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Undergraduate Students' Perception of Humata AI as A Writing Tool for Critical Journal Review (CJR)

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Abstract

This study explores students' perceptions of employing Humata AI for producing Critical Journal Reviews (CJR) and evaluates its advantages and limitations. Six students from a single University conducted semi-structured interviews employing a qualitative technique. Key themes in participant responses were identified using thematic analysis applied to the collected data. The majority of students indicated that Humata AI facilitated a more effective interpretation and evaluation of scientific papers. The primary advantages, particularly with structure and academic language, included the ease of uploading and obtaining journal summaries, increased confidence in writing, and the quality of academic writing. This positively influences students' time efficiency in completing tasks, since the AI enhances their grammar and aids in selecting more suitable academic language, hence increasing their confidence in writing. This study, however, also identified some flaws, including excessive dependence on technology that leads to laziness as well as analysis results and also reliability of analytical results that are not consistently appropriate. Consequently, our research indicates that while Humata AI provides significant benefits to students in the academic analysis process, its use must be complemented by traditional learning methods to ensure the development of critical thinking and independent academic writing skills. The results of this study have implications for educators and educational institutions in the ethical and effective integration into academic writing.

Keywords: Critical Journal Review; Humata AI; Undergraduate Student's Perception.

Artificial intelligence (AI) has become vital to many aspects of daily life, including education, while many studies address the role of AI in learning as a whole, few studies have specifically investigated how students use AI-based tools such as Humata in writing Critical Journal Review (CJR). (Crompton & Song, 2021; Fatkhiyati et al., 2024; Syahnaz & Fithriani, 2023). One application of AI that has attracted attention is writing tools like Humata. Humata AI is specially designed to assist users in analyzing academic publications by offering summaries, elucidations of key ideas, and insights into the content structure of scientific journals. This contrasts with generative AI like ChatGPT, which emphasizes the creation of new text. Consequently, Humata AI has the distinctive capability to assist with academic endeavors, including Critical Journal Review (CJR) (V & S, 2024). Humata can analyze

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text and make suggestions, which could be a valuable learning tool for students (Vellozo, 2023).

The theory of technology acceptance model (TAM) explains how people use and accept technology based on two main factors: perceived usefulness (where people believe that technology can improve their performance) and perceived ease of use (where people believe that technology is easy to use). In this context, TAM is relevant for understanding how students view Humata as a helpful tool (Davis, 1989). This study indicates that students see Humata AI as a tool that facilitates journal analysis and enhances the quality of their academic writing, reflecting both characteristics. Students' perception of Humata AI as enjoyable and user-friendly correlates positively with their likelihood of using this technology in their educational endeavors.

Albert Bandura's social learning hypothesis, which highlights the importance of interacting with resources such as technology, lends credence to this hypothesis. In this situation, Humata acts as an external tool, assisting students in learning independently by offering rapid feedback and interactive features (Boone et al., 1977). Cognitive information processing theory is also significant since it explains how Humata speeds up information processing by reducing complicated concepts from academic publications, allowing students to grasp the content better and increase the quality of their analysis (Simon, 1981). Thus, combining TAM, social learning theory, and Cognitive Information Processing theory provides a solid foundation for analyzing students' attitudes regarding employing Humata AI in academic writing assignments.

In the context of writing, Humata is categorized as a writing assistance tool, which is an application that supports students in producing quality writing through grammar correction, argument preparation, and content summary (Suryani & Fithriani, 2024). This tool becomes very relevant in Critical Journal Review (CJR) assignments, which require the ability to read and analyze journals critically. In addition, this research is also supported by the theory of technology acceptance model (TAM), which explains that the technology acceptance by students depends on perceived benefits (such as improved performance) and ease of use.

