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The impact of artificial intelligence on logic skills, critical thinking, and student creativity

Agnes Febriyanti Suryanto[1], Majid Wajdi[2], Prakash Kumar Sahoo[3], QingHao Wu[4], Norhayati Mohd Yusof[5], Yuen Fook Chan[6]

Politeknik Negeri Bali INDONESIA[1,2]
Kabi Samrat Upendra Bhanja College of Teacher Education, Odisha, INDIA[3]
Shenyang Institute of Science and Technology, CHINA[4]
Universiti Teknologi MARA (UiTM), MALAYSIA[5]
HELP University MALAYSIA[6]
Email: agnesfeb35@gmail.com

Abstract - The primary objective of this study centred on examining the influence of artificial intelligence (AI) on students' cognitive development and creative capabilities within higher education. More specifically, the research sought to analyse the relationship between AI usage and the development of key cognitive faculties, such as analytical intelligence, logical reasoning, and creative problem-solving among university students. In undertaking this investigation, the researchers adopted a qualitative methodology, engaging primarily with secondary data sources. By systematically reviewing existing literature—from peer-reviewed scientific journals, scholarly articles, and other reputable academic publications—they were able to construct a comprehensive synthesis of current insights into how students are integrating AI tools into their academic routines and how these tools are perceived in the university setting. The findings of the analysis indicate that AI technologies have a significant, and in many cases positive, impact on students' data analysis abilities and their comprehension of complex academic content. A noteworthy proportion of students reported that AI-based tools enabled them to deconstruct challenging subject matter more efficiently. This utility appeared to translate into noticeable improvements in their analytical intelligence. Furthermore, AI was highlighted as advantageous for synthesizing disparate pieces of information, thereby equipping students to approach and solve intricate academic problems more effectively. Nevertheless, while these technological benefits are substantial, the study drew attention to an important caveat: the tendency toward over-reliance on AI-driven solutions. For a subset of students, the ease and convenience offered by AI led to a diminished practice of independent problem-solving. In their reliance on automated assistance, some students risked neglecting the active engagement necessary for developing robust critical thinking skills and independent intellectual growth. This over-dependence on technological aids may, in the long term, hinder the cultivation of original thoughts and creative approaches essential at the tertiary level of education.

Keywords: Artificial Intelligence (AI), Higher Education, Analytical Intelligence, Critical Thinking, Technology Dependency

1. Introduction

Artificial Intelligence (AI) has emerged as a dynamic and expanding subfield within computer science, centred on the ambition to design systems capable of tasks traditionally dependent on human intelligence. These range from recognizing speech and interpreting images, to making decisions, solving intricate problems, and grasping the subtleties of natural language (Bankins & Formosa, 2023). The central objective of AI is not merely to simulate human cognitive functions, but to construct machines that are capable of continual learning, adaptation, and self-improvement through experience (Brown & Johnson, 2020). As such, advances in AI have brought transformative changes across myriad sectors—healthcare, finance, transportation, and, increasingly, education—by introducing novel efficiencies, new forms of interaction, and previously unforeseen capabilities.

Within higher education, AI's influence has become particularly pronounced due to its potential to reimagine and, arguably, revolutionize pedagogical processes and learning experiences. AI-powered educational tools now offer avenues for more personalized engagement, adaptive learning trajectories, and streamlined administrative operations (Afriadi et al., 2024). These intelligent learning platforms enable analysis of individual student progress at a granular level, facilitating tailored feedback and customized resources matched to each learner's needs and challenges. For instance, AI-driven virtual assistants can efficiently guide students through complex administrative and academic tasks, while AI-enabled grading systems help expedite assessment, reduce instructor workload, and deliver rapid, objective feedback. These developments collectively suggest a more responsive and individualized education, capable of addressing both the diversity and the scale of student populations in modern universities.

Nonetheless, the integration of AI is not without significant debate. While its promise for enhancing the efficiency and effectiveness of education is considerable, an increasing body of scholarship raises caution regarding potential drawbacks, particularly pertaining to students' cognitive skills. There is growing concern that heavy reliance on AI may inadvertently erode foundational abilities such as logical reasoning, critical thinking, and creativity. These capacities are not merely academic skills—they underpin the ability to reflect deeply, untangle complex issues, and design innovative solutions in both academic and professional contexts. As higher education institutions accelerate the adoption of AI, the central challenge becomes one of balance: ensuring that technology supplements and enriches, rather than supplants or diminishes, the development of these vital cognitive skills.

The increasing integration of AI in education represents a juncture of significant opportunity and profound challenge. On one hand, the personalizing effect of AI has the capacity to revolutionize learning experiences, adapting teaching to the individual strengths and weaknesses of each student. AI can facilitate highly targeted instruction, thereby promoting efficient skill development and deeper engagement. Extant research substantiates this potential, indicating that AI can enhance technical competencies, assist with problem-solving, and even foster development in data analysis and logical reasoning (Brown & Johnson, 2020). Additionally, AI systems may help democratize education by opening up tailored resources and feedback to learners who may otherwise be underserved in traditional models.

On the other hand, a growing dependence on AI particularly in core processes—problem-solving, inquiry, and creative thinking—may induce unintended consequences. While AI tools can provide swift and accurate responses, there is an attendant risk that students' independent cognitive engagement and creative ideation may diminish. Johnson and Kress (2019) articulate a key concern: that students overly dependent on automated systems may experience atrophy in critical faculties and lose the capability to generate novel or original ideas. Moreover, the marginalization of direct, face-to-face learning experiences—such as seminar discussions, debates, and collaborative projects—can undermine the cultivation of higher-order thinking, reflective judgment, and interpersonal skills. The diminished opportunity for discourse and collaborative inquiry may further impede social learning and the development of interpretive or critical capacities that thrive in dialogic contexts.

Given the central role of critical thinking, creative problem-solving, and collaborative learning in higher education, it is essential to systematically examine the implications—both positive and negative—of AI's adoption. Understanding how AI tools intersect with the development of core cognitive skills is vital to ensuring that technology in education serves as a tool for enhancement, rather than a barrier to academic growth and intellectual autonomy.

