

ABSTRACT

Edeltrudis Patrisia Soge (2025). *The Perceived Impacts of Generative AI on Indonesian EFL Master's Students' Motivation in Academic Writing and Their Emotional Regulation Strategies in Academic Life*. Yogyakarta: English Education Master's Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This thesis presents a critical analysis of two published research articles in journals indexed by SINTA 2 and SINTA 4 that discuss EFL Master's students' academic writing motivation and Generative Artificial Intelligence (Gen AI), as well as EFL Master's students' emotional regulation. By comparing and contrasting the writing styles, highlighting the strengths and weaknesses, and identifying areas for improvement, this thesis analytically evaluates both published studies.

The first study was conducted to explore Indonesian EFL Master's students' motivation in academic writing and the perceived impacts of Generative Artificial Intelligence (Gen AI). This study employed an explanatory sequential mixed-method design, integrating quantitative and qualitative data. Additionally, the second study investigated emotional regulation strategies among EFL Master's students as they navigated academic challenges and stress. A mixed-method approach was used to collect data through observation, questionnaires, and semi-structured interviews, ensuring triangulation. Both studies employed different methods of analyzing the data. The first study applied descriptive and correlational analysis to understand the relationship between Gen AI and academic writing motivation, while the second study used thematic analysis to code and organize patterns of emotional regulation.

The first study revealed that Indonesian Master's students were motivated to write academic papers when using Generative AI. Gen AI tools helped students develop ideas, improve vocabulary, enhance productivity, and reduce writing anxiety, although challenges such as inaccurate feedback, subscription costs, and a loss of authentic voice were also reported. On the other hand, the second study revealed that EFL Master's students regulate their emotions through social support, relaxation strategies, cognitive reframing, and self-awareness in response to academic pressure, heavy workloads, and personal demands. Emotional regulation influenced students' confidence, understanding of materials, time management, and overall well-being.

Keywords: *Generative AI, academic writing, motivation, emotional regulation, EFL Master's students*

ABSTRAK

Edeltrudis Patrisia Soge (2025). *The Perceived Impacts of Generative AI on Indonesian EFL Master's Students' Motivation in Academic Writing and Their Emotional Regulation Strategies in Academic Life*. Yogyakarta: Program Magister Pendidikan Bahasa Inggris, Departemen Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Tesis ini menyajikan analisa terkait dua penelitian terpublikasi dalam jurnal terindex SINTA 2 dan SINTA 4 yang membahas motivasi menulis akademik mahasiswa Magister EFL dan penggunaan Generative Artificial Intelligence (Gen AI), serta regulasi emosi mahasiswa Magister EFL. Dengan membandingkan gaya penulisan, menyoroti kekuatan dan kelemahan, serta mengidentifikasi area yang perlu diperbaiki, tesis ini menganalisis kedua penelitian tersebut secara kritis.

Penelitian pertama dilakukan untuk mengeksplorasi motivasi mahasiswa Magister EFL Indonesia dalam menulis akademik serta persepsi mereka terhadap dampak penggunaan Generative Artificial Intelligence (Gen AI). Penelitian ini menggunakan desain mixed-method explanatory sequential yang mengintegrasikan data kuantitatif dan kualitatif. Selain itu, penelitian kedua menginvestigasi strategi regulasi emosi mahasiswa Magister EFL dalam menghadapi tantangan akademik dan stres. Pendekatan metode campuran digunakan melalui observasi, kuesioner, dan wawancara semi-terstruktur untuk memperoleh data dan memastikan triangulasi. Kedua penelitian menerapkan metode analisis data yang berbeda. Penelitian pertama menggunakan analisis deskriptif dan korelasional untuk memahami hubungan antara penggunaan Gen AI dan motivasi menulis akademik, sementara penelitian kedua menggunakan analisis tematik untuk mengode dan mengorganisasi pola regulasi emosi.

Penelitian pertama mengungkapkan bahwa mahasiswa Magister Indonesia termotivasi untuk menulis karya akademik ketika menggunakan Generative AI. Gen AI membantu pengembangan ide, pemilihan kosakata, peningkatan produktivitas, dan pengurangan kecemasan menulis, meskipun tantangan seperti umpan balik yang tidak akurat, biaya berlangganan, dan hilangnya keaslian tulisan juga dialami. Di sisi lain, penelitian kedua mengungkapkan bahwa mahasiswa Magister EFL menerapkan strategi regulasi emosi seperti dukungan sosial, aktivitas relaksasi, perubahan pola pikir, dan peningkatan kesadaran diri sebagai respons terhadap tekanan akademik, beban tugas, dan tuntutan pribadi. Regulasi emosi mempengaruhi kepercayaan diri, pemahaman materi, manajemen waktu, dan kesejahteraan secara keseluruhan.

Kata kunci: *Generative AI, penulisan akademik, motivasi, regulasi emosi, mahasiswa Magister EFL*