Critical Journal Review (CJR) is an academic assignment given to students to critically analyze scientific journal articles. CJR is not limited to English courses only, but also applied in various general courses such as education, social, science, and humanities. By completing CJR assignments, students not only deepen their understanding of the lecture material but also get an assessment from the lecturer as part of their academic evaluation. CJR assignments are often an indicator of students' understanding of a particular topic in their course. Lecturers use this assignment to assess the extent to which students can critique research methods, identify the advantages and disadvantages of a study, and relate research results to concepts that have been learned in lectures (Jumariati et al., 2024).

Critical Journal Review (CJR) is an academic process that involves critical analysis of scholarly journal articles to evaluate the arguments, methodology, and findings presented in the journal (Franco, 2020). CJR aims to assist students in understanding, assessing, and critiquing academic literature with a systematic and evidence-based approach, CJR enables students to develop critical thinking skills by identifying the advantages and disadvantages of the analyzed research (De Jong, 2024).

In addition, CJR aims to help students understand, assess, and critique academic literature with a systematic and evidence-based approach. It allows students to develop critical thinking skills by identifying the strengths and weaknesses of research. In practice, the CJR process involves several stages, such as understanding the journal`s content, evaluating the quality of the study,

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and writing a critical review that reflects deep academic understanding (De Jong, 2023).

Journal Review (CJR) is an integral part of the academic process that requires students to critically analyze and evaluate scientific papers. This ability is essential not only for developing analytical skills but also for building students' critical thinking (Dodgson, 2021). However, students often struggle to write comprehensive reviews, hindering their understanding of the content (Amobonye et al., 2024).

Several previous studies have extensively discussed the role of artificial intelligence (AI) in academic writing. For example, Safitri & Fithriani (2024) explored college English as a Foreign Language (EFL) students' perceptions of artificial intelligence writing tools (AIWT) in the context of Era 5.0. Similarly, Zebua & Katemba (2024) investigated the perceived use of OpenAI's ChatGPT app to improve students' writing skills. Ananda & Salmiah (2024) explored students' perceptions using Artificial Intelligence (AI) technology, specifically Gemini, to aid in the English writing process.

While Siregar, et. al. (2024) investigated that EFL students' attitudes towards the use of ChatGPT as an AI writing aid, besides Amanda, et. al. (2023) discussed the use of Quill Bot as an AI (Artificial Intelligence) based English writing tool for students to find out students' perceptions of the use of Quill Bot as an alternative in writing English. Fitri & Dewi (2024) discussed students' preferences and perceptions of using Quill Bot and Grammarly as paraphrasing tools; this study aims to find out which paraphrasing tool students prefer in paraphrasing their writing. The recent research by Silalahi (2025) showed that although students use ChatGPT for English essay help, they remain aware that the answers may not always be correct.

Several previous studies have examined the relationship between artificial intelligence and education. The results show that students who use artificial intelligence tools experience significant improvements in the quality of their writing and increase confidence regarding their writing abilities. Utilizing AI tools enhances writing quality and fosters a greater desire for learning among students. AI tools provide personalized feedback and help students identify their advantages and disadvantages.

Although many studies discussed AI, such as ChatGPT or Gemini, few studies discussed Humata. A related goal of the journal is to understand how undergraduate students perceive and use AI-based technologies, particularly Humata, in writing academic assignments such as Critical Journal Review (CJR). Therefore, this research is necessary because it addresses the increasing reliance on AI in academia aims to offer insights into harmonizing AI utilization with conventional writing skills. This research focuses on the technology and students, the primary users utilizing these tools in their learning process. Thus, the researcher hopes this study's results can significantly contribute to the development of higher education and technology integration in academic writing.

In addition, the journal also focuses on identifying key benefits perceived by students, such as ease of use and increased efficiency, as well as concerns raised regarding the originality of writing and the risk of plagiarism. By highlighting the technical limitations and ethical potential of using Humata, the journal aims to provide insights into the relevance of AI technology in academic education and opportunities for its development to better suit students' learning needs.

