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The correlation between students' information literacy and the utilisation of AI text generator in completing academic studies

Muhaemin, Elnovani Lusiana, Ute Lies Siti Khadijah

Library and Information Science, Universitas Padjadjaran, Indonesia

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* Correspondence:
Muhaemin

E-mail:
muhaemin21001@mail.unpad.ac.id

Abstract

Background of the study: The use of AI Text Generator (ATG) provides many conveniences for students, especially in accessing information in the form of text to make research proposals as a requirement for completing academic studies in lectures, but on the other hand the use of this technology also has a negative impact if not used wisely.

Purpose: To describe the correlation between student information literacy and the utilisation of AI Text Generator in completing academic studies

Method: Simple correlation to determine the level or degree of correlation between two variables.

Findings: There is a significant correlation between students' information literacy and its five indicators with the utilization of AI Text Generator in completing academic studies. The level of correlation is in the moderate category. The types of AI Text Generator most widely used by students are ChatGPT, Perplexity, and followed by several other types of ATG. The reasons students use ATGs include developing ideas and information, efficiency, writing assistance, concept development, reference, problem solving, and improving the quality of writing.

Conclusion: The existence of a correlation with a level of correlation strength that is in the moderate category indicates that these two variables influence each other but are not completely dependent on each other.

Keywords: Information literacy, AI Text Generator, Academic Writing

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Introduction

Along with the rapid development of the digital era, access to information has become easier and wider. The existence of information that is increasingly abundant every day requires the ability to manage, assess and use information wisely. This applies to all groups, including in the academic field such as students. Information related to education, research, and service is needed to support academic activities during the lecture period. Students with different learning styles and research needs may choose tools that best suit their information needs (Dahlen & Hanson, 2017). This alignment allows students to get information according to their needs and desires.

Advances in information technology and artificial intelligence have also also led to the development of information retrieval tools. Artificial Intelligence (AI) is defined as a part, namely as a machine or smart device (computer) that can do tasks which if the task is done by humans, it must have intelligence to be able to do it; AI is also defined as a part of computer science that allows machines (computers) to do work like and as well as humans do; Finally, AI is defined as one of the fields of computer science that utilizes computers to behave intelligently like humans (Mahendra et al., 2024). One type of AI that is being widely used is Generative AI which can increase creativity and make it easier for users to create text, images, and videos with new ideas and attractive displays (World Bank, 2023).

In the context of academic writing, a text generator or AI Text Generator is a generative AI that can be used by students to access information in the form of text instantly. AI Text Generator (ATG) can generate content in the form of articles, stories, poems, and programming code, as well as generate automatic responses to questions on a service (World Bank, 2023). ATGs can also be used in various purposes such as creating news articles, summarizing long documents, or creating personalized content, but also raised concerns about potential misuse, such as producing fake news or plagiarizing existing content (Frye & GPT, 2023). This allows students to get instant and relevant information, making it easier to do their final thesis as a requirement to complete their academic studies. Some examples of AI Text Generators that can be used for free, easy to apply and quality answers are Chat GPT, Gemini, Copilot, Claude, Pi, PicsArt, Canva, and Grammarly (Paris, 2024).

ChatGPT is an AI Text Generator that has received a lot of attention since its launch in 2022. Research conducted by Niyu et al. (2024) mentioned that the awareness of ChatGPT among academics in Indonesia, consisting of students and lecturers, reached up to 91.25%. This shows that the existence of ChatGPT as an ATG has been recognized and become one of the concerns in the education circle. ChatGPT is an artificial intelligence system that enables interaction in text-based conversations with various functions, such as translating languages, providing recommendations, increasing productivity, and helping in the field of education (Suharmawan, 2023). Therefore, ChatGPT can be one of the potential types of ATG to assist students in obtaining information to complete their studies in lectures.

