

AN ACTION RESEARCH ON THE APPLICATION OF A DECOPY AI DETECTOR TO IDENTIFY AI-GENERATED CONTENT AND PROMOTE AUTHENTIC WRITING AMONG GRADE EIGHT STUDENTS

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ABSTRACT

Generative artificial intelligence (AI) has become increasingly accessible to students, creating new challenges for academic integrity and authentic writing. This action research examined the classroom use of the Decopy AI detector as an educational checkpoint to identify AI-generated content and encourage authentic writing among Grade Eight students. Thirty-eight students from one section of Mindanao State University–Integrated Laboratory School participated in a two-week classroom intervention in which students completed writing tasks during 55-minute sessions and submitted their work for AI-detection screening. Data sources included student writing outputs, a questionnaire on awareness and attitudes toward writing authenticity, and teacher observations. Descriptive results showed high awareness of AI use in writing and generally high to very high attitudes toward authentic writing. Students also reported generally positive perceptions of the detector as a supportive rather than punitive tool. Across the analyzed writing outputs, the Decopy detector classified 33.55% as AI-generated and 66.45% as authentic. These findings suggest that transparent use of AI-detection technology, combined with explicit instruction on academic integrity and responsible AI use, can support classroom conversations about originality and student responsibility. However, the detector's classifications should be interpreted as screening indicators rather than definitive proof of authorship, and the findings are limited by the single-school, single-section design, the short intervention period, and the absence of a comparison group.

Keywords: secondary students; Decopy's detector; authenticity

1.0 INTRODUCTION

Digital tools now make it easier for students to spin up ideas and also seek help with assignments. But, without clear guidelines, people get worried more and more about academic honesty, mainly because it's hard to pin down whether a student's work is truly their own. High school students run into this a lot, especially when they are trying to tell the difference between real student writing and material that's been generated by AI.

By Grade Eight, writing classes kind of move past just grammar and spelling. There's much more focus on thinking more critically, self-expression, and building solid academic habits. When writing tasks are authentic, students can show what they know, sharpen their language skills, and grow independent thinking. Lately though, more students have started leaning on AI tools, to dodge the harder parts of writing, and it might slow meaningful learning down. It also raises questions about whether assessment is fair. In class, spotting AI-generated work still feels difficult. Some educators respond by using free options such as the Decopy AI detector, to check student papers for signs of AI-generated content.

Even though there's still debate about how accurate these detectors are, some teachers see them as just one piece of a wider approach to protect academic integrity. Tools like this can do more than just punish.

When AI tools get stitched in, sort of transparently, into the instruction, they can help students navigate technology in a more responsible way, and also nudge them to take greater ownership over their own work. Research suggests that the emphasis should not just be on spotting dishonest behavior, but also on showing students why academic honesty matters, along with what happens when they make certain choices (Eaton, 2023; Sullivan et al., 2024). In that kind of situation, action research becomes especially useful, since it lets teachers try out various methods right inside the actual classroom, then watch what happens, and adjust things when needed. By using tools such as the Decopy AI detector in classroom activities, teachers can observe students' responses and reflect on how the tool affects their writing practices. In this way, action research is well suited to addressing the evolving challenges that AI introduces to education.

This study examined the use of the Decopy AI detector among Grade Eight students. Specifically, it aimed to determine the extent of students' knowledge about AI use in writing after exposure to the Decopy AI detector; their attitudes toward producing original work after the detector was used in class; and the proportion of collected writing samples identified as AI-generated or authentic according to the Decopy AI detector.

With these considerations, this action research examined how the use of the Decopy AI detector could help identify AI-generated writing and support Grade Eight students in maintaining the authenticity of their work. The study was meant to look at what happens when a detector gets introduced to students' writing, mainly if it changes how they actually write, and whether it nudges them toward more honest, and hopefully better work. The AI detection thing was put right into the classroom setup, not just as a mechanism for spotting content that was likely AI generated, but also woven into a wider conversation about learning and academic integrity. In the end, the research tried to give students usable guidance for dealing with AI during their assignments while still stressing the value of real effort, as technology keeps pushing forward and evolving, a bit faster than people expect.

2.0 MATERIAL AND METHODS

2.1 Research Design

The teacher did this study in a Grade Eight classroom, using an action research approach to tackle the problem of spotting AI-generated content in students' writing. Action research was

chosen mainly because it's quite practical, it fits the classroom environment well, and it actually helps with real educational issues in everyday teaching. With this approach the teacher could take a close look at what was happening in class, try out a new instrument, and then see what happened to students' real and genuine writing.

The whole study moved along the Plan–Act–Observe–Reflect, PAOR cycle, and it kept going step by step, not just once. First, a plan was developed for integrating the Decopy AI detector into writing activities. The detector was then incorporated into the lessons. Changes in students' writing and behavior were observed, followed by reflection on what worked well and what needed improvement. These observations and reflections were used to guide future teaching strategies.

The cycle was conducted once, focusing on the impact of the Decopy AI detector on students' writing. Through this process, the teacher was able to make immediate adjustments to instructional practices and respond more effectively to the increasing presence of AI in secondary students' writing.

2.2 Research Context

The study was carried out at Mindanao State University–Integrated Laboratory School (MSU-ILS), a high school that is known for trying out innovative teaching methods and curriculum approaches, in a pretty real way. The researchers were also the Grade Eight English teacher, and at the same time the program lead, so it made everything a bit easier, i mean it was easier to roll out the intervention and to keep a close eye on how students handled their writing assignments inside the classroom.