This study aims to investigate undergraduate students' perspectives regarding the use of Humata AI as a Critical Journal Review (CJR) writing tool and precisely what its advantages and limitations are in supporting their Critical Journal Review (CJR) writing process. A better understanding of how students interact with these technologies is hoped to provide valuable recommendations for developing more effective and ethical writing aids.

Method

This research used a qualitative methodology using a case study approach to investigate students' experiences with Humata AI as a tool for composing a critical journal review (CJR). The case study approach was used because it enables researchers to investigate distinct experiences in detail within a particular environment. The case study in this research focuses on a group of students who have direct experience in using Humata AI for their academic writing assignments (Creswell, 1998).

This approach aims to understand how students use Humata AI, the obstacles encountered, and its influence on the caliber of their academic writing. This study elucidates the use of this technology and examines its impact on students' critical thinking and writing abilities within a higher education framework.

The study's participants consisted of six students enrolled in an English Education program at a university in North Sumatra. The participants were selected using a purposive sampling technique, where only students who had experience using Humata AI in writing Critical Journal Reviews were included in the study. Prior to the commencement of the study, participants were apprised of its objectives and requested to provide informed permission to guarantee their voluntary participation and awareness of their rights as responders (Xu et al., 2020). Although the restricted sample size is a limitation of the research since the findings cannot be broadly generalized, qualitative case studies prioritize the richness of information above the number of respondents, making this technique sufficient.

This study collected data using a close-ended questionnaire and a semi-structured interview. The questionnaire was designed to measure students' perceptions towards the use of Humata AI such as ease of use, perceived benefits, and the extent to which they feel helped in completing Critical Journal Review (CJR) assignments. Participants were asked to rate statements on a Likert scale from Strongly Agree (1), Agree (2), Neutral (3), Disagree (4) or Strongly Disagree (5). While semi-structured interviews were conducted to obtain more in-depth information from undergraduate students on the use of Humata AI in academic writing and understanding the reasons behind the perceptions they expressed through the questionnaire. Interviews were conducted face to face through semi-structured interviews with six students and focus group discussions that addressed students' experiences, advantages, and limitations regarding the use of Humata AI. Each interview lasted 30-40 minutes and was recorded with the consent of the participants. The combination of these two methods aims to obtain more comprehensive data, with questionnaires providing the initial context, while interviews enrich in-depth understanding.

The thematic analysis method was used for data analysis by following Braun, V., & Clarke (2017) six steps, (1) Transcribing and meticulously analyzing the interview data to comprehend the context, (2) identifying and coding significant segments of the transcripts pertinent to the research topic, (3) categorizing the codes into preliminary themes based on semantic similarities, (4) evaluating and refining the themes to align with the overall data, (5) distinctly defining and labelling the themes, and (6) constructing a narrative regarding the themes. Data validity was ensured through a member-checking process, whereby summarized interview results were shared with participants for confirmation and validation. Then, data analysis from the questionnaire uses descriptive analysis to provide an overview of the data collected, namely frequencies and percentages, by calculating the frequency and percentage of each answer to each question so that it can be seen how many respondents agree, disagree, or are neutral to the statements given. Frequency counting was used to ascertain the overall number of replies concerning students' viewpoints. Thematic content analysis was used to examine the

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material gathered from interviews in order to identify distinct patterns from various perspectives. The data was sorted, labeled, and analyzed to enhance comprehension of the participants' experiences and viewpoints (Harris & Brown, 2010).

Result and Discussion

The results showed that Humata AI significantly enhanced students' comprehension of reading and analyzing journals, particularly regarding time efficiency and bolstered confidence in their writing abilities. Students perceive that they can quickly grasp the essence of the journal, enabling them to concentrate on the critical elements without the need of rereading the text. Nevertheless, the findings of this research are dual-faceted. Students see time efficiency as beneficial; yet, there is apprehension that this convenience may impede the natural critical thinking process that should arise during individual reading and analysis of journals.

