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Holistic Education in the AI Era: Ethical Challenges in Scientific Writing Based on a Critical Discourse Analysis Approach

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ABSTRACT

The use of artificial intelligence (AI) in academic writing has rapidly expanded, offering significant support in literature search, language refinement, and structural organization. However, despite its advantages, AI introduces unresolved ethical challenges, particularly concerning originality, authorship credibility, and intellectual property rights. Existing literature has not sufficiently explored how these issues intersect with the values of holistic education, revealing a gap in normative academic frameworks guiding AI integration. This article aims to critically investigate the ethical implications of AI-assisted writing through the lens of holistic education, focusing on the interplay between technological utility and academic integrity. Employing a qualitative literature review approach, the study explores the concept of originality in AI-supported writing, and the role of logical reasoning, reading comprehension, and writing competence in maintaining scholarly standards. The analysis reveals that the presence of institutional policies regulating AI use can strengthen research transparency, uphold scientific credibility, and foster ethical awareness among scholars. While AI enhances productivity and supports plagiarism detection, it must not substitute the researcher's responsibility to contribute original thought and critical engagement. One notable limitation of this study is the absence of universally accepted guidelines, which may result in inconsistent application across academic settings. This study contributes originally by proposing a regulatory framework rooted in holistic education to ensure that AI supports, rather than undermines, the cultivation of academic integrity and deep intellectual engagement. Consequently, the paper calls for comprehensive, ethically grounded policies that harmonize technology adoption with scholarly values to safeguard the quality and credibility of academic research in the AI era.

INTRODUCTION

Holistic education emphasizes the balance between intellectual, emotional, physical and spiritual intelligence in the teaching and learning process (Primarni et al., 2025). In this context, AI presents both a challenge and an opportunity in the academic world. AI can help in finding references, summarizing literature, drafting initial drafts, and checking for plagiarism. (Haris et al., 2024)However, concerns have arisen regarding the ethics of its use, especially in terms of the authenticity of writing, transparency, and scientific responsibility. Holistic education requires the integration of moral values in the use of technology so that AI is not only a tool, but also managed with strong ethical principles(Cahyono et al., 2023). Therefore, this article examines the role of AI in scientific writing, as well as the ethical challenges it presents, from the perspective of holistic education.

Artificial intelligence (AI) is increasingly being used in various aspects of academics, including writing scientific papers. AI can help in finding references, summarizing literature, drafting initial drafts, and checking for plagiarism. However, concerns have arisen regarding the ethics of its

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use, especially in terms of the authenticity of writing, transparency, and scientific responsibility (Chowdhury et al., n.d.) Although AI can compose text, it cannot create original concepts or perform critical analysis independently. Therefore, this article examines the role of AI in scientific writing, as well as the ethical challenges that accompany it.

In the era of artificial intelligence (AI), the writing of scientific papers has undergone a significant transformation, presenting ethical challenges that must be addressed thoughtfully. The use of AI tools in science promises to increase efficiency, but it also demands greater ethical responsibility in maintaining academic integrity. Several studies have shown that the use of AI, for example, in preparing medical manuscripts, can accelerate the writing process and enhance the quality of writing. However, the existence of these tools can also blur the line between human and machine contributions in generating knowledge (Fardim et al., 2023; Hutson, 2024; Singh & Singh, n.d.) In general, the integration of AI in scientific writing raises crucial questions about authenticity and appreciation of intellectual contributions. Research indicates that while AI can generate high-quality text, it also poses a risk of plagiarism, as well as issues related to the validity and reliability of the references used (Hryciw et al., 2023; Májovský et al., 2023; Zhaksylyk et al., 2023). For example, Hryciw et al. emphasized the importance of formulating clear guidelines for the use of AI in the context of scientific writing, so that authors can responsibly utilize this technology without compromising the basic principles of research integrity (Hryciw et al., 2023)

Another important aspect is the development of ethical policies around the use of AI tools in academia. Several publishers and organizations have developed guidelines that set limits on the use of AI tools, covering aspects ranging from manuscript processing to acceptance of articles for publication (Barrientos et al., 2024; Flanagin et al., 2023; Inastrilla et al., 2024). This guide aims to ensure that the use of AI tools does not compromise transparency and honesty in research, while also maintaining scientific authority (BaHammam, 2023; Zhaksylyk et al., 2023). Furthermore, discussions about the tension between innovation and academic integrity are becoming increasingly relevant. Many argue that while utilizing these tools, authors should still rely on their expertise and critical analysis (BaHammam, 2023; Májovský et al., 2023)