Since mobile AI tools started to show up more often, and students started bringing them into their writing too, it was like a more obvious need kind of appeared, for sturdier classroom approaches. Teachers then had to figure out how to handle AI-generated material, yet still keep it fair enough, support learners in making more real work, and safeguard the sort of learning that truly matters, not just the shiny output part.

2.3 Participants

A total of thirty-eight Grade Eight students, from just one section at MSU-ILS, participated in the study. The participants were purposely chosen, mainly because they belong to the English class, and they often engaged in writing tasks where the use of AI generated content could happen, you know. For the students to be considered, they needed to be officially enrolled in the selected section. They also had to keep on showing up and consistently take part in the scheduled writing activities during the study period. Those who were not around during the major writing sessions, or who did not submit their written outputs, were left out from the analysis.

2.4 Action Research Intervention

The intervention was conducted over a period of two weeks and focused on students' written outputs. During this time, the Decopy AI detector was integrated into regular writing activities as a classroom tool. The main objectives were to spot any content that might be AI generated,

push honest writing habits, and also get students to think about the responsible, ethical ways of using AI in their academic work.

Each day, students took part in 55-minute writing sessions, where they finished their assignments right there in class and turned everything in right after the activity ended. This setup helped reduce the possibility of outside assistance. After each session, the students' written outputs were checked using the Decopy AI detector.

Rather than being used as a punitive measure, the detector served as a checkpoint for reviewing students' work and as a starting point for discussions about originality, academic honesty, and responsible AI use.

2.5 Data Collection Procedures

Data were collected throughout the two-week intervention to examine students' awareness of AI use in writing, their attitudes toward authentic writing, and the extent of AI-generated content in their written outputs. The data collection process involved student questionnaires, writing samples, Decopy AI detection reports, and teacher observations.

During the scheduled 55-minute writing sessions, students completed their written tasks in class and submitted them immediately after each activity. Their outputs were then checked using the Decopy AI detector to identify the percentage of AI-generated and authentic content. The results from the detector were recorded and used as part of the analysis of students' writing.

The questionnaire was used to gather information about students' awareness of AI use in writing, their attitudes toward writing authenticity, and their perceptions of the Decopy AI detector. Teacher observations were also recorded during the intervention to provide additional information about students' writing practices and responses to the use of the detector.

Before data collection began, official permission was obtained from the school administration. The purpose and procedures of the study were explained to the participants, and confidentiality and anonymity were observed throughout the research process. All collected data were used only for research and academic purposes.

3.0 RESULTS

3.1 Awareness of AI Use in Writing

Table 1. Descriptive statistics for awareness of AI use in writing (N = 38)

Item	Questionnaire statement	M	SD	Interpretation
1	I know that some AI tools can generate complete essays or paragraphs.	4.16	0.72	High
2	I am aware that AI can be used to help improve grammar and sentence structure.	3.97	0.85	High

3	I can tell the difference between my own writing and AI-generated writing.	3.82	0.83	High
4	I know that using AI to write my assignments without permission is not allowed.	3.97	0.89	High
5	I am aware that AI-generated writing may affect my learning in writing.	3.97	0.92	High
6	I know that teachers can use tools to detect AI-generated content.	3.87	0.84	High
7	I understand what writing authenticity means in school tasks.	3.76	0.68	High
8	I am aware that submitting AI-generated work as my own is dishonest.	4.21	0.81	Very High
9	I know that using AI too much may limit my writing skills.	4.16	0.92	High
10	I am familiar with mobile applications that can check written work for AI use.	3.55	0.92	High

Note. M = mean; SD = standard deviation. Responses were measured using a five-point Likert scale.

The results indicate generally high awareness of AI use in writing. The highest mean was for recognizing that submitting AI-generated work as one's own is dishonest ($M = 4.21$, $SD = 0.81$), while familiarity with mobile applications that check written work for AI use had the lowest mean ($M = 3.55$, $SD = 0.92$). Overall, students reported awareness of both the capabilities of AI tools and ethical concerns associated with their use.

3.2 Attitudes Toward Writing Authenticity

Table 2. Descriptive statistics for attitudes toward writing authenticity (N = 38)

Item	Questionnaire statement	M	SD	Interpretation
11	I believe that writing using my own ideas is important.	4.37	0.85	Very High
12	I feel proud when I submit a composition that I wrote by myself.	4.45	0.86	Very High

13	I prefer writing my own work rather than relying on AI tools.	3.84	0.92	High
14	Writing honestly helps me improve my language skills.	4.42	—	Very High
15	I think writing tasks are meaningful when they reflect my own thoughts.	4.29	0.73	Very High
16	I believe that using AI to write complete compositions is unfair.	4.03	0.85	High
17	I value originality more than getting high grades easily.	3.95	0.70	High
18	I feel responsible for the content of my written work.	4.13	—	High
19	Writing authentically helps me express myself better.	4.21	—	Very High
20	I believe that honest writing is part of being a good student.	4.34	—	Very High

Note. The source document did not provide SD values for items 14, 18, and 19 in the parsed table; these cells are therefore not reconstructed.

Students reported high to very high endorsement of authentic writing. The strongest item was pride in submitting a self-written composition ($M = 4.45$, $SD = 0.86$), followed by the belief that writing honestly improves language skills ($M = 4.42$). Preference for writing independently rather than relying on AI had the lowest mean in this dimension ($M = 3.84$, $SD = 0.92$), although it remained within the 'High' range.