Several participants acknowledged their propensity to be passive and depend on AI for analyzing the journal material. Consequently, they exhibited less interest in undertaking comprehensive inquiry or rigorous assessment. While AI may enhance writing confidence, a more profound conceptual comprehension is necessary. This trust does not inherently stem from profound intellectual comprehension, but rather from the tool's dependability in constructing sentences or delivering summaries. Then, the results from the research interviews are grouped into five themes, as follows:

Improving The Ease of Analyzing Journals

One of the main advantages of using Humata AI is its ability to help students understand academic journals more quickly. The AI feature that can highlight key points in the journal makes it easier for students to identify the research`s main arguments, hypotheses, and conclusions.

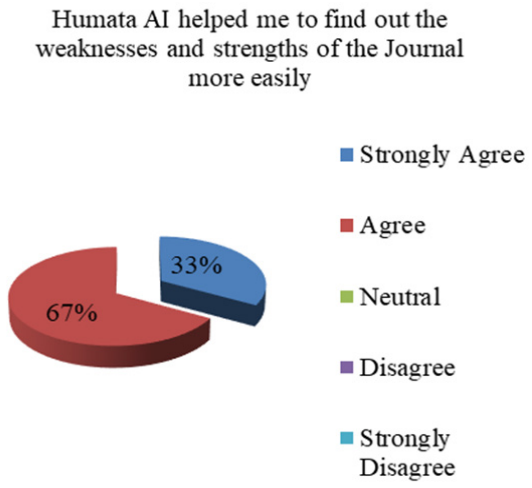

Figure 1. Statement of Questionnaire 1

Figure 1 shows that the majority of participants responded positively to the use of Humata AI to help them analyze journals more effectively. A total of 2 out of 6 participants strongly agreed, and 4 participants agreed that Humata AI helped them more easily find the weaknesses and advantages of journals. There were no participants who disagreed or were neutral with this statement. This result aligns with those who stated that AI-based tools can help participants understand complex academic texts better.

> "Usually, I have to read the journal several times to understand the key points. With Humata AI, I can get an overview faster, then I can just focus on the parts that I need to analyze more deeply", (P1-Interview).
>
> "At the first, I was skeptical about AI in academic writing because I thought it could only provide a simple summary. However, after trying to use Humata AI, I was pleasantly surprised that it could identify the main points in my uploaded journal. I felt that this AI helped me understand the content of the journal faster than reading it manually", (P2-Interview).
>
> "With Humata AI, I can immediately get the gist of the journal, and then I can just focus on the parts that I need to examine more deeply. I feel this makes the analysis process more efficient", (P3-Interview).

The interview results show that most participants feel that Humata AI is beneficial in allowing them to understand academic journals more quickly and effectively. Some

participants (P1, P3) emphasized that artificial intelligence allows them to obtain journal summaries instantly without reading the text repeatedly, which usually takes a long time. This aligns with the concept of efficiency in technology-based learning, where artificial intelligence can simplify the process of understanding complex information.

Additionally, participant 2 was initially skeptical about AI's capabilities in an academic context. However, after using it, they found that Humata AI could accurately identify key points and accelerate their understanding of the journal's content. Although AI can provide a broad overview of the journal's content, participants still need to conduct in-depth analysis independently to ensure that their information is accurate, as indicated by further analysis of the participant's responses.

The interview results also indicate that trust in AI technology plays a role in students' acceptance of this tool. Participant 2 said that although initially skeptical, they saw significant benefits after trying it. This shows that initial perceptions of technology can influence how students use it in school. This aligns with the technology acceptance theory, or the Technology Acceptance Model, which states that people's perceptions of technology greatly influence how useful and easy it is to use.

Students' critical thinking skills may diminish if they rely too heavily on AI, especially in evaluating and interpreting more complex data. Therefore, AI should be used as an auxiliary tool, not as a substitute for the academic analysis process carried out independently by students.