A comprehensive examination of the impact of AI in education necessitates anchoring the inquiry in robust theoretical frameworks. Two foundational theories—Cognitive Load Theory (CLT) and Constructivist Learning Theory—offer powerful lenses for interpreting the multifaceted effects of AI adoption on cognitive development and learning processes.

Cognitive Load Theory, articulated by Sweller (1988), emphasizes the relationship between human cognitive capacity and instructional design. According to CLT, individuals exhibit limited working memory for processing new information, necessitating pedagogical strategies that minimize extraneous load and support efficient learning. AI, from this perspective, could serve dual roles: by streamlining and scaffolding learning experiences, it may reduce unnecessary cognitive burden and enable focus on core concepts. However, the potential also exists for AI to overwhelm students with excessive information, automated feedback, or constant intervention, inadvertently heightening cognitive load and impeding deep learning or independent problem-solving. The educational imperative, then, is to leverage AI proportionately, optimizing its potential to support cognitive processing without diminishing internalization, reflection, or skill-development.

Constructivist Learning Theory, rooted in the foundational work of Piaget (1976) and Vygotsky (1978), posits that knowledge acquisition is an active, adaptive process mediated by social interaction and experience. For constructivists, passive receipt of information—regardless of how efficiently delivered or technologically sophisticated—does not suffice. Rather, meaningful learning emerges when learners engage in dialogue, inquiry, and collaborative exploration. Within this framework, AI tools should function not solely as repositories of information, but, critically, as catalysts for interactive learning experiences. Effective integration would involve AI facilitating active engagement, hypothesis testing, and iterative exploration, thereby supporting deeper understanding and the development of higher-level cognitive skills. The broader implication is that AI systems should be designed to augment, rather than bypass, those active processes that underpin robust educational outcomes.

The intersection of AI and education presents complex, multidimensional possibilities. It is not only an opportunity for pedagogical gains, but also a call for careful stewardship, empirical scrutiny, and ongoing reflection to ensure alignment with the deepest aims of higher education. As universities continue to experiment with advanced technologies, their success will ultimately depend not only on the sophistication of these tools, but on their ability to foster the capacities—critical thinking, creativity, reflection, and collaboration—that are essential to both academic and life-long success.

A considerable volume of contemporary research continues to investigate the impact of artificial intelligence (AI) within educational settings, emphasizing both its anticipated advantages and its possible drawbacks. One of the most widely recognized benefits of AI in education is its unparalleled capacity to facilitate genuinely individualized learning experiences. For example, sophisticated, AI-powered learning platforms—such as intelligent tutoring systems—are now equipped with the means to accurately assess students' unique strengths and weaknesses, using this insight to provide targeted feedback and adaptive instruction (Afriadi et al., 2024). The value of these systems lies particularly in their potential to support learners who may otherwise struggle to keep pace in traditional classroom environments. As Brown and Johnson (2020) highlight, AI-enhanced education not only supports academic content mastery but also exposes students to essential digital and technical competencies that are crucial for future employability in a rapidly evolving workforce.

Despite this promise, a growing body of critical research warns of substantial risks associated with an overreliance on AI-based tools in the learning process. For instance, Johnson and Kress (2019) raise concerns that habitual dependence on AI-driven applications for

tasks such as problem-solving can inadvertently undermine the development of students' critical thinking faculties. They argue that when AI shortcuts the more demanding cognitive steps required for deep learning, students may bypass opportunities to fully engage with complex problems, ultimately compromising their capacity for innovative thought. Further, Afriadi et al. (2024) note that the increasing automation of educational experiences may reduce vital opportunities for in-person interaction. As a result, students might miss out on engaging in meaningful discourse and collaborative activities that are fundamental to social and intellectual development.

This duality extends to how scholars interpret the role of AI in fostering—or potentially constraining—student creativity. Some researchers view AI tools as catalysts for exploration, offering new avenues for imaginative expression and non-traditional approaches to problem-solving (Brown & Johnson, 2020). The argument here is that AI can enhance creativity by democratizing access to creative resources and suggesting alternative methods of inquiry. Conversely, Johnson and Kress (2019) contend that AI, by design, often emphasizes efficient, pre-programmed solutions, which may inadvertently suppress original thought and reduce students' intrinsic motivation to approach problems from novel perspectives.

The influence of AI on critical thinking skill development has become an especially prominent area of inquiry within this broader debate. Kurmanbayeva and Bessekeyeva (2025), for example, provide evidence that AI-mediated instruction can stimulate students' analytical, evaluative, and synthetic thinking—skills foundational to what is traditionally classified as "higher-order" cognition. Nevertheless, there remains significant uncertainty regarding whether such technological interventions can serve as a full substitute for traditional, human-led pedagogy. Darwin et al. (2023) surveyed students' perceptions, finding that while many appreciate AI's ability to increase engagement and expand access to diverse learning materials, concerns persist about the risk of encouraging superficial, rather than deep, cognitive engagement.

Similarly, Hading et al. (2024) document ongoing skepticism among students, many of whom recognize the convenience of AI tools but doubt their adequacy in fully supporting nuanced, human modes of reasoning. This ambivalence is echoed by Gonsalves (2024), who reexamines Bloom's Taxonomy to assess how AI systems influence various levels of cognition. Gonsalves posits that although AI excels in tasks related to memory and comprehension, it may be less effective at nurturing activities involving analysis, evaluation, and creation—the "higher-order" processes central to critical thinking.

The potential for cognitive offloading—a phenomenon whereby learners excessively defer mental tasks to technological tools—has been highlighted as a particular concern by Gerlich (2025). This argument suggests that pervasive reliance on AI may, over time, atrophy students' cognitive autonomy and resilience, as mental effort is redirected from the learner to the machine. Empirical research by Du et al. (2025) lends support to this claim, demonstrating that while AI applications can facilitate the resolution of complex problems, their use can also unintentionally impede the cultivation of advanced cognitive skills when not appropriately integrated. In parallel, Hulmi and Apriadi (2025) caution that excessive exposure to automated solutions threatens to erode students' independent thinking capabilities, accentuating this risk in a context where reliance on digital technologies continues to rise.