3.3 Perceptions of the Decopy AI Detector

Table 3. Descriptive statistics for perceptions of Decopy AI detectors (N = 38)

Item	Questionnaire statement	M	SD	Interpretation
21	Decopy AI detectors can help ensure fairness in writing assessments.	3.89	0.83	High
22	Using Decopy AI detectors can encourage students to write honestly.	3.87	0.91	High
23	I think Decopy AI detectors are helpful for teachers.	4.00	0.78	High
24	Knowing that my work may be checked	3.87	0.84	High

	encourages me to write independently.			
25	Decopy AI detectors can help students become more responsible writers.	3.87	1.04	High
26	I believe Decopy AI detectors can improve writing authenticity in class.	3.89	0.92	High
27	Decopy AI detectors can guide students to use AI more responsibly.	3.84	0.82	High
28	I am comfortable with my written work being checked using a Decopy AI detector.	3.66	0.83	High
29	Decopy AI detectors can support learning, not just punishment.	3.76	0.88	High
30	Using Decopy AI detectors can help improve students' writing skills.	3.84	0.89	High

Note. Values are transcribed from the source document; minor table-formatting artifacts in the original file were normalized.

Students generally viewed the detector positively. The highest mean concerned its usefulness to teachers ($M = 4.00$, $SD = 0.78$), while comfort with having writing checked had the lowest mean ($M = 3.66$, $SD = 0.83$). All items remained within the 'High' interpretation range.

3.4 AI-Generated and Authentic Writing Output

Table 4. Overall percentage of AI-generated and authentic writing output (N = 38)

Writing classification	Mean percentage (%)	Interpretation
AI-generated content	33.55	Low to moderate AI use
Authentic writing	66.45	High writing authenticity

The student-level data in Appendix A yield a mean AI-generated classification of 33.55% and a complementary authentic-writing classification of 66.45%. Thus, approximately two-thirds of the analyzed writing was classified by the Decopy detector as authentic. These figures describe the detector's classifications and should not be interpreted as definitive determinations of authorship.

4.0 DISCUSSION

This action research examined how the use of a Decopy AI detector in the classroom could help identify AI-generated content and encourage authentic writing among Grade Eight

students. The findings showed that students generally had a high level of awareness regarding AI use in writing and placed importance on originality and honest writing. They also viewed the Decopy AI detector positively, seeing it not only as a tool for identifying possible AI-generated content but also as a support for fairness, responsible writing, and learning. Analysis of the students' written outputs further showed that 66.45% was identified as authentic writing, while 33.55% was identified as AI-generated content. These findings hint that if instructors use the detector in a transparent way and treat it like a normal part of classroom instruction, students may end up keeping their writing more genuine. Prior work says something similar, like when schools stress academic integrity, and also include AI related tools to help learning rather than just watch students, it can nudge more careful habits (Eaton, 2023; Perkins et al., 2024; Kasneci et al., 2023; Bretag et al., 2021; Sullivan et al., 2024).

The students' high level of awareness about AI can also be linked to how much they've been around AI tools and to conversations about using them in writing. If students get chances to really grasp how AI works, and also how it may end up shaping academic writing, then responsible AI use becomes more meaningful and more day-to-day practical. This lines up with earlier work that says learning through doing, hands-on experiences in particular, can help students understand new technologies more clearly (Luckin et al., 2022; Ng et al., 2023). When teachers break down how these AI tools operate and then give guidance that actually fits, students can start to see, in a more grounded way, when and how such tools ought to be used (Zhai et al., 2021; Long & Magerko, 2020). But without enough support, students might pick up wrong ideas, trust AI generated text too much, or simply apply the tools in ways that aren't appropriate (Weber-Wulff et al., 2023). So overall, these results point toward the need for clear, structured directions for AI use within the classroom.

The results further revealed that students also understood the ethical issues that come with AI-assisted writing. In particular, the statement regarding submitting AI-generated work as one's own being dishonest received the highest rating in the awareness dimension. This sort of thing points toward students already recognizing the importance of academic honesty. And the use of the Decopy AI detector may help reinforce these values, by giving teachers a chance to talk about transparency, fairness, originality, and responsible AI use too. In a way, this lines up with responsible AI practices that stress guidance and learning, not just leaning on monitoring or punishment (Eaton, 2023; UNESCO, 2022). Prior research also tends to show that when clear policies meet practical instruction, students can grasp academic integrity better plus they learn what appropriate technology use actually looks like (Bretag et al., 2021; McCabe et al., 2020; Sullivan et al., 2024; Floridi et al., 2021).

Students also showed pretty positive attitudes about taking responsibility for their writing. They mentioned feeling proud of making their own compositions, they valued originality, and they seemed to understand that genuine writing can help them say their thoughts more clearly, and it may strengthen their language skills along the way. Those reactions could be read through self-efficacy theory, since it highlights how routine practice, feedback, and chances to get better can boost learners' confidence in what they can do (Bandura, 1997). In this study, knowing that their written outputs would be checked using the Decopy AI detector may have encouraged students to pay greater attention to the originality of their work and the ideas they presented. Related studies suggest that technology intended to promote academic integrity may be more helpful when it is introduced transparently and thoughtfully rather than in an overly punitive

manner (Perkins et al., 2024; Sivasubramaniam et al., 2021; Finnie-Ansley et al., 2023; Weber-Wulff et al., 2023).