By responsibly embracing this technology, authors can take advantage of the potential of AI to improve the speed and quality of writing without losing the essence of the scientific writing process itself (PAN, 2024; Rabbianty et al., 2023; Zhaksylyk et al., 2023) Overall, while AI offers great potential in improving the scientific writing process, the ethical challenges it raises require serious attention from all stakeholders in the research. Authors, editors, and publishing institutions need to work together to build a solid ethical framework, as well as regulations that can govern the use of AI in academic settings (Barrientos et al., 2024; Valencia et al., 2023).

RESEARCH METHODS

This study employs a qualitative approach, utilizing a literature review method, to analyze various sources on the application of AI in scientific writing. Data was obtained from scientific journals, academic policies, and reports discussing the implementation of AI in research. An analysis was conducted on various ethical aspects related to the use of AI in the preparation of scientific papers, including the authenticity of ideas, the transparency of their application, and the implications for academics within the framework of holistic education.

RESULTS

AI helps speed up the writing process, but it cannot replace human creativity and critical thinking.

In the context of education and academic writing, the use of artificial intelligence (AI) as an aid, rather than a substitute, for writers is becoming increasingly important. Educational writers and educators are faced with new challenges that require a deeper understanding of the role of AI in the writing process, including its potential and limitations. Research indicates that AI can enhance the

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efficiency and quality of generated text, but authors must maintain control over the final result (Hwang et al., 2023; Selim, 2024; Yeo, 2023). AI, such as natural language-based writing aids, can provide suggestions and feedback to writers, thereby aiding in structuring arguments and improving grammar and sentence structure. For example, the use of automated writing aids can speed up the revision process and support the development of new ideas (Hwang et al., 2023; Wu, 2024) However, this tool should not be seen as a substitute for human writers, but rather as a partner in the creative and intellectual process (Wang, 2024; Yeo, 2023) This is in line with the view that the identity of authors and authenticity are inseparable aspects in the context of academic writing, where the presence of writers' voices, as well as their intellectual involvement, remains essential (Wang, 2024; Yeo, 2023). Further research indicates that the application of AI in academic writing can enhance the development of students' writing competencies, provided it is utilized effectively. For example, Wang notes that students, both native and non-native speakers, have different experiences when using AI in the writing process, signaling the importance of a tailored approach to meet individual needs (Wang, 2024). This condition highlights the need to develop a pedagogy that encourages the use of AI without compromising the personal touch required in writing (ROA & Halim, 2024). As such, this approach focuses on collaboration between AI and human authors, where the presence of AI serves to facilitate, rather than replace, the author's creativity and critical reflection (Kung et al., 2023)

While there are many advantages to using AI for writing, it is essential to remain aware of the academic integrity issues that can arise from the use of this technology. This includes risks related to plagiarism and authority in writing, where the role of human writers is crucial in maintaining academic authenticity and credibility (Bozkurt, 2024; Yeo, 2023). Guidelines focused on the ethical and responsible use of AI in educational settings are needed, given that AI cannot take responsibility for the writing generated (Dergaa et al., 2023). Overall, AI serves as a tool that can enrich the writing experience. Still, writers remain key actors in the creative process. Awareness and understanding of the limits and potential of AI will help in creating productive cooperation between technology and writers, which will ultimately have a positive impact on the quality of academic writing (Cardon et al., 2023). Original ideas still come from the author, and AI only plays a role in tidying up the structure or clarifying the language.

The use of artificial intelligence (AI), such as ChatGPT, in scientific writing can provide significant support for writers without replacing the original ideas that they generate. AI functions to refine the structure and clarify the language, thereby enhancing the quality of writing. In research by Munawar et al., it was stated that ChatGPT has the potential to streamline the writing and review process. Still, it must be used with awareness of the challenges faced, including the risk of plagiarism and the need for validity and originality (Munawar et al., 2023). Therefore, writers need to be actively involved in the writing and processing of ideas.