Nevertheless, it is essential to consider countervailing perspectives within current scholarship that emphasize AI's constructive potential, particularly in contexts where creative and design-based skills are paramount. Albakry et al. (2025), for example, propose that AI can support and extend design thinking by enabling novel forms of creative problem-solving, particularly within interdisciplinary digital media education. Melisa et al. (2025), through a systematic review, argue that while concrete conclusions about AI's overall impact on critical thinking remain elusive, its positive contributions to learning outcomes in higher education warrant cautious optimism—provided that thoughtful implementation and ongoing pedagogical oversight are maintained.

The integration of AI into educational systems presents a landscape replete with both

transformative promise and considerable challenge. The current state of scholarship suggests that AI's effective deployment requires a deliberate balancing of technological advantages with sustained attention to the preservation and cultivation of the fundamental human capacities—critical thinking, creativity, and meaningful social engagement—that are the hallmarks of a robust and equitable education.

The increasing presence of Artificial Intelligence (AI) in educational settings is stirring significant debate among academics and educators alike, particularly in terms of its potential to influence students' development of critical thinking and creativity. A growing body of literature, such as that reviewed by Salido et al. (2025), highlights a nuanced perspective on this integration. Through their bibliometric and systematic review, Salido and colleagues argue that AI, if thoughtfully and intentionally implemented, can indeed foster critical thinking by offering more personalized, adaptive learning experiences. They emphasize, however, that such benefits are highly dependent on the pedagogical context and instructional strategies that frame its use. For example, if AI is integrated merely as a content delivery system without scaffolding or interactive engagement, student growth in critical reasoning may be limited.

Conversely, concerns regarding overreliance on AI technologies persist, as underscored by Szmyd and Mitera (2024). These authors caution that when students become too dependent on AI-generated responses, there is a tangible risk of diminishing their independent analytical abilities. The efficiency and availability of AI can sometimes tempt learners to accept information at face value, skipping the deeper cognitive processes necessary for authentic learning. This sentiment resonates with the findings of Essien et al. (2024), who examined UK business schools and observed that while AI text generators can facilitate learning support, they may simultaneously impede the cultivation of robust critical thinking if students rely excessively on automation without genuine comprehension of the subject matter.

This dilemma is further highlighted by Fonkam et al. (2023), whose work in the Albanian context suggests that AI's provision of instant, ostensibly correct answers may inadvertently reduce the need for students to engage in the kind of reflective, effortful thinking that leads to durable understanding. Such patterns of engagement reinforce the notion that the mere presence of AI in educational spaces is not inherently beneficial and must be accompanied by deliberate pedagogical choices. Li (2025) provides an important caveat in the context of teacher education, noting that AI tools can enhance both creativity and critical thinking. Yet this enhancement only materializes when AI is seamlessly integrated into curricula that require students to actively interrogate and evaluate algorithmically produced content.

Further contributions to the discussion come from Jabli et al. (2023), who examine the use of generative AI in the development of digital design thinking skills among university students. Their research suggests significant promise in leveraging AI to promote innovation and creative problem-solving in academic environments. Nevertheless, as EL Hosayny et al. (2025) point out through the lens of the extended Technology Acceptance Model (TAM), perceived benefits such as increased efficiency and improved research outcomes are often counterbalanced by ongoing concerns over accessibility, adaptability, and the risk of excessive dependence on automated systems. These issues underscore the necessity for continual human oversight to safeguard critical engagement and mitigate complacency.

Turning to the impact of AI on cognitive domains such as memory and higher-order thinking, Bai, Liu, and Su (2023) investigate the effects of ChatGPT on students' learning and retention. They acknowledge that AI systems can facilitate improved information processing, yet warn that their convenience might encourage more superficial forms of learning. Similarly, Wang and Fan (2025) utilize a meta-analytic approach to demonstrate that AI-powered tools—including ChatGPT—can foster deeper intellectual engagement and stronger academic performance, but their use may inadvertently undermine self-directed problem-solving skills if not balanced with opportunities for independent practice. This risk is echoed by Amalia et al. (2025), who note that AI's support for critical thinking is contingent upon its judicious use; otherwise, students may inadvertently bypass essential analytical processes.

From a broader skill development perspective, Thornhill-Miller et al. (2023) emphasize

that skills such as creativity, critical thinking, communication, and collaboration will only grow in importance for the future workforce. Their findings suggest that appropriately integrated AI systems can nurture these competencies, particularly through personalized and adaptive learning modalities. Nevertheless, there is a critical risk: if learners become too reliant on AI-driven solutions, their creative and collaborative abilities may stagnate. Trisnawati, Putra, and Balti (2023) offer a similar argument, positing that while AI holds immense promise for augmenting educational outcomes, its implementation must be managed carefully to preserve students' capacity for authentic critical and creative thought.

Finally, the broader ethical considerations surrounding AI in higher education have not been overlooked. Bankins and Formosa (2023) frame their analysis around the potential drawbacks of AI, which—despite the efficiency and accessibility it brings—could dehumanize the learning process and reduce students' direct engagement with academic content. The erosion of meaningful learning experiences is a concern mirrored by Afriadi et al. (2024), who address the double-edged nature of AI in fostering collaboration: while AI may strengthen certain collaborative processes, it may also inadvertently diminish the richness of interpersonal interactions and peer-based learning integral to higher education.

Therefore, it is evident from these varied perspectives that while AI integration in education presents meaningful opportunities for improving critical thinking, creativity, and learning efficiency, it also introduces significant challenges. Chief among these are the risks of overreliance, superficial engagement, and the possible erosion of independent and collaborative skills. To realize the full potential of AI as an educational tool, thoughtful integration—anchored in sound pedagogy, continuous human oversight, and an unwavering commitment to fostering authentic cognitive development—is essential.