The predominance of authentic writing in the students' outputs also suggests that students were generally able to produce work that reflected their own writing. Conducting the writing activities during class and checking the outputs after each session provided an opportunity to emphasize originality and responsible writing practices. Classroom writing activities that involve active participation, reflection, and feedback can support the development of students' writing skills and encourage greater involvement in the writing process (Graham, 2020; Hyland, 2021). At the same time, AI can still serve as a useful tool when it is used appropriately. Research suggests that AI may help learners with things like generating ideas, but if people rely on it too much, it might slow down the growth of independent skills, especially when there is not enough careful guidance (Kasneci et al., 2023; Zawacki-Richter et al., 2019). So this points to the need to strike a balance, between using technology and keeping students genuinely involved in the writing process, not just passively receiving content.

The use of different sources of data also strengthened the interpretation of the findings. The questionnaire results showed that students were aware of AI use and valued authentic writing, while the analysis of their written outputs showed that a larger percentage was identified as authentic rather than AI-generated. Teacher observations provided additional information about students' responses during the intervention. Using these different sources allowed the study to examine students' awareness, attitudes, perceptions, and writing outputs from several perspectives. This approach lines up with using a few types of evidence at once, kind of to get a wider sense of what's happening in classroom experiences (Creswell & Plano Clark, 2022; Dede et al., 2020; Perkins et al., 2024).

The results also bring practical implications for teachers and schools, in general. Introducing AI detection tools does not necessarily require complicated classroom procedures. In this study, the detector was incorporated into regular writing activities and used alongside discussions about originality and responsible AI use. For teachers, the findings suggest that AI detection tools may be more useful when they are treated as instructional supports rather than simply as tools for catching dishonest work. Schools may also consider including AI literacy, academic integrity, and responsible technology use in classroom instruction and teacher preparation as generative AI becomes increasingly common in education.

However, the study has several limitations. The participants consisted of only thirty-eight Grade Eight students from one section in a single school, which limits the extent to which the findings can be applied to other settings. The intervention was also conducted over a relatively short period of two weeks, so the long-term effects of using the Decopy AI detector were not examined. In addition, some of the data were based on students' self-reported responses, which may not always fully represent their actual behavior or experiences. The findings should therefore be interpreted within these limitations.

Future research may examine the use of AI detection tools over a longer period to better understand their possible effects on students' writing development and academic honesty. More similar studies can happen in other schools, different grade levels, or even separate classroom settings, to see if the same results show up. It might also help to include student

interviews, teacher input, and comparisons between several AI detection tools, so you get a clearer picture of how these technologies work when they are actually used, or where they may fall short. In addition, future work could look at how AI detection gets folded into bigger programs aimed at AI literacy, responsible technology use, and more authentic writing among secondary students, not just as a standalone tool.

5.0 CONCLUSION

In conclusion, this action research kind of looked at how the Decopy AI detector was used in the classroom, not only to help identify AI-generated writing but also to act as a kind of encouragement for honest and genuine writing among Grade Eight students. The findings, sort of showed that students generally had a strong awareness about AI use in writing and they seemed to recognize what matters most, originality, truthfulness, and responsible technology use. They also felt the Decopy AI detector was positive, like a supportive classroom tool instead of just a way to spot untrustworthy work.

