that students generally perceive AI writing tools as supportive instruments that enhance their academic performance, particularly in the technical aspects of writing. This positive perception reflects their need for efficiency in completing complex and time-sensitive academic tasks. However, concerns regarding the potential decline in core competencies such as critical thinking and the ability to evaluate content authenticity indicate that students do not fully relinquish control to technology. They maintain awareness of the importance of upholding academic integrity. Critically, these studies reveal a balance between enthusiasm and caution. While students appreciate the convenience and efficiency offered by AI writing tools', they also question the extent to which these tools can be used ethically and responsibly. Worries about technological dependency and plagiarism risks serve as important warnings that require attention from higher education institutions and technology developers. (Burkhard, 2022; Thi et al., 2025) emphasize the need for clear guidelines and systematic training to prevent misuse and to support the development of students' academic literacy skills.

2. **The Effect of AI Writing Tools on Increasing Student Self-Efficacy**

The integration of AI writing tools has been reported to significantly enhance students' self-efficacy in academic writing, particularly through improvements in confidence, motivation, and writing competence. Students using AI applications such as ChatGPT demonstrate higher self-efficacy scores compared to non-users, indicating a boost in their confidence when approaching academic writing tasks (Bouzar et al., 2024). These tools reduce anxiety and increase motivation by offering real-time feedback and personalized suggestions, which contribute positively to the learning experience (Erito, 2023). Furthermore, AI tools support improvements in cohesion, coherence, and grammatical accuracy, helping students produce higher-quality writing (Tran, 2024). They are also perceived as valuable aids for fostering creativity and increasing efficiency during the writing process (Safitri & Fithriani, 2024).

Several studies reinforce these findings by highlighting the broader educational implications of AI tools. For instance, EFL students report favorable perceptions of AI applications for final project preparation, citing enhanced writing performance and efficacy (Ginting et al., 2023). Tools like Diffit and Brisk have similarly demonstrated their potential to improve students' self-efficacy and academic writing skills (Ikhsan et al., 2024). The adoption of AI writing tools contributes not only to students' self-confidence but also to the development of self-awareness and independent learning skills (Losi et al., 2024). Nevertheless, concerns about over-reliance on such tools remain, as excessive dependence may hinder the development of students' individual writing styles and critical thinking abilities (Bouzar et al., 2024; Rahayu et al., 2024). Therefore, while AI writing tools offer promising benefits, their use must be accompanied by a conscious effort to maintain students' autonomy and originality in academic writing.

The integration of AI writing tools positively impacts students' perception of their writing abilities by serving as supportive resources that enhance technical writing skills and boost self-efficacy. These tools help reduce writing-related anxiety and motivate students to

engage more confidently with academic tasks, as the instant feedback they provide aids in more efficient learning and improvement. As a result, students experience a greater sense of accomplishment and increased confidence in their writing. Additionally, AI tools improve grammar and coherence, demonstrating their value in refining written work and ensuring it aligns with academic standards. While the benefits of these tools in enhancing writing quality and efficiency are clear, there are concerns about the potential risks of over-reliance on AI, such as the diminishing development of critical thinking and personal writing styles. Therefore, while AI tools contribute to students' confidence and writing competence, it is crucial to consider their long-term effects on independent writing skills and overall academic growth.

3. Challenges of Using AI Writing Tools in Self-Efficacy Development

The integration of AI writing tools in education presents both benefits and challenges, particularly in relation to students' self-efficacy in writing. While these tools can enhance writing skills, generate ideas, and accelerate the writing process (Amal et al., 2024; Ikhsan et al., 2024), concerns about dependency, critical thinking, and ethical use remain prevalent. Students may develop an over-reliance on AI tools, which could undermine their independent writing abilities and lower their confidence in producing quality work without assistance (Tseng & Warschauer, 2023). Furthermore, the lack of critical engagement with AI-generated content raises concerns about the potential for misapplication and unintentional plagiarism, diminishing students' analytical skills and understanding of the writing process (Burkhard, 2022; Tseng & Warschauer, 2023).

Despite these concerns, AI tools can also serve as valuable resources that enhance motivation and reduce anxiety, thus improving self-efficacy when used appropriately (Erito, 2023). Research indicates that students' perceptions of AI tools vary widely, with some embracing the technology while others remain skeptical or lack effective strategies for integrating AI into their learning (Burkhard, 2022). This variability in student attitudes impacts their self-efficacy, as those who do not engage with AI tools may miss opportunities for improvement and feedback (Erito, 2023). Furthermore, issues such as plagiarism, decreased critical thinking skills, and concerns over data privacy and job market competition highlight the complexities of AI integration in higher education (Agustya et al., 2023; Lukman et al., 2024). These findings emphasize the importance of a balanced approach to AI adoption, ensuring that its use fosters learning while preserving academic integrity and personal skill development.

These concerns reflect that students do not fully accept AI writing tools as a definitive solution in the academic writing process. Instead, they recognize that passive use of AI—without critical understanding—can disrupt authentic learning, which is essential for developing self-efficacy. Over-reliance on AI tools may undermine students' confidence, as they might feel incapable of completing writing tasks independently (Tseng & Warschauer, 2023). The lack of active engagement with writing processes can also hinder students' ability to grasp academic structure and writing conventions, potentially weakening their independent writing skills in the long term. Critically, these findings highlight a paradox in the use of AI writing tools': while such tools can accelerate learning and boost confidence,

they may also erode critical thinking and originality if not used judiciously. Students without effective learning strategies tend to use AI passively, becoming dependent consumers rather than active learners. Moreover, the varying perceptions among students—from enthusiastic adopters to skeptical users—reveal a gap in digital literacy and the need for structured guidance in integrating AI tools effectively into educational contexts (Burkhard, 2022).

D. CONCLUSIONS AND SUGGESTIONS

This systematic literature review reveals that AI writing tools, such as ChatGPT, Quillbot, and Grammarly, have a generally positive influence on students' self-efficacy in academic writing. The reviewed studies consistently highlight that these tools enhance students' confidence, motivation, and writing competence by offering real-time feedback, improving grammar and coherence, and facilitating idea development. Students perceive AI writing tools as supportive aids that alleviate writing anxiety and promote autonomy in the writing process. However, the review also underscores the potential drawbacks of over-reliance on such tools, which may impede the development of critical thinking, originality, and independent writing skills. These findings suggest that while AI writing tools are beneficial in fostering self-efficacy, their use must be strategically integrated into the academic writing process.

Future research should consider conducting longitudinal studies to examine the sustained impact of AI writing tools on students' self-efficacy and overall academic writing performance over time. Such studies could provide deeper insights into how prolonged exposure to AI tools influences writing independence, critical thinking, and creativity. Additionally, comparative studies across different academic disciplines and proficiency levels would help determine whether the effects of AI writing tools vary depending on contextual or individual learner factors. Researchers are also encouraged to explore students' cognitive and affective responses to AI-generated feedback, as well as how these responses shape their writing behaviors and self-regulation strategies. Finally, investigations into the integration of AI writing tools within pedagogical frameworks—particularly in blended or fully online learning environments—could offer valuable recommendations for maximizing the educational value of AI while preserving academic integrity and fostering genuine skill development.

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