While it's clear that recent scholarship tends to zoom in on AI's pros and cons in specific educational slots, there's still a surprising gap when it comes to research that actually digs into how AI interacts with students' core cognitive capacities at the college level. You wouldn't think it, with all the hype, but comprehensive studies connecting AI use with students' logical, critical, and creative thinking are pretty sparse—highlighting a real need for a more robust analytical approach in the field.

This article does a commendable job exploring the nuances of AI's impact on students' critical thinking. The authors make a compelling argument about AI's rising influence in higher education and clarify that, depending on application, AI can either enhance or stifle critical analysis (Amalia et al., 2025). The analysis of emerging AI-based learning systems is thorough, providing a wide-angle view on technological integration. Yet, the paper unfortunately stops short of a full consideration of the ethical questions at play. For instance, the long-term implications of relying on AI-driven assessments or the privacy concerns surrounding student data are not fully addressed, leaving the discussion somewhat incomplete (Amalia et al., 2025).

Methodologically, the study finds a good balance using both qualitative and quantitative data—a thoughtful approach that strengthens conclusions about AI's influence on student reasoning. Nevertheless, a notable limitation is the absence of an in-depth look at how these tech tools interact with specific cognitive steps, such as those involved in metacognition. A greater focus on how AI-supported learning environments might foster—or, conversely, impede—students' abilities to self-reflect or synthesize nuanced information would have enhanced the analysis and made the argument more compelling.

Additionally, while the article does allude to discrepancies in AI adoption across different educational settings, the exploration of equity is relatively shallow. The digital divide is a real, tangible barrier in education, and insufficient access to AI-powered resources in underfunded institutions can greatly limit benefits for certain student populations. Establishing a more critical conversation around how economic and infrastructural disparities affect student opportunities to engage with AI would provide important context for future implementation (Amalia et al., 2025).

One particularly strong element is the forward-looking perspective on future research needs. The call for longitudinal studies, examining AI's long-term influence on critical thinking

development, is especially relevant given how cognitive skills evolve and mature over time. However, the article could have taken this a step further by discussing how AI itself could be adapted to suit diverse cognitive profiles, supporting a broader range of learning styles and abilities within the student body.

This article advances the discussion of AI's educational role by highlighting current strengths and acknowledging practical limitations. However, it would benefit from a more critical treatment of AI's ethical challenges, its accessibility issues due to socioeconomic factors, and the complexities of cognitive engagement. Addressing these areas would significantly strengthen not just this particular study, but the field's overall understanding of AI's impact on higher education.

The integration of artificial intelligence within higher education surfaces an array of compelling research questions demanding rigorous inquiry, particularly in regard to how AI may influence students' cognitive development. Several central issues emerge in this evolving landscape: (1) What tangible benefits do students genuinely accrue through the integration of AI in their learning processes? While proponents of educational technology tout increased efficiency and personalization, it is essential to examine empirically how these advantages manifest in the student experience. (2) To what degree does the use of AI actually enhance, rather than undermine, students' logical and problem-solving abilities? There is considerable debate regarding whether AI serves as a catalyst for advanced reasoning skills or, conversely, creates a reliance on automated outputs that dull cognitive engagement. (3) Another important consideration is the impact of AI on critical and analytical thinking skills. The core mission of higher education—fostering independent, analytical thinkers—may be at stake if AI tools replace, rather than augment, students' mental processes. Thus, evaluating how AI technologies interact with and potentially shape these essential competencies is crucial. (4) Furthermore, the role of AI in supporting or constraining creativity in problem-solving warrants careful exploration. Creativity is a linchpin of both academic achievement and professional innovation; if AI narrows the scope of student thinking or leads to formulaic approaches rather than fostering original thought, the broader implications for intellectual growth could be significant.

Finally, universities are confronted with a practical challenge: how to maximize the pedagogical benefits of AI without inadvertently eroding the development of students' independent thinking. This raises important questions about instructional strategies and institutional policies best positioned to achieve an optimal balance. Addressing these research questions is not a matter of theoretical curiosity; rather, it is vital for ensuring the thoughtful and effective incorporation of AI into academic environments. Only through such inquiry can higher education institutions safeguard the cultivation of critical and creative thinking amid rapidly advancing technological landscapes.

2. Method

In pursuit of these research aims, the present study employs a qualitative research approach. This methodological stance is particularly well-suited for capturing the complexity and nuance inherent in questions regarding AI's influence on logical reasoning, critical thinking, and creativity. As Creswell (2014) notes, qualitative inquiry provides an avenue for exploring subjective meanings and lived experiences that quantitative measures might overlook or oversimplify. Here, the objective is not to produce generalizable numerical data, but rather to elucidate the subtle interplay between students and AI technologies within educational contexts.

The research centres on a literature review, a methodological approach widely recognized for its capacity to synthesize knowledge across multiple studies. Grant and Booth (2009) observe that systematic literature reviews not only consolidate extant findings but also spotlight crucial gaps in our understanding—an essential function given the rapid evolution of AI applications in education. Peer-reviewed journals, academic monographs, scholarly articles, and institutional reports comprise the primary sources for this review, each selected for their relevance and methodological rigor.

The study's data collection processes are carefully delineated. The first step involves the strategic identification of research topics and keywords, focusing on core themes such as "Artificial Intelligence in education," "AI and critical thinking," "AI and creativity," and "AI impact on students' cognitive abilities." These terms serve as entry points for comprehensive searches across leading academic databases, including Google Scholar, JSTOR, and ERIC. To maintain currency and academic integrity, only sources published within the past decade and from established publishers are included.

Once the relevant sources are identified, the analysis moves into a phase of qualitative content review, following principles articulated by Braun & Clarke (2006). This involves the systematic identification and analysis of key themes, patterns, agreements, and divergences across the selected literature, with the goal of constructing a nuanced and cohesive perspective on AI's multifaceted influence on cognition. The resulting synthesis aims to deepen our understanding and inform university strategies for leveraging AI in ways that genuinely promote intellectual growth rather than diminishing the essential capabilities of critical and creative thought.

