

Primary Study on AI-powered English Learning in Islamic University Samarinda, Indonesia

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Abstract

AI is increasingly being used in education. However, there has been limited research on the trust and attitudes of educators toward the integration of AI in Indonesia's Islamic Universities. This study employs a qualitative phenomenological research design. The primary data source is English-speaking university lecturers in Indonesia, while secondary data sources include proceedings, journal articles, theses, and dissertations on the integration of AI in Indonesia's Islamic Universities. The results show that AI tools like ChatGPT, QuillBot, Grammarly, Turnitin, Mendeley, Zotero, and others are being used to assist students with their lecture assignments, data analysis, and even writing scientific papers. Google Translate, Grammarly, and ChatGPT are particularly popular in English lectures. However, students' misconceptions about AI usage have made teaching more challenging, as there are concerns that students may become overly reliant on the technology and not invest enough effort in their studies. To address these issues, it is essential for teachers to receive training in AI to become more proficient and to help students use AI tools effectively, dispelling misconceptions about the technology.

Keywords: AI, English teaching and learning, Indonesian Islamic University, Globalization

1. INTRODUCTION

The essence of education lies in molding the minds of all individuals into reservoirs of knowledge and skills, essential for navigating the challenges of the future world. To achieve these educational goals, diverse educational institutions are established, catering to learners from early childhood through to college. At the pinnacle of this educational

journey, colleges bear the responsibility of advancing knowledge beyond preceding levels for every student who delves into higher learning. Colleges uphold three fundamental functions, known as the “tridharma” of higher education: teaching and learning, research, and community engagement. These pillars serve as the cornerstone for preparing individuals not only to acquire knowledge but also to engage in rigorous research, foster critical thinking, and contribute to the advancement of knowledge and skills essential for the nation’s prosperity, particularly in the era of digitalization and the fourth industrial revolution.

The fourth industrial revolution, often termed Industry 4.0, represents a paradigm shift characterized by digitalization, encompassing interconnected devices, data analytics, and artificial intelligence (Hussin, 2018). In response to this era, education has evolved into what is referred to as Education 4.0 (Fisk, 2017). This educational paradigm emphasized not only the acquisition of requisite knowledge and skills but also the cultivation of meta-cognitive abilities, encouraging students to autonomously identify and utilise diverse sources of information and skills. Central to Education 4.0 is a pedagogy that integrates data-driven approaches, empowering students to self-monitor their learning progress and achievements.

Apart from the robust nature of data sources, there is a notable emphasis on integrating technology into learning environments. A prominent illustration of this trend is evident during the Covid-19 pandemic, where virtual learning became pervasive worldwide. This phenomenon has ushered in what is commonly referred to as the “new normal”, characterised by the widespread adoption of remote studying and telecommuting, rendering technology indispensable (Srivani et al., 2022). Consequently, studies and assignments are predominantly conducted online, transforming technology from a potential hindrance to an imperative tool in education and professional spheres.

Another increasingly prevalent trend is the utilization of artificial intelligence (AI). Within the framework of Industry 4.0, AI finds widespread application across various domains, including education. AI, characterised by its capacity to comprehend and execute tasks, is designed to replicate human intelligence, thereby aligning with the overarching objective of technology: to streamline human endeavours (YT Channel: Artificial Intelligence Centre Indonesia 2022).

The integration of AI into higher education has been a prominent discussion for several years, driven by the imperative for educational institutions to remain pertinent amidst technological advancements. Particularly within academic settings such as colleges, the role of AI is deemed indispensable, extending to various facets of education including planning, implementation, and assessment of learning activities. AI serves multifaceted purposes such as plagiarism detection, grammar checking, and patch writing assistance, as highlighted in Hakim (2022). Moreover, AI technologies, as elucidated by Karyadi (2023), function as virtual mentors, voice assistants, and aids in content customisation and presentation translation. By responding dynamically to user data, AI fosters personalised learning experiences tailored to the individual needs of students, thereby revolutionising the traditional paradigms of education. The widespread adoption of AI in higher education is evident in its facilitation of both pedagogical and administrative tasks, fundamentally altering the dynamics of teaching and learning within academia. This transformative potential underscores the significance of judiciously employing AI

technologies across all levels of educational stakeholders, including educators, students, and institutional administrators.

Numerous studies on the use of AI in education have been conducted by various researchers. These include investigations into the general application of AI in education (Chaka, 2023; Vartiainen & Tedre, 2023) teachers' perspectives on its implementation (Kaplan-Rakowski et al., 2023), the enhancement of AI literacy among secondary school teachers in China (Zhao et al., 2022), the readiness of school teachers to integrate AI into their teaching practices (Lee & Perret, 2022), AI's role in promoting independent learning from the students' viewpoint (Mahendra et al., 2023), and teachers' confidence in using AI technologies as well as teacher development programs (Nazaretsky et al., 2022). This research focused on the general use of AI in general in education, with a particular emphasis on its impact on teachers.

Additionally, some researchers have concentrated on AI-based applications. For instance, Adiguzel et al. (2023) explored the industrial revolution's impact using AI, specifically focusing on ChatGPT, while Lee and Yeo (2022) investigated the development of AI-based chatbots for learning Mathematics.