In utilizing an information technology such as ATG, it can be seen in terms of Perceived Usefulness which is one of the constructs of the Technology Acceptance Model (TAM) by Fred D. Davis in 1985. Perceived usefulness is considered the main construct in the original representation of TAM and the modified TAM model (Alsabawy et al., 2016). Perceived usefulness is defined as the extent to which individuals believe that using certain technologies will improve their job performance in which there are several indicators such as effectiveness, advantage, relevance, and relevance of technolog (Wicaksono, 2022). The utilization of ATG as a tool in accessing information allows instant accessibility and flexibility for its users, especially in writing scientific papers.

The use of ChatGPT as an AI Text Generator used to search for information provides many conveniences for its users. In the field of education, ChatGPT can provide benefits in

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learning personalization, accessibility and affordability, interactive learning resources, and assistance with assignments and problem solving (Suharmawan, 2023). In the context of learning personalization, ChatGPT can present information tailored to student learning materials and methods, thus providing a learning experience that is easier to understand. In addition, the use of ChatGPT can also assist students in working on tasks such as essays, starting from finding information, answers, and composing sentences, thus allowing students to be more productive in completing their assignments (Kusumaningtyas et al., 2023). Thus, the use of ChatGPT not only facilitates access to information, but also broadens and enriches students' learning experience, making it possible to fulfill the information needed.

Despite its convenience and benefits, ATG still has many limitations that allow the information in it to be biased. OpenAI as the creator of ChatGPT mentions some of these limitations including the lack of consistency and accuracy of answers, sensitivity to variations in queries or questions, sometimes excessive quality of output or answers, lack of ability to verify input if the question given is ambiguous, and handling of malicious content that has not been maximized (OpenAI, 2022). In addition, ATG is also a dual-use technology, which means it can be used for both good and harmful purposes such as the creation of fake news, propaganda, and the resulting disinformation (Koplin, 2023). Then in the realm of education, the continuous use of ATGs especially ChatGPT can lead to a dangerous dependency where students may lose their ability to write, research, or solve problems due to over-reliance on this technology (Kusumaningtyas et al., 2023). Therefore, the use of ATG must be balanced with continuing to hone information literacy.

Students with good information literacy can manage information effectively, find relevant information, and organize it well for tasks in lectures (Qomariyah et al., 2023). Students' information literacy plays an important role in utilizing the information around them. Goldstein (2018) defines information literacy as the ability to think critically and make balanced judgments about any information found and used. In addition, information literacy is seen as an important ability to access, evaluate, and use the information needed effectively, especially in the digital environment (Uslu & Durak, 2022). Therefore, information literacy is one of the abilities that students must have to be able to make the best use of information.

A person's information literacy can be measured using literacy standards. One of the standards that can be used to measure the level of information literacy at the tertiary level is the Information Literacy Competency Standards for Higher Education. This standard was created by the Association of College and Research Libraries (ACRL) in 2000 to measure students' information literacy skills based on the nature and scope of information, the ability to access information effectively and efficiently, evaluate information, use information for specific purposes, and understand the economic, legal, and social aspects related to the use of information (Nurislaminingsih et al., 2021).

Research on the use of AI in academic writing has been conducted by many researchers. When used as a tool, AI can improve cohesion, precision, and clarity in writing, but its effectiveness depends on the context of use and the combination of human intervention (Acosta, 2024). The use of AI in academic writing can improve efficiency, accuracy, and productivity, but it is important to ensure its proper and ethical application and establish comprehensive guidelines and regulations (Fornalik et al., 2024). Academic writing using AI can improve the quality and clarity of writing, but it is important to consider issues of authenticity and transparency in tracking changes made by humans and AI (Pividori & Greene, 2024). These three studies emphasize the importance of collaboration between AI and human intervention in terms of insight and ethical use.

Students with a more critical and structured approach through the process of using interactive and adaptive AI tend to have better writing outcomes compared to students using an

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unstructured approach (Nguyen, Hong, et al., 2024). Similarly, students who used an exploratory and iterative approach to AI-assisted writing resulted in deeper engagement and more revisions compared to students who used a concise and streamlined approach that focused more on monitoring and achieving quick results (Nguyen, Ilesanmi, et al., 2024). Using a deep approach when using AI allows students to produce better writing.