3. Results and Discussion

3.1 Results

3.1.1 Evaluating the Impact of AI in Higher Education: Pros, Cons, and Complexities

Artificial intelligence has made an undeniably dramatic entrance into higher education—perhaps as disruptive as the iconic Kool-Aid Man crashing through a wall. For many students, this disruption has brought tangible benefits, especially around the concept of personalized learning pathways and rapid feedback mechanisms. Platforms like edX, Coursera, and Khan Academy embody what can only be termed an AI-driven revolution, delivering not only automated grading, but diagnostic feedback almost instantly—often before instructors have even finished their morning coffee. The transformation here cannot be overstated: the days of waiting days or weeks for assignment results are swiftly becoming relics of the past. Instead, AI-powered systems analyse performance in real time, offering targeted corrections so students can immediately identify and address gaps in understanding. This rapid feedback loop fundamentally changes the learning process, arguably making it more engaging and efficient than the more labour-intensive, delayed approaches of traditional instruction.

Yet the automation of assessment and interaction is only one facet of AI's influence. Advances in natural language processing—NLP—have enabled a new generation of AI-powered tutoring agents, such as ChatGPT or IBM's Watson. These virtual assistants operate around the clock, free from the constraints of sleep or office hours, providing detailed explanations across a massive range of subjects. Students grappling with complex topics, whether advanced calculus or foundational biology, now have access to on-demand support, which is especially vital for those who study at unconventional hours or struggle to keep pace in fast-moving classes. This 24/7 access to academic help represents an unprecedented expansion of instructional resources, a point previously emphasized in works like Brown & Johnson (2020).

Just as compelling is the argument that AI serves as an equalizer in higher education, boosting accessibility for students facing disabilities or those learning remotely. Technological features—such as real-time transcription, speech-to-text, and instantaneous translation—reduce entry barriers and create a more inclusive learning environment. These capacities became especially salient during the COVID-19 pandemic, when rapid shifts to remote instruction exposed gaps in traditional teaching models. AI's scalability and adaptability allowed it to fill the void, ensuring that instruction remained accessible when logistical realities rendered in-person teaching difficult, if not outright impossible (Afriadi et al., 2024; Khan et al., 2021).

Besides these headline benefits, AI has also emerged as a kind of personal learning manager, dynamically monitoring students' progress, detecting weak points, and then recommending resources—videos, readings, practice questions—tailored to each learner's unique profile. Such data-driven customization minimizes the risks of both disengagement (from tasks that are too easy) and overwhelm (from material pitched at too advanced a level), a notion outlined by Hussain & Khan (2022). Furthermore, AI-powered time management tools are

increasingly common, nudging students with timely reminders and helping them balance multiple academic demands—efforts to tame academic chaos, if not always fully succeed.

3.1.2 Concerns Regarding Logical Reasoning and Deep Learning

Nonetheless, alongside these opportunities, there are significant challenges—particularly related to students' cognitive development and logical reasoning skills. Traditionally, robust learning was shaped by grappling with difficult problems: thinking through steps, testing hypotheses, and reflecting on one's own reasoning process. This kind of intellectual "exercise" has long been recognized as critical for building analytical ability and independent problem-solving skills (see, for example, Pamungkas, 2017).

The worry, then, is that AI, by making it extremely convenient to bypass laborious reasoning, may inadvertently undermine these faculties. Why labour through a mathematical proof or puzzling concept if an AI is ready to supply the answer instantly, oftentimes without showing how that answer was derived? Some platforms operate more like black boxes—presenting results with little transparency regarding the solving process (Johnson & Kress, 2019). A student might obtain the right answer, but the mechanism underlying it can remain mysterious, depriving them of critical opportunities to develop and reinforce logical thinking. In this sense, the "shortcuts" AI offers can be double-edged; while efficiency is gained, the risk is that essential cognitive "training" gets skipped, the analogy being a student skipping mental exercise and expecting to maintain intellectual fitness nonetheless.

Moreover, an overreliance on AI tools encourages a reactive, answer-seeking approach rather than one characterized by exploration, iteration, and mindful verification. Especially in disciplines where systematic problem-solving is foundational—engineering, mathematics, computer science—the implications are concerning. The habit of simply asking AI for the answer, with little engagement in the underlying reasoning, raises doubts about long-term mastery and adaptability, especially in contexts where AI might not be available, or when unanticipated challenges arise (Afriadi et al., 2024).

The artificial intelligence has indelibly shaped higher education by improving efficiency, accessibility, and personalization, it simultaneously introduces new complexities related to independent reasoning and the cultivation of logical skills. Ongoing research and thoughtful pedagogical design are clearly needed to leverage AI's strengths while actively mitigating its risks—and, more fundamentally, to ensure students continue developing the habits of mind essential for lifelong learning and problem-solving.

One notable downside to over-relying on AI is the sharp drop in how much students actually engage with problem-solving. When students just run to AI for every answer, it strips out those core steps—like brainstorming solutions, testing out ideas, and figuring out what works and what doesn't. All those logical, step-by-step processes get skipped. Instead, students are basically just taking whatever the AI hands them, no questions asked. That's a major concern, since the hard work of puzzling through a problem is what really builds deep understanding. This is especially worrying in fields like engineering, mathematics, and computer science, where having a solid handle on logic and reasoning isn't just nice, it's absolutely necessary.

Furthermore, using AI too much in education could easily breed a passive learning attitude. Real logical thinking is supposed to be hands-on; it draws you in, makes you think, ask questions, dig deeper. But with AI-driven tools, answers show up fast and easy, which can make students less likely to question what's underneath those answers. Instead of wrestling with challenging concepts or going back and forth with ideas, learners may start to just accept whatever answer pops out, letting AI do the heavy lifting every time. Eventually, this could lead to folks losing out on the kind of independent problem-solving they need not only in class, but in real-life situations, too.

When talking about critical and analytical thinking—those skills that let students sift, weigh, and really understand information—AI can be a friend and a foe all at once. There's a clear upside to using AI in that it can quickly comb through massive piles of data and pull out what matters. For example, programs that visualize complex information or analyse stats make it way easier for students to find patterns and make sense of tough concepts. Tools like data

visualization software or statistical analysis platforms can really boost students' abilities to crunch data and hone their reasoning, helping them see trends that might otherwise stay hidden.