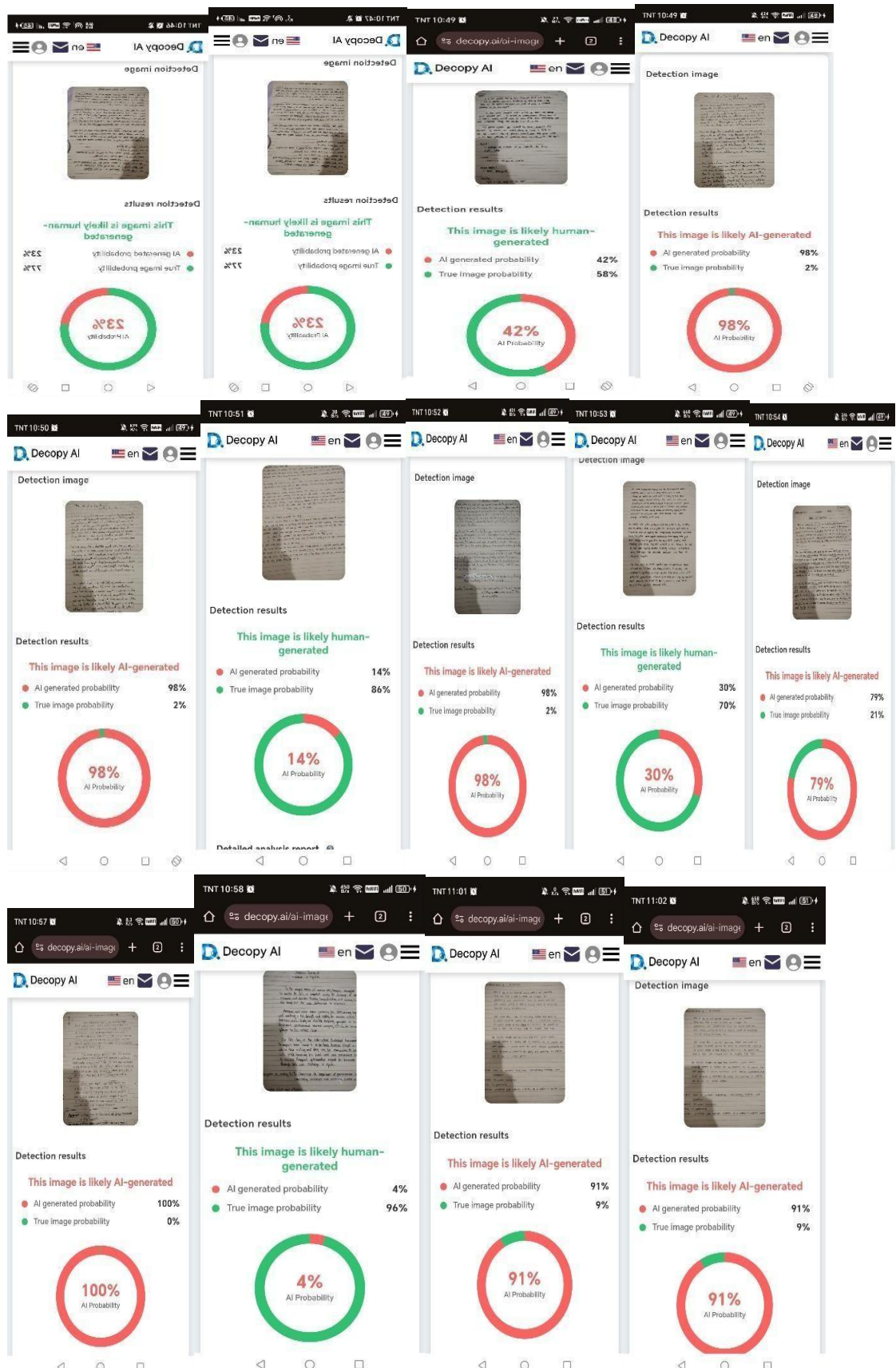
The analysis of students' written outputs further showed that 66.45% of the content was identified as authentic, while 33.55% was identified as AI-generated. This indicates that a larger proportion of the students' work was classified as authentic writing. These findings suggest that when

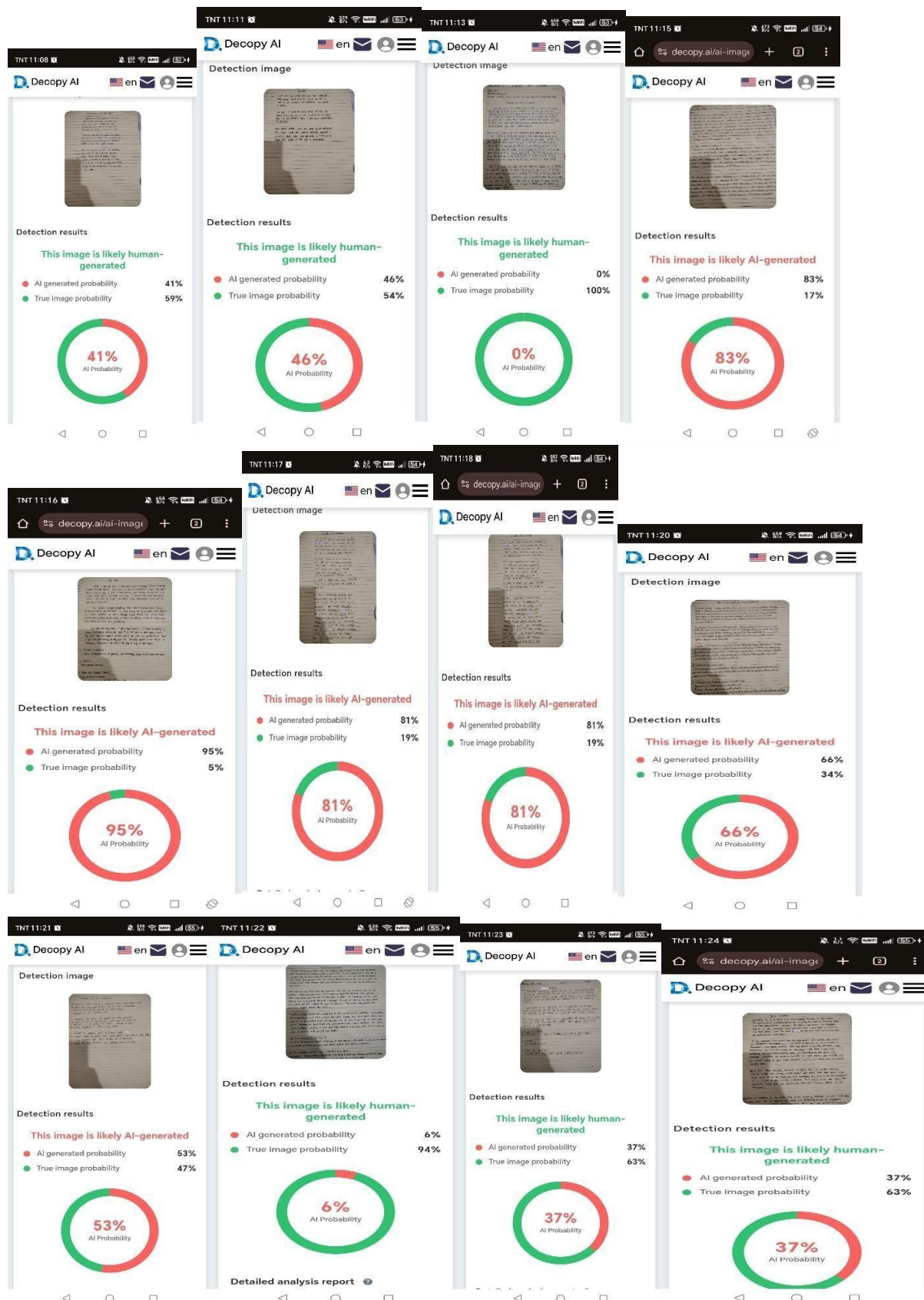
AI detection tools are introduced transparently and used alongside discussions about academic integrity; they may help support responsible AI use and encourage students to value their own ideas and written work.