As one of the in-depth approaches, information literacy is an important skill that students should have when accessing information using AI. Research on student information literacy using the big six model explaines that students have quite good information literacy skills in doing assignments in lectures, especially paper assignments (Afiyani & Alfariza, 2023). Similar but with a different model, namely The Seven Pillars of Information Literacy which explained that students' information literacy, especially in terms of planning, collecting, and managing information, was considered very good by researchers (Mubasiroh, 2023). Both studies show that students have a good ability to utilize information effectively in completing their academic tasks. Good information literacy makes students able to use information technology to select and sort out what information is needed as a reference for their papers.

The ability to assess the credibility and relevance of information provided by ATG, as well as being able to combine it with other sources of information to make it more accurate is needed by students. Unlike previous studies, this research will focus on how students' information literacy is applied when utilizing ATG to produce scientific papers. Therefore, this study aims to describe the correlation between student information literacy and the utilisation of AI Text Generator in completing academic studies

Method

Research Type

This research uses a simple or bivariate correlation method. This correlation method aims to determine the level or degree of correlation between two variables (Selviana et al., 2024). The two variables in this study are student information literacy as the independent variable (X), and the utilization of AI Text Generator (Y) as the dependent variable.

Population and Sample

The population in this research are students of the Library and Information Science Study Program, Faculty of Communication Sciences, Universitas Padjadjaran class of 2021 who are preparing a research proposal. The results of this proposal will be used as a thesis to complate the study period. Based on data from the study program, the number of students is 85 people. The slovin formula was used to determine the sample size with a margin of error (e) set at 5%, so that the sample size was 71 students. Furthermore, researchers used a simple random sampling method to obtain a research sample.

Data Collection

Data was collected using a questionnaire distributed to all samples via Direct Massage or personal chat using the WhatsApp and Instagram applications. The questions in the study were made using a five-point Likert scale. Point five means strongly agree, while point one means strongly disagree. This questionnaire was designed based on research variables and indicators with a total of 28 questions regarding information literacy and 9 questions regarding the use of AI Text Generator.

Data Analysis

The data analysis technique used was Spearman correlation analysis using the Statistical Package for the Social Science (SPSS) version 26 program. In conducting the analysis using

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this program, the researcher will test the hypothesis using a two-sided test (two tailed test) with a tolerable error rate or significance level (α) of 0.05 or 95% confidence level with the following significance criteria,

1) If the significance value (sig) < α = 0.05, it means that there is a significant correlation between the two variables studied.

2) If the significance value (sig) > α = 0.05, it means that there is no significant correlation between the two variables studied.

After testing the hypothesis, the correlation coefficient is then interpreted to determine the strength of the correlation using Guilford's table as follows,

Table 1. Correlation strength guidelines

Strength level	Description
< 0.20	Slight (weak correlation)
0.20 - 0.40	Low correlation
0.40 - 0.70	Moderate correlation
0.70 - 0.90	High correlation
0.90 - 1.00	Very high correlation

(Source: Prijana & Yanto, 2020)

Result and Discussion

Distribution of Respondents

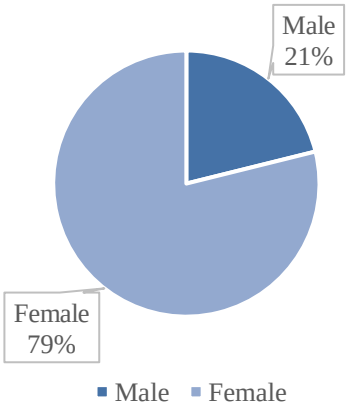

Figure 1. Distribution of respondents based on gender

The diagram above shows that there is a considerable difference in the number of male and female students in this study. Most of the respondents were female, as many as 79% or 56 people from the total sample. Meanwhile, male respondents only amounted to 21% or 15 people.