Ease in Uploading and Getting Feedback

Participants also mentioned that Humata AI is straightforward to use. By simply uploading documents, users can receive summaries and analyses within seconds. Speeding up the process of analyzing journals and saving their time.

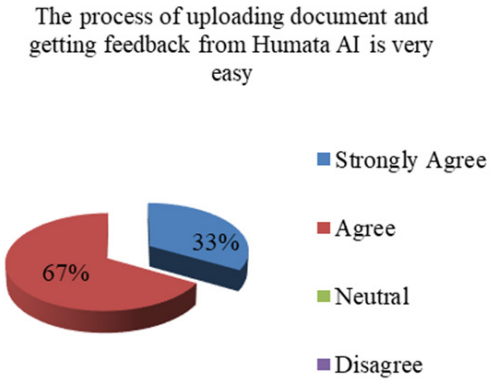

Figure 2. Statement of Questionnaire 2

Figure 2 shows that 2 out of 6 participants strongly agreed, and 4 participants agreed that the process of uploading documents and receiving feedback was very easy. As described in accepted technology model, no participants gave neutral or negative responses, indicating that ease of technology is critical to the adoption of AI-based tools in academia.

> "After I uploaded the document to Humata AI, I immediately got the main summary of the journal. I found it very helpful because I didn't have to read the whole article repeatedly to understand the content", (P1-Interview).
>
> "Before using AI, I used to read the journal several times to find the main points. But now, I can simply upload the journal to Humata AI, and I can immediately see the important parts that I need to focus on. This makes the analysis process more efficient, especially when I must work on several journals in a short period of time", (P5-Interview).
>
> "With Humata AI, I can instantly see the summary and focus on the parts that are relevant for my assignment. I also feel faster in organizing my writing because I already have a big picture of the AI summary results and this is very much needed in times of urgency", (P6-Interview).

This shows that students find the use of Humata AI very helpful in understanding academic journals more quickly. Most participants (P1, P5, and P6) highlighted that this tool helps them find the main points in a shorter time compared to the manual reading methods they usually use. Before using AI, students had to read journals several times to find the most relevant parts. However,

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with Humata AI, they can directly upload documents and get important summaries in seconds, which saves much time, especially when they must analyze many journals in a short period.

Participants also stated that the use of Humata AI accelerates journal comprehension and enhances academic writing efficiency. As expressed by Participant 6, having a broad understanding of AI-generated summaries makes it easier for them to construct arguments and organize their writing more systematically. This shows that artificial intelligence can help summarize texts and support a more systematic process of academic writing and thinking.

The results of the interviews show that technology like Humata AI helps learning in schools. However, to maximize its benefits, there needs to be a learning strategy that encourages students to verify the information provided by AI. Thus, AI can function as a tool that accelerates understanding, but it does not replace the students' task of critically analyzing literature.

Increasing Confidence in Analyzing Journals

Some students revealed that with the help of AI, they felt more confident in writing Critical Journal Review. They felt that AI helped them organize their arguments more logically and academically. In addition, AI also provided feedback on grammar, sentence structure, and word choice, which improved the quality of their academic writing.

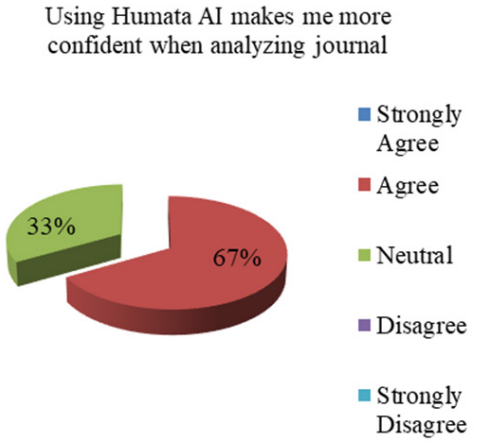

Figure 3. Statement of Questionnaire 3

Furthermore, Figure 4 shows that 4 out 6 of participants agreed, 2 participants were neutral, and none expressed disagreement. This result shows that although Humata AI helps to analyze journals, some students still doubt or do not fully believe in the results of their analysis.