More broadly, the study highlights the possible role of AI detection tools in everyday writing instruction as generative AI becomes more common in education. When used in an approach that puts some emphasis on guidance, reflection, and academic honesty, the Decopy AI detector can become more than just a checking tool. It can also open up chances for teachers to talk about responsible AI use, originality, and ethical writing habits with students, even if it feels a bit formal at first.

Even though the findings are limited to a small group of Grade Eight students from one school and the intervention period was fairly short, they still give useful insights about how AI detection could be blended into classroom writing tasks. In general, the study indicates that if AI detection is paired with clear support plus honest conversations about ethics, it may help students write in a more authentic way and use technology responsibly.

6.0 APPENDIX





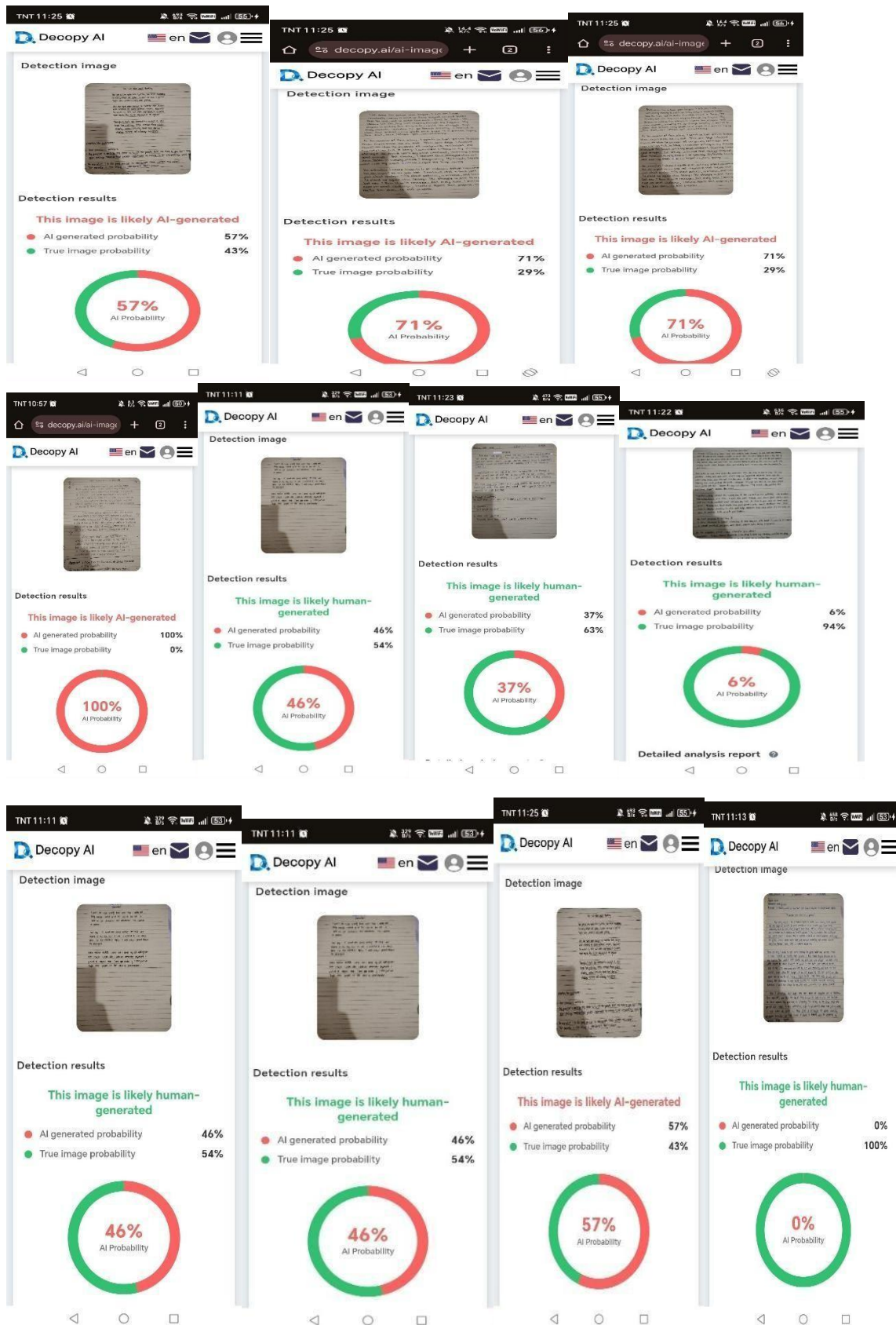


Table A1

Percentage Distribution of AI-Generated and Authentic Writing Output per Student (N = 38)