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Types of ATG used by respondents

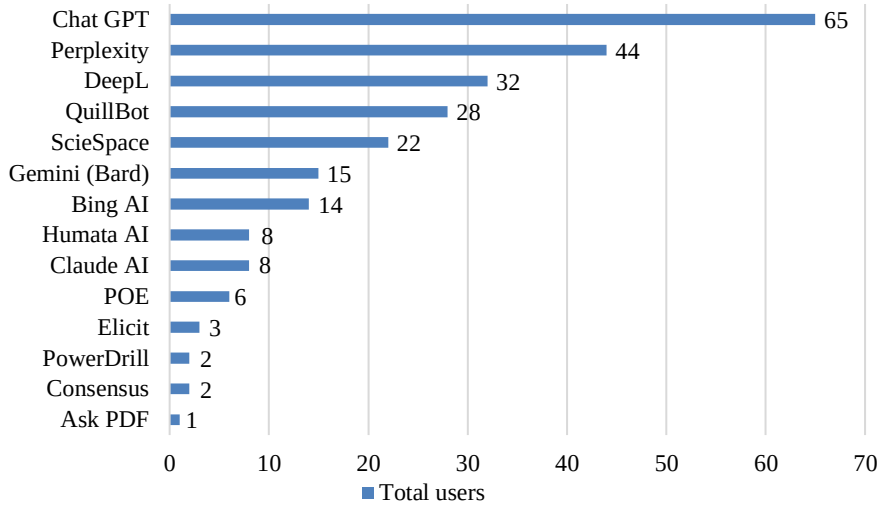

Figure 2. Distribution of the number of AI text generator usage by type

The graph above shows that students use various types of AI Text Generator (ATG) in making their research proposal. ChatGPT is one of the most popular ATG types with 65 users, which means 91.5% of the total sample uses this AI. Next is Perplexity which which is second position with 44 users or 62% of the sample and DeepL in the third position which is used by 32 students (45.1%) of the total respondents. These two ATGs show a fairly high level of use, although not as high as ChatGPT but there are still many students who use them as tools for their research. QuillBot was utilized by 28 students (39.4%), while ScieSpace was used by 22 students (31%), thus showing that more than a quarter of the sample used these ATGs for their academic assignments.

Furthermore, Google Gemini was used by 9 students (16.7%) and Bing AI was used by 12 students (22.2%). This figure shows that AI created by large companies is also starting to be adopted in academic writing to support student research. Furthermore, Humata AI and Claude AI were each used by 8 students (11.3%) while POE was used by 6 students (8.5%). This illustrates that there is a small group of students who explore other types of ATGs that may be newer and less mainstream. In addition, Elicit was used by 3 students (4.2%), PowerDrill and Consensus were each used by 2 students (2.8%), and Ask PDF was used by 1 person (1.4%). These small percentages suggest that these tools are used for very specific needs or are still being explored by a small number of students.

The Correlation between Students' Information Literacy and the Utilisation of AI Text Generator in Completing Academic Studies

In knowing the correlation between the two variables under study, analysis using the SPSS program was carried out to determine the results of the r count in the following table.

Table 2. The results of calculating the two research variables with the SPSS program

		Utilization of AI Text Generator (Y)
Identification of the nature and scope of information (X1)	Correlation Coefficient	0.660
	Sig. (2-tailed)	0.000
	N	71

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Information search strategy (X2)	Correlation Coefficient	0.646
	Sig. (2-tailed)	0.000
	N	71
Information evaluation (X3)	Correlation Coefficient	0.553
	Sig. (2-tailed)	0.000
	N	71
Use of Information (X4)	Correlation Coefficient	0.528
	Sig. (2-tailed)	0.000
	N	71
Understanding the economic, legal, and social aspects of information use (X5)	Correlation Coefficient	0.490
	Sig. (2-tailed)	0.000
	N	71
Information Literacy (X)	Correlation Coefficient	0.672
	Sig. (2-tailed)	0.000
	N	71

The first step taken when analyzing the correlation between student information literacy and the use of AI Text Generator in completing academic studies is to determine whether or not there is a significant correlation between the two variables studied. Based on the table above, it can be seen that all information literacy indicators as well as information literacy as a whole show a significance value (α) that is less than 0.05. These results indicate a significant correlation between each aspect of information literacy and the utilization of AI Text Generator. In more detail, the indicators 'Identification of the nature and scope of information' (X1), 'Information search strategy' (X2), 'Information evaluation' (X3), 'Information use' (X4), and 'Understanding the economic, legal, and social aspects of information use' (X5) have a significance value of 0.000 which means less than 0.05. This indicates that the five indicators have a significant correlation with the utilization of AI Text Generator (Y). Furthermore, the overall information literacy variable (X) also showed a significance value of 0.000 which confirmed a significant correlation between students' information literacy in general and the utilization of AI Text Generator (Y) to conduct research in completing their academic studies.