On the plus side, AI seriously speeds up the information search game. Platforms powered by AI—think Google Scholar or JSTOR—not only dish out relevant articles and research in a blink, but tailor those resources to exactly what the student is looking for. This rapid, targeted access can widen students' perspectives, giving them insights from all angles and helping them build a more comprehensive analytical framework. Then, once the mountain of data is in front of them, AI tools can sort, organize, and process it efficiently. Machine learning algorithms and programs like SPSS or R help make analysing massive datasets far less intimidating. By automating those time-consuming number-crunching tasks, AI allows students to focus their energy on actual interpretation and drawing informed conclusions—skills at the heart of critical thinking.

Yet, there's another side to this coin. Heavy dependence on technology makes students less likely to think for themselves. If someone gets used to defaulting to AI tools every time they hit a bump, they risk losing the habit—and even the confidence—to approach problems independently. This growing dependency can create a sort of intellectual laziness; rather than questioning an AI-generated answer or considering alternative perspectives, students may simply take the AI output as gospel, missing out on the deeper learning that comes from struggling through uncertainty and complexity.

Another pitfall is the temptation to substitute originality and plagiarism checks with AI-generated content. As AI tools become increasingly good at spitting out ready-made text, there's a real risk that students begin to just copy what the AI suggests, rather than using it as a starting point for their own arguments or ideas. This erodes both the authenticity of academic work and students' own ability to craft fresh perspectives. Over-reliance on AI doesn't just threaten academic integrity; it also stifles the growth of independent analysis, which is essential for genuine understanding and intellectual development.

AI in education certainly has meaningful benefits—accelerating research, making sense of complex data, and providing quick access to information—it also comes with significant risks. Without deliberate, active effort from students and educators to keep critical and creative engagement front and centre, there's a danger of ending up with learners who are less capable of independent, original thought. For academia—and, honestly, for society at large—finding ways to balance these influences will be essential in the coming years.

3.1.3 The Influence of AI on Students' Creativity and Innovative Thinking

Creativity stands as a cornerstone in developing students' ability to navigate complex and ill-defined problems, situations frequently encountered outside the classroom. The impact of artificial intelligence (AI) on nurturing or undermining creativity has become a point of increasing scrutiny within education and cognitive science. On one side of the discussion, AI is increasingly recognized for its capacity to accelerate problem-solving by delivering prompt, efficient solutions. Yet, concerns persist that these same tools may inadvertently confine students' ability to think independently and creatively. Algorithms powering AI systems operate within programmed pathways, potentially steering students toward conventional approaches and stifling the exploration necessary for original thought (Johnson & Kress, 2019).

Positive Influence of AI on Creativity (a) Enhancing Problem-Solving Efficiency: The introduction of AI-powered tools into educational settings can significantly offload repetitive and monotonous tasks. By automating such processes, AI can free students to focus on the more conceptually challenging aspects of problem-solving. For example, AI-driven coding environments do not merely offer students solutions—they provide a space to experiment with multiple models and algorithms.

Engaging with these tools, students may discover unconventional solutions, sparking creative methods in programming and computational thinking. Furthermore, AI's capacity to visualize complex datasets enables students to recognize hidden patterns, formulate novel interpretations, and engage with data in more innovative ways (Hussain & Khan, 2022).

(b) Supporting Brainstorming and Ideation: AI assistance during the brainstorming phase opens the floor to a wider array of perspectives. AI platforms—such as digital mind-mapping applications or algorithmic idea generators—can supply diverse prompts derived from vast data sets. These prompts serve as springboards, inspiring students to examine problems from multiple angles, consider unorthodox solutions, and traverse intellectual territory they may not have otherwise explored.

Negative Influence of AI on Creativity (a) Dependence on Predefined Solutions: Reliance on AI, however, brings with it substantial risks. Primary among them is the tendency of AI systems to propose answers drawn from pre-existing data, models, and patterns. This can inadvertently reinforce a conservative mindset that encourages students to follow AI-generated suggestions rather than take intellectual risks or develop original solutions (Putri & Andjani, 2023). As students grow comfortable with these standardized outputs, their capacity for divergent thinking—essential for breakthroughs and innovation—may atrophy. The most creative moments often arise from questioning established assumptions, embracing the unknown, and tolerating the possibility of failure; attributes that most current AI systems are not structured to promote (Brown & Johnson, 2020). In relying on automated assistance, students may lose valuable opportunities to experiment, test hypotheses, and hone their unique problem-solving perspectives.

(b) Lack of Experience in Complex Problem-Solving: Traditional educational models demand that students confront intricate, ambiguous problems through iterative trial and error, compelling them to weigh multiple approaches and grapple with uncertainty. Overdependence on AI, which may shortcut these processes by offering ready-made solutions, deprives students of formative experiences where metacognitive and creative faculties develop. Without direct engagement in the experimental aspects of problem-solving, students may lose resilience and capacity for innovative thinking—competencies highly sought after across professional landscapes (Pamungkas, 2017).

(c) Limited Exposure to Unconventional Thinking: AI's operations rely fundamentally on structured algorithms and existing datasets. While conducive to tasks with predictable solutions, these constraints become liabilities in domains that prioritize out-of-the-box and non-linear reasoning. AI tools, inherently data-driven, seldom incentivize calculated risk-taking or imaginative leaps. As a result, students may gravitate toward rigid workflows or default to algorithmic outputs, diminishing their enthusiasm or skill for independent ideation and creative problem-solving (Afriadi et al., 2024).

3.1.4 Solutions to Maximize AI's Benefits While Preserving Students' Thinking Skills

Despite these limitations, a balanced integration of AI in education need not come at the expense of creativity or cognitive growth. Educational institutions can deploy several strategies to ensure that students reap AI's benefits while cultivating essential higher-order thinking skills such as logic, critical analysis, and creative reasoning. This can include assignments that require students to justify their processes independently of AI-generated answers, encourage open-ended or project-based learning where AI functions as an assistant rather than a director, and foster collaborative group tasks that prioritize the exchange of unique perspectives. Structures like these maintain the advantages of technological efficiency while simultaneously challenging students to think beyond algorithmic boundaries and develop their own voices as innovators and thinkers in an increasingly digital world.