Student	AI-Generated Content (%)	Authentic Writing (%)
1	71	29
2	43	57
3	37	63
4	6	94
5	53	47
6	34	66
7	19	81
8	5	95
9	17	83
10	0	100
11	46	54
12	41	59

14	4	96
15	100	0
16	21	79
17	30	70
18	98	2

19	14	86
20	2	98
21	58	42
22	33	67
23	23	77
24	2	98
25	55	45
26	4	96
27	14	86
28	4	96
29	33	67
30	100	0
31	21	79
32	30	70
33	98	2
34	5	95
35	17	83
36	0	100
37	0	100
	46	54

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KEYWORD

AI, secondary students;
Decopy AI detector;
authenticity

ABSTRACT

Generating AI is now widely everywhere, and honestly it makes it harder for students to keep their writing truly original. For Grade Eight students, being authentic in what they produce matters, not only to steer clear of plagiarism, but also to sharpen critical thinking, build better language proficiency, and keep ethical standards in academics. So, in this study, the researchers used the Decopy AI detector in a Grade Eight classroom, not really as a punishment thing, more as a learning tool. The main goal was to help students notice AI-generated content, and at the same time, get them to write in a way that's actually their own. Come from a few different spots, like the Decopy detection reports, student writing samples, student surveys, and also teacher observations. Over all, the findings showed that most students already understood how AI can shift writing, and they seemed aware of the ethical side of using it. They also pointed out that they really do care about originality, and about their own originality, in the sense of not just copying. And importantly, the AI decopy detector wasn't viewed as punitive; instead, it was seen as fair and supportive. Quantitative data showed that 45% was identified as authentic. Meanwhile, roughly one third, 33.59%, was flagged as AI-generated. It kind of points to the fact that most students were able to keep their originality, steady, for the most part. Taken together, these results imply that if AI detection tools are introduced in a clear and careful way, as part of classroom instruction, they can not only promote responsible AI use but also enhance students' writing, and even give them a head start in becoming more ethical citizens in their writing. For students, this research offers practical strategies for managing AI in the classroom. It demonstrates that it is possible to guide students through the ethical and pedagogical complexities of AI in education without resorting to adversarial tactics.

An Action Research on the Application of a Decopy AI Detector to Identify AI-Generated Content and Promote Authentic Writing among Grade Eight Students