After knowing that there is a significant correlation between information literacy and the use of AI Text Generator (ATG), then the strength of the correlation can be known. Based on the Correlation Coefficient (r) correlation value obtained, it can be seen that the strength of the correlation of each indicator and the variable under study is at a moderate level. Overall information literacy (X) shows a moderate correlation with the utilization of AI Text Generator (Y), with a correlation value (r = 0.672). This means that in general, the level of information literacy of students has a fairly strong correlation with the use of AI Text Generator in making research proposals which will later be used as a thesis to complete their academic studies. Specifically, two indicators of information literacy show the strongest correlation, although still in the moderate category. Such as Identification of the nature and scope of information (X1) has a correlation value of (r = 0.660), while Information search strategy (X2) has a value of (r = 0.646). This shows that students' ability to understand the needs and strategies for finding

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information has a fairly close correlation with the use of AI Text Generator in their research.

Other indicators such as Information Evaluation (X3) and Information Use (X4) also show a moderate strength of correlation, but with a slightly lower strength than the previous two indicators where each of these indicators has a correlation value of (r = 0.553) and (r = 0.528). This shows that although there is a correlation, the correlation with ATG utilization is not as strong as the previous two indicators. Furthermore, the indicator that shows the weakest correlation, but still in a moderate level of correlation strength is the understanding of the economic, legal, and social aspects of information use (X5) with a correlation value of (r = 0.490). These results indicate that students' understanding of the economic, legal, and social aspects of using information has a weaker correlation with ATG utilization than other indicators. Overall, the results of this study show that although there is a significant correlation between students' information literacy and the utilization of AI Text Generator in completing academic studies, the strength of the correlation is still within the moderate range which means it is not too strong and not too weak.

Students' Reasons for Utilizing ATG

In this study, researchers asked questions related to the reasons why respondents used ATG as a tool to search for information in text form to complete academic studies or in this case working on a thesis. The reasons given were quite diverse according to the respondents' experience and knowledge. The data was processed by summarizing the essence of the answers, then collected and converted into a wordcloud, resulting in the following figure,

Figure 3. Reasons for utilizing ATG to work on the thesis

Based on the word cloud image above, there are several reasons for respondents to utilize AI Text Generator (ATG) to help write their research proposals. The dominating reason is for the development of ideas and information. This is indicated by the presence of words such as "Developing Ideas", "Finding Information", and "Research Overview" thus showing that students use ATG to help them develop research ideas and find information relevant to their research. Another reason is for efficiency which is characterized by the presence of the words "Time Efficiency", "Work Efficiency", and "Cost Efficiency" as significant reasons thus indicating that students consider ATG can help them work faster and more efficiently in line with the indicators in Perceived Usefulness. Then the next reason is as an aid in writing which is characterized by the appearance of words such as "Writing Help" and "Job Help" which indicates that ATG is used to assist in the process of writing research proposals conducted by students.

Another reason given by students in utilizing ATG is for developing research concepts as indicated by the words "Drafting", "Research Framework", and "Background Research"

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which shows that students utilize ATG to develop and expand their conceptual understanding of research. In addition, students also use ATG for references which is indicated by the appearance of the words "Finding References" and "Finding Theor". ATG was also utilized for problem solving in research, where students use it for "Brainstorming", "Title Determination", and generating "New Idea" when facing deadlock in their research. The utilization of ATG by students is also done to improve the quality of writing as evidenced by the appearance of words such as "Paraphrasing", "Summarizing", and "Translating" which shows that ATG is used to improve the quality and clarity of students' research writing, especially in writing research proposals.