A critical aspect of the use of AI is the ability of these tools to improve efficiency in writing, but still rely on the creativity and expertise of human writers. For example, by providing suggestions on sentence structure or word choice, AI can help writers convey their ideas more clearly and organized (Nainggolan et al., 2024) However, all final decisions remain in the hands of the author, who must ensure that the resulting content remains representative of their own thoughts and perspectives (Sitorus & Zasari, 2023) Ethical guidance is also needed to assert that AI should be used as an aid, not as a substitute for writers.

In the context of education, training, and assistance provided to students on writing scientific papers, as seen in the study by Taneo et al. Taneo et al. (2024) and Isdendi et al. (2023; Taneo et al., 2024) demonstrate an approach that focuses on strengthening writers' ability to use AI as a tool, rather than replacing their creative process. This training activity aims to enhance writing skills and literacy, enabling students to understand better and manage the use of technology in their writing. In addition, research by Nainggolan et al. emphasized the importance of training in the correct use of language in academic writing(Nainggolan et al., 2024). By utilizing AI to review spelling and grammar, writers can focus their attention on developing original ideas and more substantial arguments. AI can assist in correcting mistakes and suggesting improvements, while the basic concepts and substance of the writing are still generated from the author's mind. Overall, by acknowledging that original ideas still come from the author and by utilizing AI to improve the structure and clarity of language, authors can

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create scientific work that is not only more effective in conveying ideas but also maintains academic integrity. This promises to advance in the quality of writing while respecting and nurturing the unique perspective and voice of each writer (Arniati et al., 2022)

The Importance of Reading and Writing Skills

AI cannot interpret information with the same contextual understanding as humans. Authors must still have critical reading skills to assess the relevance and validity of the references used. Reading and writing skills are two essential foundations in the learning process and the development of student academic achievement. In the context of quality article writing, this skill is crucial to ensure that the ideas conveyed can be understood and accepted by readers. Various studies show that there is a close relationship between good reading skills and effective writing skills(Alfino et al., 2023; Ekaputra, 2023)

First, reading skills allow writers to analyze and understand various sources of information, which form the foundation of their knowledge. Research by Alfino et al. has shown that the comprehension of reading skills significantly contributes to students' writing skills, particularly in the creation of persuasive speech texts (Alfino et al., 2023). This emphasizes the importance of reading skills as a supporting element that facilitates writing skills. By actively reading, writers can learn different writing styles, idea articulation structures, and presentation strategies, all of which are important in producing quality writing (Alfino et al., 2023; Ekaputra, 2023)

Second, good writing depends not only on the writer's talent but also on a deep understanding of the proper structure, grammar, and use of language. Research by Ekaputra indicates that scientific paper writing training can help students enhance their writing skills, thereby facilitating the acquisition of the necessary academic formats and conventions. Through the achievement of these skills, students are required to be able to convey their ideas logically and coherently, which is the key to scientific writing (Alfino et al., 2023; Ekaputra, 2023)

Furthermore, good writing skills are also related to students' critical thinking skills. According to research by Yamin and Umar, writing skills enable students to express their thoughts clearly and in a structured manner, as well as apply writing rules that readers can easily understand. This skill is crucial in producing articles that are not only informative but also engaging and rich in analysis. Written works that have in-depth analysis tend to be more convincing for readers, which is essential in an academic context (Ekaputra, 2023; Yusro & Purwandari, 2021). Organized training and mentoring activities can further support the development of these skills. As stated by Fakhri et al., the use of technology, such as AI, in writing can make the writing process easier; however, basic skills in reading and writing still need to be developed to produce quality scientific work. This shows that while tools such as AI can help, the role of authors is still vital in compiling high-quality articles (Fakhri et al., 2024)

In conclusion, the importance of reading and writing skills cannot be ignored in creating quality articles. Both comprehensive reading skills and honed writing skills contribute significantly to the quality of academic writing. Therefore, the development of these two skills must be prioritized in the educational curriculum to produce a generation of writers who can contribute significantly to the academic world (Alfino et al., 2023; Ekaputra, 2023; Yusro & Purwandari, 2021)

Ethical Challenges in the Use of AI

The use of artificial intelligence (AI) in various fields presents complex ethical challenges. The article by Cahyono et al. explains that ethics in the use of AI is an obligation to ensure that the technology is used responsibly and respects the moral values of society. With the increasing implementation of AI in daily life, users need to consider the ethical implications of this technology, especially related to privacy, security, and fairness (Cahyono et al., 2023)