> "I also feel that this AI helps me be more confident in my writing because I know my writing structure is better organized", (P2-Interview).
>
> "I find Humata AI helps me to construct sentences in a more academic and formal way. Sometimes I have trouble finding the right words to convey my analysis, and this AI can help provide synonyms or phrases that are more appropriate for academic contexts", (P4-Interview).
>
> "This AI helped me choose more academic words and improved the structure of my writing. I feel more confident in writing analysis because I know that my writing structure is neater and clearer when using Humata AI than before I used Humata AI", (P5-Interview).

The interview results show that students' confidence in writing a Critical Journal Review (CJR) increased with the use of Humata AI. Most participants (P2 and P5) said that Artificial Intelligence helped them compose their writing more academically, giving them the confidence to conduct analysis. AI not only corrects grammar but also offers suggestions for more formal word choices that are appropriate for the academic context, which is an important part of improving the quality of students' writing.

Additionally, participant 4 emphasized that Humata AI helps them construct their writing is more systematic arguments. AI provides suggestions on structuring paragraphs more logically, making their writing more organized and easier to understand. This shows that artificial intelligence can assist with analytical thinking and grammar. These results emphasize that AI should be integrated into academic education in a balanced manner. Students must understand that AI can enhance the quality of writing, but it should be used appropriately so as not to hinder the development of their critical thinking and

writing skills.

Over-reliance on Technology

One of the main concerns in using Humata AI is the potential dependency of students on this technology. Some students felt that they became too dependent on AI and did not develop their own critical thinking skills.

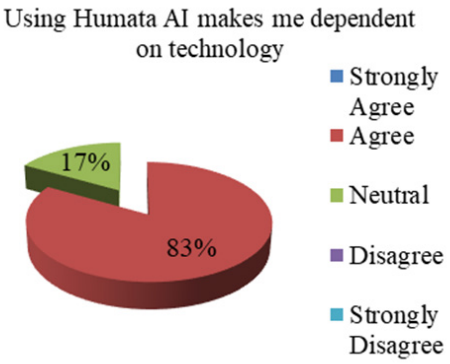

Figure 4. Statement of Questionnaire 4

Figure 4 shows the finding result concerning the technology dependency. A total of 5 out of 6 participants agreed that using Humata AI made them dependent on technology, while 1 participant disagreed. None of the respondents disputed this statement. This is in line with the fact that there are ethical issues with the use of AI, such as the possibility of dependency that could hinder students' critical thinking skills.

> "Secondly, there are times when I feel too dependent on the AI, so I don't think critically enough on my own. I have to remind myself to keep reading and understanding the journal without relying solely on the AI", (P1-Interview).
> "Sometimes I feel too dependent on AI, especially when I feel lazy to read the journal thoroughly", (P2-Interview).
> "In addition, I also feel that there is a risk of becoming too dependent on AI, sometimes I feel that it is easier to just rely on AI than to think by myself to analyze journals, and I know that is not a good habit", (P4-Interview).

One of the limitations of using Humata AI is the reliance on Humata AI to analyze academic journals. Some participants (P1, P2, P4) tended to rely too much on AI, especially in cases where they feel lazy or do not want to read journals thoroughly. Although artificial intelligence can accelerate understanding academic texts, students realize that relying too much on this technology can diminish their critical thinking abilities. Students' ability to independently analyze journals can be hindered if they rely too much on AI. P1 highlights the importance of constantly reminding oneself to read and understand the content of journals without relying on AI, showing that students are aware of the importance of balancing technology with developing their own academic skills.