Discussion

Based on the result of the analysis it shows that female students dominate the research respondents. This considerable difference in numbers shows an interesting thing to note, namely that interest in the Library and Information Science Study Program at Universitas Padjadjaran is more in demand by women than men. Furthermore, in terms of the use of AI Text Generator (ATG) types where ChatGPT is the most widely used ATG type with 65 users, which means 91.5% of the total sample uses this AI. This shows that ChatGPT dominates students' preferences in using ATG to assist their research. This result is also in line with a survey conducted by populix that the most widely used type of AI in Indonesia is ChatGPT (Annur, 2023). The diversity of ATG types used shows that students tend to have a flexible and diverse approach in utilizing ATG to support research in completing their academic studies. It also shows that there is no type of AI Text Generator that is perfect for all needs, so students choose to combine the types that best suit their research.

Information literacy is one of the important abilities that students must have in utilizing this technology. The moderate correlation found between information literacy and ATG utilization indicates that students with higher levels of information literacy tend to have a more positive perception of ATG utilization in improving academic performance. The interaction of students who use AI-based writing tools with a more structured and critical approach tends to have better writing results than students who do not optimally utilize these tools or only use them as additional resources (Nguyen, Hong, et al., 2024).

The stronger correlation in the indicators 'Identify the nature and scope of information' and 'Information search strategies' suggests that these aspects of information literacy have a key role in shaping students' perceptions of ATG utilization in their research. The higher the information literacy of students, the better the online information search strategies used (Uslu & Durak, 2022). It should also be emphasized that the correlation in this study is not very strong, so it is possible that there are other factors that also affect the use of AI Text Generator by students. Although AI offers personalized learning experiences, immediate feedback, and collaborative activities, further growth and improvements are needed, including training, accessibility, research, monitoring, and sharing of best practices (Bancoro, 2024).

The utilization of ATG by students for various purposes in the research proposal writing process provides many advantages. Starting from the early stages of idea development to the final stages and even refinement of writing. The use of ATGs seems to be perceived as a tool that can increase efficiency and productivity, as well as assist in more complex aspects of research such as concept development to problem solving. Among university students AI is quite commonly used especially in terms of functionality, availability, and complexity (Bancoro, 2024). Although there are many advantages in using ATGs, there are still some drawbacks and there are several aspects that must be considered when using this technology. Ethical and transparent use is important for researchers by upholding integrity, originality of work, and avoiding misuse (Khalifa & Albadawy, 2024). It is important for students to be able to consider this technology to be used ethically and effectively while balancing their thinking skills, so that they produce research that provides many benefits for readers and future researchers on similar

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topics.

Conclusion

The results of this study indicate a significant correlation between student information literacy and the use of AI Text Generator (ATG) in completing academic studies. This finding provides a new understanding of the link between a student skill, namely information literacy, and new information technology, namely ATG, which is used to assist in preparing research proposals. The level of correlation strength that is in the moderate category shows that these two aspects influence each other but are not completely dependent on each other. This indicates that information literacy is an important skill to master in the era of advances in information technology to be able to maximize the potential of ATG. Students need to balance between utilizing ATG while still developing critical and creative thinking skills. This study has limitations, especially from the population selection of only one study program and a relatively small sample size. This may limit the representation of perspectives from students of other study programs, and affect the generalizability of the findings.

ATG can be a useful tool for students in the process of creating research proposals. Therefore, educational institutions should be able to encourage and guide the use of ATG to maximize its benefits, while maintaining academic integrity, and using it ethically. Proper training and guidance on the use of ATG can help students optimize the productivity and efficiency of this AI. In addition, the results of this study can also enrich the understanding of information literacy and the use of AI in academia. Recommendations for future research can expand the type of population and sample coverage by involving students from various study programs to get a more comprehensive picture. In addition, future research can also explore the perspectives of lecturers or other academic parties on the use of ATG in the academic context. This can provide a more comprehensive picture of the role and implications of using AI technology in the learning and research process in higher education.

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Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review, and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

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