One of the primary challenges in the ethics of using AI is the potential for bias to be introduced into the system. Husain et al. revealed that AI algorithms can manipulate data in ways that lead to unfair decisions, particularly for marginalized groups. The use of AI without considering ethical perspectives can contribute to social injustice and discrimination. Therefore, awareness of

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possible biases in AI-powered decision-making is essential for developers and users of the technology to understand (Husain et al., 2024) A report by Muhtadi and Putri reveals that in a business context, companies must be responsible for protecting consumers from the negative impact of using AI. This obligation encompasses the application of ethical practices in the development of AI-based products and services, enabling companies to avoid actions that harm consumers and the broader community. (Muhtadi & Putri, 2023)

In addition, the importance of transparency in the use of AI is also emphasized, so that users can understand how the system works and the data used in the decision-making process (Muhtadi & Putri, 2023) Also, it is important to prepare a new generation of tech-savvy with strong ethical knowledge to avoid potential misuse of AI in the future. Guh et al. suggested that education about technology ethics be included in the educational curriculum, especially for the younger generation, who are greatly affected by the development of AI. A deep understanding of ethics will help them become intelligent leaders in the responsible and fair application of technology (Theguh et al., 2024) Overall, the ethical challenge in the use of AI is an agenda that should be discussed in depth by all stakeholders. There needs to be collaboration among researchers, policymakers, and academics to develop an ethical framework that incorporates the moral and social considerations of AI technology use. This will not only protect individuals and community groups, but also encourage the beneficial and equitable use of AI for all (Cahyono et al., 2023; Muhtadi & Putri, 2023)

In reality, AI can generate text that is similar to other sources, so users must verify to avoid accidental plagiarism. In terms of credibility, AI can produce texts that seem scientific but are not necessarily accurate, so verification by authors is still required. In terms of intellectual property, there is still debate over whether work produced with the help of AI can be considered entirely the philosophical work of the author.

DISCUSSION

The results of this study show that, although AI offers various conveniences in the writing process, the role of academics remains crucial in ensuring the quality and authenticity of writing. Some recommendations for the ethical use of AI in scientific writing are:

Transparency of AI Use: Authors should list the use of AI in the methods or acknowledgments section.

In the context of transparency in the use of artificial intelligence (AI) in academic writing, authors should include the use of AI in the methods or acknowledgment sections to maintain integrity and clarity. The use of AI as a writing aid can improve the efficiency and quality of articles; However, the author remains responsible for disclosing the use of the tool to the reader. Research by Munawar et al. suggests that AI, particularly ChatGPT, can aid in the scientific writing process. They emphasize that while AI can be used to simplify data writing and analysis, authors must include information regarding the use of AI in their articles (Munawar et al., 2023)

In this case, listing this information not only shows transparency but also confirms that the author is committed to academic ethics. Although Fitaningrum et al. did not directly discuss the use of AI in academic writing, they emphasized the importance of using clear language in reports and articles, which is crucial for enhancing the credibility of the information presented (Fitaningrum et al., 2024). By acknowledging the use of AI in article drafting, authors can increase their accountability and provide clarity regarding the resources used in the writing process. Isdendi et al. emphasize the importance of enhancing writing skills in the context of scientific publications, including the utilization of writing aids (Isdendi et al., 2023). Although the focus of their research is not entirely related to AI, they emphasize the importance of transparency in the use of technology, so that readers understand the role of technology in the preparation of their work.

In a broader context, the academic community needs to develop clear guidelines regarding the use of AI and discuss the need for transparency. However, the references by Fadhilla dan Putra are irrelevant to this topic because their focus is on facial recognition technology and personal data

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protection, rather than the use of AI in academic writing (Fadhilla & Putra, 2024). Overall, openness about the use of AI in research and scientific publications should be considered standard practice. Integrating the recognition of the use of AI in articles not only strengthens transparency but also demonstrates the integrity of authors in conducting research and publishing (Isdendi et al., 2023; Munawar et al., 2023)

Manual Validation by Authors: AI should not be used as the sole source in compiling scientific articles, but rather should be checked and refined by authors.