Similarly, P4 acknowledges that using AI is more manageable than thinking for oneself when analyzing journals, but they realize that this habit is not a good one. This phenomenon shows that wise strategies must be employed in the academic world to use AI. Students must learn that artificial intelligence is a tool, not a substitute for the critical thinking process they should develop themselves. Schools can provide clear guidelines on how to use AI in school assignments without diminishing students' analytical abilities. AI can remain a valuable tool without hindering students' intellectual development if used correctly.

Sometimes Inaccurate Results

While most participants found the AI's analyses to be quite helpful, some felt that the AI did not always provide accurate results. Some participants admitted that they had to keep double-checking AI's analysis.

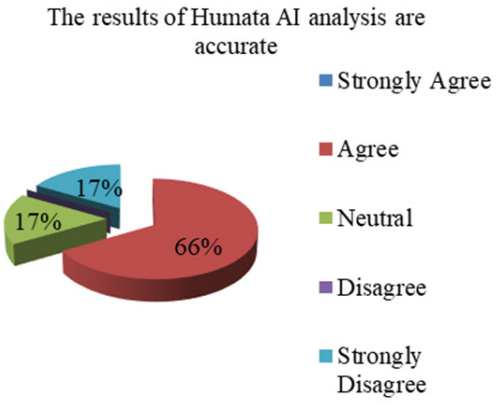

Figure 5. Statement of Questionnaire 5

Regarding the accuracy of Humata's AI

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analysis, Figure 5 shows 4 out of 6 participants agreed, 1 participant was neutral, and 1 participant disagreed, with no one strongly agreeing or strongly disagreeing. This shows that although most students consider the AI analysis results to be entirely accurate, some students cannot fully rely on the results yet.

> "First, I feel that sometimes the AI is not completely accurate in analyzing the journal content. I still must reread to make sure that the summary provided is in line with the journal content", (P1-Interview).
> "Sometimes there are moments when I'm not sure if the AI analysis is really accurate, so I keep double-checking" (P3-Interview).
> "Sometimes the summaries provided by the AI are too general. There are some points that are actually important, but not shown in the summary, so I still have to double-check with the original journal", (P4-Interview).

One of the problems faced by students when using Humata AI technology to help them understand academic journals is its inaccurate analysis. The interview results show that several participants (P1, P3, and P4) feel that the summaries provided by the AI might not be entirely accurate or too general, so they need to recheck them. Due to this inaccuracy, students must manually reread the journal to ensure that the AI's information truly matches the actual content of the journal. P1 said that AI can provide summaries quickly, but they must double-check to avoid the journal's content misunderstandings. Meanwhile, P3 said that they sometimes doubt the accuracy of AI analysis, so they prefer to validate it by rereading the original text. P4 also said that AI often provides summaries that are too general. The results show that Humata AI can help students understand academic journals more quickly, but it must be combined with independent analytical skills.

AI should be used as an aid, not as the sole source for understanding what is written in journals. Therefore, to ensure that students continue to develop their critical and analytical thinking skills without fully relying on technology, an appropriate approach to using it is necessary. Additionally, educational institutions and educators can provide guidelines on how to effectively utilize AI while maintaining accuracy in understanding academic literature.

Based on this research, the majority of students respond positively to the use of Humata AI to help them analyze academic journals. Participants comprehended the journal material more rapidly, improved their writing structure, and broadened their academic lexicon. This discovery aligns with a prior study conducted by Safitri & Fithriani (2024), which indicated that text-based AI tools enhance students' writing abilities, improving both time efficiency and linguistic quality.

In a study by Fitri & Dewi (2024), paraphrasing tools like Quill Bot assisted students in writing but lacked structural and contextual content analysis; Humata AI is more appropriate for analytical tasks such as CJR, as it is specifically designed for analyzing existing documents and highlights the principal content of academic texts. Questionnaire results show that 2 of participants strongly agree, and 4 participants agree that Humata AI helps them find weaknesses and strengths in the journals they analyze, with no students being neutral or disagreeing. This indicates that Humata AI plays an important role in increasing students' understanding of academic texts, which aligns with research by Vellozo (2023), which states that AI-based tools can help students understand complex academic texts more effectively.