Integrating hybrid learning models, merging artificial intelligence with conventional instructional methods, really stands out as one of the most compelling strategies available for modern education. By fusing AI-driven tools with traditional classroom experiences, hybrid learning not only prevents students from sliding into passive dependence on technology, but also insists upon their active participation in every stage of the learning process. For instance, when students use AI to tackle data analysis or complex problem-solving assignments, instructors can intentionally prompt students to articulate the reasoning behind each outcome or explain the AI's step-by-step process. In tandem, this approach ensures that learners remain mentally engaged and strengthens their logical reasoning skills, rather than just accepting AI-generated answers at face value.

Moreover, one of the distinct advantages of hybrid learning models lies in their promise for personalization. Artificial intelligence can respond dynamically to each student's individual needs and pace, allowing educators to support a diverse range of learning preferences and abilities without sacrificing rigor or depth. Students receive precisely-targeted feedback and resources, yet must still engage critically and creatively with course material. Through this synergy of adaptive technology and human-guided instruction, learners develop both strong analytical competencies and creative problem-solving habits—skills which remain indispensable well beyond the classroom.

A parallel—and absolutely vital—solution centres on providing thorough AI ethics training. As artificial intelligence embeds itself more deeply within educational settings, it becomes imperative for students to understand both the risks and the responsibilities that come with using AI tools. Universities have a duty to offer structured curriculum (such as dedicated courses or seminars) addressing ethical considerations: academic honesty, the dangers of plagiarism, data security, algorithmic transparency, and much more. Students need explicit guidance regarding when it is appropriate—even productive—to consult AI and when genuine, independent research and original critical thought are required instead.

By emphasizing and modelling ethical practices in the use of artificial intelligence, academic institutions help safeguard students' integrity as well as sharpen their higher-order thinking. Graduates must leave university not only capable of leveraging AI efficiently, but also appreciative of the fact that no algorithm can genuinely replicate human ingenuity or moral discernment. Responsible AI use should always complement, rather than overtake, authentic scholarly work.

Another pragmatic approach involves promoting collaborative learning. Group projects and peer-to-peer activities reliably foster discussion, debate, and shared decision-making—all of which are essential for cultivating critical and analytical thinking. While artificial intelligence can certainly play a supporting role—streamlining data analysis, modelling complex systems, or suggesting solutions—the genuinely transformational value comes from students working together to interpret findings, challenge assumptions, and draw their own reasoned conclusions. For example, AI might generate a preliminary set of insights or identify noteworthy patterns in a data set, but it falls to the students to review those outcomes, question their validity, and present alternative interpretations or recommendations. This kind of active engagement ensures the group remains fully invested in the learning process, developing evaluative skills that transfer to professional and real-world contexts. It prevents an over-reliance on AI and compels each learner to continually exercise independent judgment.

It is essential to underscore that AI should be positioned as a powerful learning assistant, not as a wholesale substitute for educators. Artificial intelligence can certainly automate rote administrative tasks—grading, quiz management, resource organization—which can significantly reduce faculty workload and allow instructors to concentrate on mentorship and meaningful pedagogical interactions. Nevertheless, instructors retain an irreplaceable role in facilitating conceptual understanding, inspiring critical reflection, and nurturing intellectual curiosity.

In practice, this might mean that after an AI-based tool provides automatic feedback or suggestions for improvement, a human instructor will follow up with tailored explanations and probing questions to promote deeper analysis. This model ensures that technology enhances, rather than replaces, the human aspects of the educational experience—encouraging students to internalize feedback, clarify doubts, and synthesize knowledge more robustly.

Artificial intelligence holds remarkable potential for transforming education—by offering personalized learning pathways, increasing accessibility, and informing decision-making through robust data analytics—careful integration is key. Unchecked or excessive reliance on AI risks impeding the development of logical reasoning, critical thinking, and creativity: cognitive skills that are foundational to both academic achievement and success beyond university. To maximize the positive impact of AI while safeguarding students' intellectual growth, higher education institutions should embrace strategies such as hybrid

learning, intensive ethical training, collaborative projects, and deliberate use of AI as a supplemental tool rather than a replacement for teaching. By striking this balance, universities can better ensure that graduates emerge as thoughtful, adaptive, and ethically-minded problem-solvers prepared for both the opportunities and challenges of a rapidly evolving world.

4. Conclusion

4.1 Conclusion

The integration of Artificial Intelligence (AI) in higher education has become a subject of both excitement and concern, offering an array of remarkable opportunities for enhancing student learning while also presenting complex challenges that cannot be overlooked. Over the past decade, AI-driven platforms and tools—think edX, Coursera, Khan Academy—have fundamentally transformed how knowledge is accessed, absorbed, and assessed. These systems break down barriers to learning by providing on-demand access to high-quality educational materials, personalized learning trajectories, and real-time feedback mechanisms (Brown & Johnson, 2020). For students, this means they can engage with material at their own pace, review tricky concepts multiple times, and receive immediate guidance when they falter, all of which can substantially improve both comprehension and retention (Afriadi et al., 2024).

What is especially significant is the way AI mediates learning personalization. Sophisticated algorithms evaluate each learner's strengths, weaknesses, and progress, adapting coursework accordingly. This individualized approach allows for targeted remediation and instruction, which increases not only the efficiency but the efficacy of teaching and learning. Moreover, by organizing and filtering digital content, AI systems help learners avoid information overload; students can quickly locate resources tailored to their academic level, prior knowledge, or even learning preferences (Firdaus & Irawan, 2023). In effect, AI serves as a bridge that helps close gaps in understanding and democratizes access to educational resources, particularly vital in today's increasingly digital and remote learning environments.