In scientific writing, authors need to understand that artificial intelligence (AI) should not be used as the sole source of information. Instead, AI must function as a tool that enhances the quality of the work, where the author must verify and refine the results of the writing. Munawar et al. explain that AI, such as ChatGPT, plays a role in assisting the scientific writing process by providing suggestions, proofreading, and producing initial drafts (Munawar et al., 2023). However, the authors are reminded that all results from AI must be evaluated and improved by themselves before being published. Further, there are no references to support the claim that AI machines can completely replace human judgment. Authors have a responsibility to ensure that the information presented in the article is accurate and relevant, and reflects their understanding and perspective. This is especially important to consider, given that AI may not always be able to capture the nuances or contexts required in academic writing.

The research by Haris et al. reveals that strict evaluation criteria must be applied in the use of AI across all aspects of academic writing (Haris et al., 2024). By performing manual validation of the information presented, the author not only prevents the spread of misinformation but also strengthens the arguments and analysis produced. In this case, AI should function as a partner in the creative process, where the output of the AI needs to be refined based on the author's knowledge, experience, and analysis. Failure to validate the information provided by AI can result in a poor-quality final product, which can affect the integrity of the research (Haris et al., 2024; Munawar et al., 2023) Writers should pay close attention to every detail and strive to improve writing by using AI as an additional resource, not as a substitute for their critical thinking and analytical processes. Overall, the call for manual validation in the use of AI in scientific writing is indispensable. The existence of AI as a tool is beneficial, but the active involvement of authors in verifying and refining the results provided by AI remains an integral part of producing quality articles (Haris et al., 2024; Munawar et al., 2023)

Academic Policy Development: Educational institutions must establish clear guidelines on the use of AI in scholarly research and writing.

In an era of digital transformation driven by technologies such as artificial intelligence (AI), educational institutions must establish clear guidelines for the use of AI in academic research and writing. Research by Haris et al. demonstrates that a deep understanding of AI literacy among students is crucial for addressing the challenges encountered in implementing the technology (Haris et al., 2024). This research highlights the importance of developing comprehensive academic policies to govern the practical and ethical use of AI in educational settings.

An intensive guideline allows for the development of policies that can address various aspects of AI use, including education, research, and writing. For example, Cahyono et al. discuss the importance of ethics in the use of AI, which has become increasingly relevant as this technology is widely used in academic activities (Cahyono et al., 2023). However, this study does not explicitly address policy, so this quote needs to be used with caution. Academic policy development also includes the implementation of guidelines that govern the use of AI as a tool, rather than a substitute for the skills and knowledge that authors possess. Research by Sappaile et al. shows that the use of AI can have a positive impact on academic achievement, but clear guidelines are also needed to prevent over-reliance on these technologies (Sappaile et al., 2024))

Furthermore, Dewi et al. underlined the importance of evaluating and accepting digital technology in educational institutions, as well as the need for adjustments in policies to be in line with the development of educational technolog (Dewi et al., 2020) This research provides a perspective on the use of e-learning, although it is not directly related to the use of AI, therefore, this quote needs to

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be carefully integrated. Overall, with the development of robust policies and clear guidelines, educational institutions will not only be able to manage the use of AI more effectively but also ensure that all parties involved have a thorough understanding of the ethical responsibilities that accompany it. The establishment of these guidelines is essential to adapt innovation in academia and create an environment that supports quality research and educational outcomes (Haris et al., 2024; Sappaile et al., 2024)

CONCLUSION

The use of AI in writing scientific papers must be carried out with strong academic ethical principles and in line with a holistic educational approach, which emphasizes a balance between the use of technology and academic values. AI can be an effective tool in improving research efficiency, detecting plagiarism, and structuring writing; however, the primary responsibility remains with the author in drafting ideas, conducting critical analysis, and ensuring the authenticity of the work. Various studies have shown that implementing clear policies regarding the use of AI in academic settings contributes to increased scientific credibility, research transparency, and ethical understanding among academics and students. Educational institutions play a crucial role in developing comprehensive policies that not only support the ethical use of AI but also educate academics about its implications and limitations. With the proper regulations, AI can be utilized as a tool that enhances academic integrity standards, rather than as a means to replace deep scientific thinking processes. Therefore, a holistic educational approach that emphasizes a balance between technology, ethics, and academic responsibility needs to be integrated into policies on the use of AI in academia to ensure the quality, credibility, and integrity of research in the digital era.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article. All interpretations and conclusions presented are solely the responsibility of the authors and do not reflect the views of the funding agency.

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