These findings also support the theory of technology acceptance model by Davis (1989), which states that technology acceptance depends on perceived of usefulness and ease of use. In this context, students consider Humata AI to be a valuable and easy-to-use tool in helping them understand complex academic texts. In addition, this research contributes to the theory of Cognitive Information Processing, which states that technology can help accelerate the process of understanding and analyzing academic information (Boone et al., 1977).

This study also reinforces previous studies that show that students have positive perceptions of AI-based writing tools. For example, research by Safitri & Fithriani (2024) shows that EFL students in higher education feel that AI helps them understand writing structure and improves the quality of analysis. Zebua & Katemba (2024) also found that ChatGPT, as an AI tool, could improve students' writing skills by providing fast and accurate feedback. However, there are some differences with previous studies that focused more on other AI tools, such as Quill Bot and Grammarly, which emphasize aspects of paraphrasing and grammar (Amanda Amanda et al., 2023; Fitri & Dewi, 2024), while this research highlights how Humata AI helps in understanding and analysis of academic journals which are key elements in Critical Journal Review (CJR) assignments.

The results of this investigation include significant practical and theoretical ramifications. This study's results may serve as a reference for higher education institutions in incorporating AI into the learning process, particularly in courses focused on academic analysis and scientific writing. Instructors may use Humata AI as a resource for pupils to enhance their critical thinking abilities while preserving the function of conventional education. In addition, there needs to be regulations or guidelines for the use of AI in the academic environment to ensure its use remains ethical and does not reduce students' independent analytical abilities. This study's findings theoretically corroborate the notion that AI serves as a cognitive instrument that enhances the processing of academic knowledge. However, its use must still be combined with human analytical skills so as not to create excessive dependence.

Although this research provides valuable insights, several limitations need to be considered. First, the number of participants in this study is still limited, only six students from one university, so generalizing the results of this study to a broader population still needs to be done carefully. Second, this research only focuses on one AI tool, Humata, so it cannot be directly compared with other AI tools such as ChatGPT or Gemini. Third, the research method relies more on students' perceptions, so there is a possibility of subjective bias in their answers. Therefore, future research is advised to involve more students from various universities so that the results are more representative. Future studies can also explore comparisons between Humata AI and other AI tools such as ChatGPT, Grammarly, or QuillBot to see the advantages and disadvantages of each in an academic context.

Conclusion

This research demonstrates that Humata AI has considerable potential to aid students in understanding and interpreting academic articles. The study results indicate that students have considerable advantages regarding time management efficiency, self-confidence improvement, and the quality of their academic writing. Nonetheless, many limitations persist, including dependence on artificial intelligence, lack of precision, and concerns over the authenticity of the text. Consequently, it is advised that students use Humata AI not as a substitute for independent analysis and critical thinking, but as an adjunct to traditional educational methods. Humata AI also ought not to serve as a replacement for autonomous critical thinking and analytical abilities. It should serve as an adjunct to traditional learning techniques. To promote ethical and responsible AI use in academia, educators should instruct students to utilize it as a supplementary tool rather than a main answer.

For instance, educators may instruct students to meticulously review the diary before using AI for further validation or contemplation. Structured assignments, in which students compare the outcomes of AI studies with their own manual analyses, exemplify the use of AI. The study results indicate the need of regulating artificial

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intelligence use in academic environments to ensure ethical and responsible application of this technology. The study has many limitations, namely the limited participant pool and the focus on a single AI tool. Consequently, it is recommended that further research be undertaken to include a larger and more diverse participant pool and to assess the efficacy of various AI tools, thereby providing a more thorough comprehension of the impact of artificial intelligence on higher education.

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