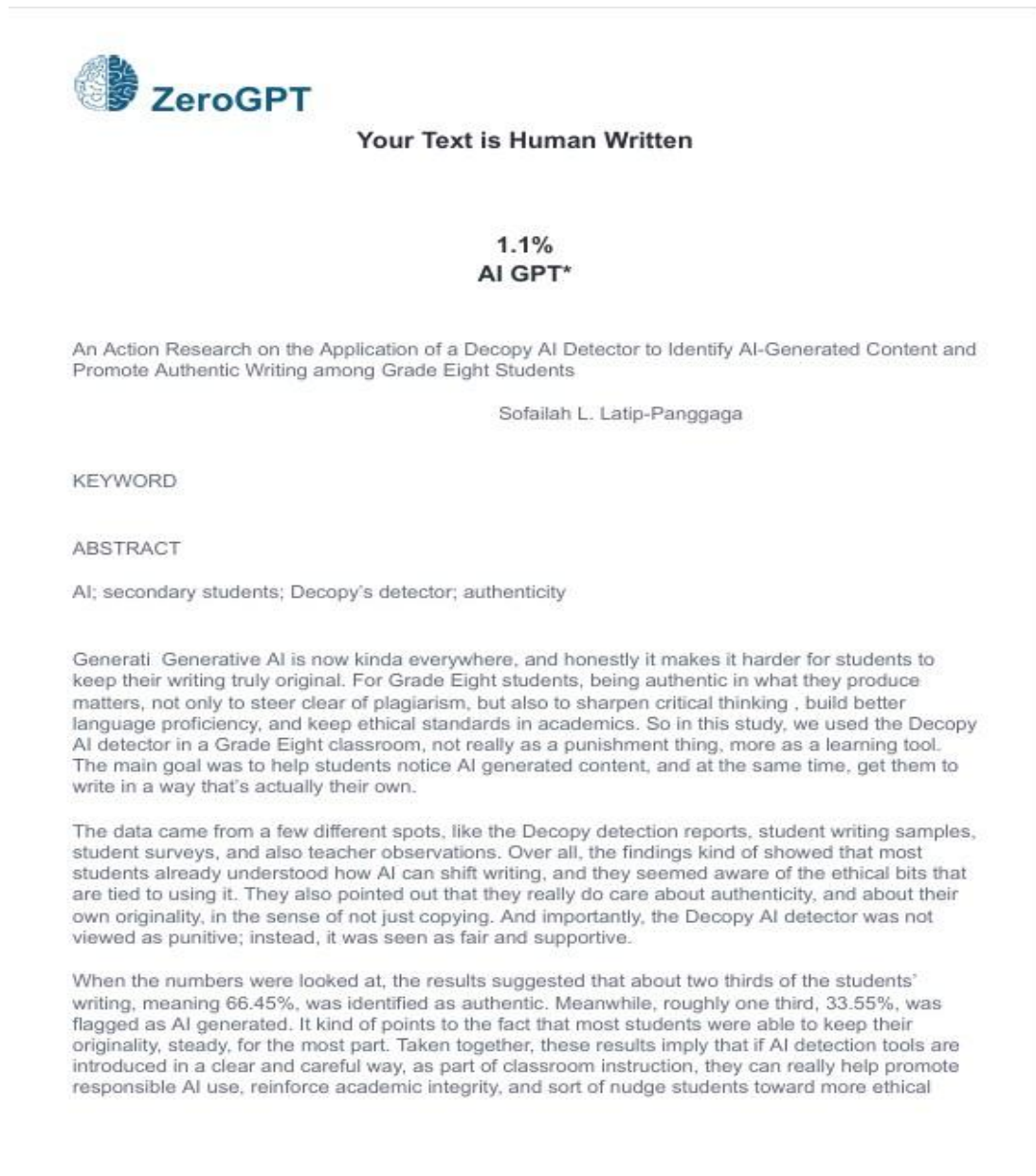
ORIGINALITY REPORT

13%	12%	2%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	openai.com Internet Source	2%
2	chatgpt.com Internet Source	1%
3	hbr.org Internet Source	1%
4	towardsdatascience.com Internet Source	<1%
5	www.technologyreview.com Internet Source	<1%
6	builtin.com Internet Source	<1%
7	www.analyticsvidhya.com Internet Source	<1%
8	www.sciencedirect.com Internet Source	<1%
9	arxiv.org Internet Source	<1%

AI RESULT



7.0 ACKNOWLEDGMENT

The research team would like to express their heartfelt thanks and unreserved gratitude to various people and organizations whose support, advice, and assistance made this project a reality.

To the administration of the Mindanao State University-Integrated Laboratory School (MSU-ILS), Marawi City for giving permission to carry out this research project and for creating a conducive environment for learning and for implementing the principles of research ethics and academic integrity during the study.

To the eight graders who took part in the project and who demonstrated their readiness and sincerity when cooperating during writing lessons and collecting the data which have become the basis for the outcomes of the study.

To the MSU-ILS Research Ethics Review Board which made sure that ethical evaluation was performed properly giving us the possibility to conduct the research in compliance with the research ethics and ensuring the rights and interests of the minor participants were safeguarded.

We extend our gratefulness to our fellow workers and co-authors for being a part of this joint activity, sharing knowledge and skills, and for the support received at every step of the action research.

We appreciate the work of the Decopy AI developers, who have provided us with a tool which is not only aimed at detection, but also used to raise awareness and promote responsible AI usage and authentic writing.

And finally, we thank the Lord for His wisdom, guidance, and strength which allowed us to complete this project despite all odds and contribute to meaningful and responsible education of the time of the artificial intelligence.

8.0 DATA AVAILABILITY

All aggregated data supporting the findings of this study are included within the article and its supplementary materials. Individual student writing samples, questionnaire responses, and raw Decopy AI detection reports are not publicly available to protect the privacy and confidentiality of the Grade Eight minor participants, in compliance with MSU-ILS research ethics guidelines and data protection standards. Anonymized summary data may be requested from the corresponding author upon reasonable request, subject to institutional ethical review.

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9.0 ETHICAL APPROVAL AND CONSENT

The source manuscript reports school approval, written guardian consent, student assent, voluntary participation, confidentiality procedures, and secure data handling. The authors should add the formal approval/reference number if one exists before submission.



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March 02, 2026

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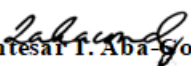
Dear Prof. Panggaga, et. Al.:

Re: An Action Research on the Application of a Decopy AI Detector to Identify AI-Generated Content and Promote Authentic Writing among Grade Eight Students

I am pleased to inform you that the above referenced Request for Ethical Approval of Research has been approved on behalf of the University Research Ethics Review Committee. This approval is in effect for twenty-four months from the above date. Any changes in the procedures affecting interaction with human subjects should be reported to the University Research Ethics Review Committee. Significant changes will require the submission of a revised Request for Ethical Approval of Research. This approval is in effect only while you are a registered researcher of MSU-ILS.

Best wishes for success in this research.

Sincerely,


Prof. Intesar T. Aba-yonding

MSU-ILS Research Ethics Review Committee

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Author Contributions

All individuals listed below have made important contributions in research and/or writing of this article, performing the following specific tasks:

Sofailah L. Latip-Panggaga: Developed the idea, designed the research methodology, managed the research process, and improved the paper in terms of intellectual content. Hamdoni K. Pangandaman: Conducted all data collection processes, carried out analysis and interpretation of data, and wrote the methodology and results sections. Farraniva A. Ismael: Conducted the review of literature, searched for necessary references, contributed to the analysis of findings, and helped with formatting the manuscript. Hibah A. Macasayan: Processed and prepared all visual exhibits, drafted the introduction and conclusion sections of the paper. Norjaifah A. Balindong: Took part in the design of the research, conducted fieldwork and checked the validity of data sources, and provided critical feedback on the first draft. Salma M. Macarambon: Participated in data analysis, contributing to the development of recommendations and writing references. Hainie Ditucalan: Provided necessary help in the

analysis process and supplied a critique of the paper. Hanima A. Habib: Provided support in administrative matters, contributed to writing the paper, and checked how the manuscript follows all the requirements set by the journal. Nahara L. Datu: Engaged in the gathering and analyzing the data, made literary synthesis, and supported the writing of final manuscript. Rogarciano C. Guingue III:

Provided intellectual input regarding research scope and findings interpretation, critically evaluated the manuscript, and approved the final version. All the authors have read, revisited, and approved the final version of the research before submitting.