That said, the rapid and widespread adoption of AI technologies in the academic sphere gives rise to legitimate concerns that deserve thorough consideration. Perhaps most pressing among these is the risk that students' critical thinking, independent problem-solving, and logical reasoning may be inadvertently undermined (Pamungkas, 2017). The immediacy of AI-generated answers and solutions can foster a sort of intellectual complacency—students, accustomed to the convenience, may opt to rely on technology rather than grapple with complex problems themselves. This overreliance can erode essential cognitive skills and leave students ill-prepared to tackle challenges that lack ready-made, algorithmic solutions (Johnson & Kress, 2019). For example, in mathematics or scientific disciplines, students may input data, obtain instant answers, and move on without internalizing the underlying concepts. Over time, such habits can be detrimental, diminishing the depth of understanding and adaptability needed for professional and academic success (Afriadi et al., 2024).

Furthermore, while AI certainly enhances the possibility for personalized learning, it is imperative that its role is seen as complementary, not substitutive, to instructor-guided education. Instructors play a crucial role in facilitating dialogue, encouraging higher-order thinking, and fostering the sort of intellectual engagement that goes far beyond simply "getting the answer." There is a very real risk that, if unchecked, AI will promote passive learning behaviours; students might become content to let the technology do the cognitive heavy lifting, rather than immersing themselves in deeper, reflective, and sometimes uncomfortable learning processes (Brown & Johnson, 2020). Ultimately, such trends could limit the cultivation of creativity, curiosity, and resilience—qualities that define effective lifelong learners and innovative professionals (Hussain & Khan, 2022).

Artificial Intelligence holds the potential to dramatically reshape higher education for the better, offering personalized pathways, streamlined access to information, and powerful feedback systems. At the same time, these innovations require a prudent and intentional approach to implementation. Educational institutions must ensure that, while AI supports and enhances the learning experience, it does not supplant the invaluable practices that drive

independent, critical, and creative intellectual development. Achieving this balance will be fundamental; with thoughtful pedagogy and responsible use of AI, universities can better prepare students not just for exams, but for complex, dynamic challenges in their future professional lives.

4.2 Suggestions

In considering the integration of artificial intelligence within higher education, it is imperative to adopt a nuanced, intentional approach. AI systems hold considerable promise, but over-reliance risks undermining the development of essential cognitive skills that remain at the heart of advanced learning. The following recommendations propose a framework for leveraging AI productively in the academic sphere.

AI technologies offer undeniable benefits, ranging from instant feedback to new learning resources. Nonetheless, there needs to be a conscious effort to avoid fostering a culture of cognitive dependency among students. It is critical to prioritize a balanced approach in which AI supplements, but does not supplant, traditional methods of inquiry and reflection. For example, AI-powered tools can provide students with rapid feedback or alternative perspectives for complex problems, yet those same students must also be encouraged to revisit the problem independently—dissecting solutions, evaluating the underlying steps, and ensuring authentic understanding rather than passive consumption (Grant & Booth, 2009). In doing so, students can harness AI as an educational partner, not a surrogate for genuine intellectual engagement.

A central pillar of higher education is the cultivation of self-reliance in analysing and resolving problems. While AI can undoubtedly assist in breaking down complicated concepts, there is a danger that students may shortcut their own learning by accepting algorithmic answers at face value. This risk is particularly acute in disciplines that demand rigorous logic and the mastery of abstract models—including mathematics, engineering, and scientific fields (Pamungkas, 2017). Thus, institutions should purposefully design coursework that requires reflective analysis of AI-generated solutions. For instance, students might use AI to check their work or to visualize different approaches, but must also be tasked with defending their reasoning and exploring alternative strategies. Such engagement solidifies analytical flexibility and strengthens the intellectual independence vital for success as both scholars and professionals.

The social dimension of learning remains indispensable, even as technology evolves. Educational environments should continue to prioritize collaborative experiences, such as group projects, peer review sessions, and open forums for discussion (Brown & Johnson, 2020). Within these contexts, AI can be integrated as a collective resource—allowing students to collaboratively interrogate data sets, test hypotheses, or generate alternative solutions—yet the true value emerges through subsequent human discussion, debate, and critique. The interplay between group learning and technological tools can amplify comprehension, encourage critical questioning of AI results, and foster creativity through exposure to diverse perspectives. Furthermore, working collaboratively sharpens communication and teamwork skills, which are highly valued in academic and professional circles alike.

AI should serve as an addition to—not a replacement for—traditional instructional practices. For instance, automating routine administrative functions such as grading or basic feedback enables educators to dedicate more time to meaningful engagement with students. This reallocation of instructional effort can translate into richer classroom discourse, more personalized mentorship, and a stronger emphasis on higher-order thinking skills (Afriadi et al., 2024). Strategically incorporating AI within face-to-face and blended learning environments allows students to reap the efficiency of digital tools while benefiting from the distinctive insights and intellectual modelling offered by human instructors. The intentional pairing of technological and traditional pedagogies ensures that students remain active participants in their education, developing the robust critical faculties required for lifelong learning.

AI-generated content can be impressive, yet it must not become a substitute for students' original thinking. There is a risk that pervasive use of AI in creative tasks—including essay composition, artistic endeavours, or project ideation—can stunt the growth of individual creative confidence and critical differentiation (Pamungkas, 2017). Therefore, universities should be clear

in setting expectations: AI may provide a starting point or spark ideas, but it should not deliver the final product. Assignments and evaluations should reward originality, ingenuity, and thoughtful synthesis, prompting students to move beyond machine-generated suggestions. In fostering a culture that celebrates innovative thinking, institutions help ensure that AI remains a tool for inspiration, not a shortcut that undermines the development of authentic creative skills. In summary, artificial intelligence, when integrated thoughtfully, has the capacity to profoundly enrich higher education—making learning more personalized, flexible, and resourceful. Nevertheless, academic institutions bear responsibility for striking a careful balance. By promoting intentional AI usage, supporting independent thought, encouraging collaborative engagement, and maintaining a firm commitment to traditional modes of learning, universities can ensure that AI amplifies human cognition rather than replacing it. The challenge and opportunity ahead lie in adopting these technologies with discernment, so that graduates emerge not only technologically adept but also intellectually autonomous, creative, and critically agile.

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