However, no research has comprehensively examined the diverse types of AI and their applications, including a critical analysis of AI usage in the context of teaching at Islamic colleges. Thus, this study aims to investigate the I-based applications employed by lecturers and students at Islamic University Samarinda, the reasons behind their use, and the ethical considerations associated with AI in academic settings.

2. LITERATURE REVIEW

The term "Artificial Intelligence" (AI) was introduced by McCarthy, who defined it as "the knowledge and techniques of making intelligent machines". McCarthy, as cited in Russell et al. (2010) described AI as an effort to create machines capable of using language, forming abstractions and concepts, and solving problems that initially only humans could handle. AI technology is designed to enable computer systems to mimic human intellectual abilities. Additionally, Russell et al., (2010) noted that AI encompasses machines, computers, or computer systems that replicate cognitive functions typically associated with the human mind, such as learning and problem-solving.

In lectures, AI can assist lectures in streamlining the teaching process. Various AI tools are used to support the preparation and execution of learning activities. According to Pokrivcakova (2019) AI can facilitate the learning process through applications such as Duolingo, Busuu, Speexx, Babbel, Memrise, Magiclingua, among others. Additionally, AI can aid students in completing their academic tasks. For instance, pattern recognition applications help students analyse data, while tools like Semantic Scholar, Consensus, Elicit.org, Scite, ResearchRabbit, ChatPDF, PDF Gear, Trinka, Turnitin, Mendeley, and Zotero assist in writing scientific papers.

Hemingway Editor, ChatGPT, Grammarly, Google Translate, Turnitin, ProWritingAid, and Turnitin are some of the AI applications commonly used in language classes (Zakaria & Ningrum, 2023). Hemingway Editor is an online tool that identifies issues such as passive voice, long adverbs, and complicated sentences, helping to simplify and clarify writing for better readability (Naaz & Mohmad, 2023). ChatGPT, developed by OpenAI, is an advanced

language model designed to respond in-depth to commands and follow instructions. Adiguzel et al. (2023) stated that ChatGPT can quickly summarize a lengthy academic article into a single sentence, even using words that start with a specific letter. Grammarly is a well-known AI-supported application offering instant spelling and grammar checks, vocabulary enhancement suggestions, and writing styles improvements. Barrot (2022) emphasizes that both teachers and students can benefit from using Grammarly in their writing classes. Google Translate is an AI tool for translating voice, images, an text between languages, using large volumes of digital data to determine word pairing (King, 2019). Turnitin, an AI-powered plagiarism detection tool, is widely used in educational settings to compare written material against an extensive database, providing both summative and formative feedback on writing and citation style (Kostka & Maliborska, 2016). ProWritingAid provides readability analysis, grammar and style recommendations, and detailed reports on various writing aspects, such as sentence length and word usage, making it an effective tool for improving students' writing skills (Wahyuda & Putera, 2022).

3. RESEARCH METHODOLOGY

3.1. Research Design

This research employs a qualitative phenomenological research design. According to Creswell & Poth (2018), phenomenological research focuses on describing the common meaning of experiences shared by several individuals concerning a specific concept or phenomenon. The researchers collected detailed data through in-depth interviews, observations, and reflective accounts to identify significant statements, formulate meanings, and develop themes that capture the essence of participants' experiences. The primary objective is not to explain or predict behavior but to gain a deep understanding of how individuals perceive, interpret, and make sense of their experiences. Through this approach, researchers can provide rich, detailed descriptions of the phenomenon of AI in the context of teaching and learning.

3.2. Participants of the Study

Since AI attracts many lecturers and students, this study employs purposive sampling (Leavy, 2017). Purposive sampling involves deliberately selecting participants who align with the research objectives. To ensure validity and efficiency, Creswell & Plano Clark (2011) suggest considering factors such as participants' knowledge and experience related to the research topic. Therefore, the participants chosen for this study are lecturers and students at Islamic University Samarinda, who regularly use various AI-powered applications in their teaching and learning activities.

3.3. Instruments

This research aims to gather data on AI-based applications used by lecturers and students in lectures at Islamic University Samarinda, understand the reasons behind their use, and explore the ethical considerations of AI use in lectures. Data collection involved appropriate instruments, primarily questionnaires followed by in-depth interviews. The questionnaires, distributed via Google Forms, were based on the theoretical framework of the Technology Acceptance Model (TAM) (Davis, 1989). Semi-structured, in-depth interviews were conducted to further investigate the ethical considerations and reasons for AI use in lectures. To ensure data validity, triangulation techniques were employed,

enhancing the reliability of the qualitative research and the validity of the research questions (Ary et al., 2009).

3.4. Data Analysis Techniques

Data analysis in a qualitative phenomenological research design involves a systematic process of identifying and describing the essence of participants' lived experiences. According to Creswell & Poth (2018), researchers begin by organizing and preparing the data, such as interview transcripts, field notes, and reflective journals. In this study, after the data were collected, the data were then read repeatedly to gain a holistic understanding of participants' experiences with AI usage. The researchers then developed both textual descriptions (what participants experienced) and structural descriptions (how they experienced the phenomenon). Finally, these descriptions are synthesized to construct the essence of the phenomenon of AI usage, providing a comprehensive understanding of the shared lived experiences of the participants.

4. RESULTS AND DISCUSSION

Based on the questionnaires, it was observed that certain students utilize AI applications to enhance their learning outcomes. The corresponding data is presented below:

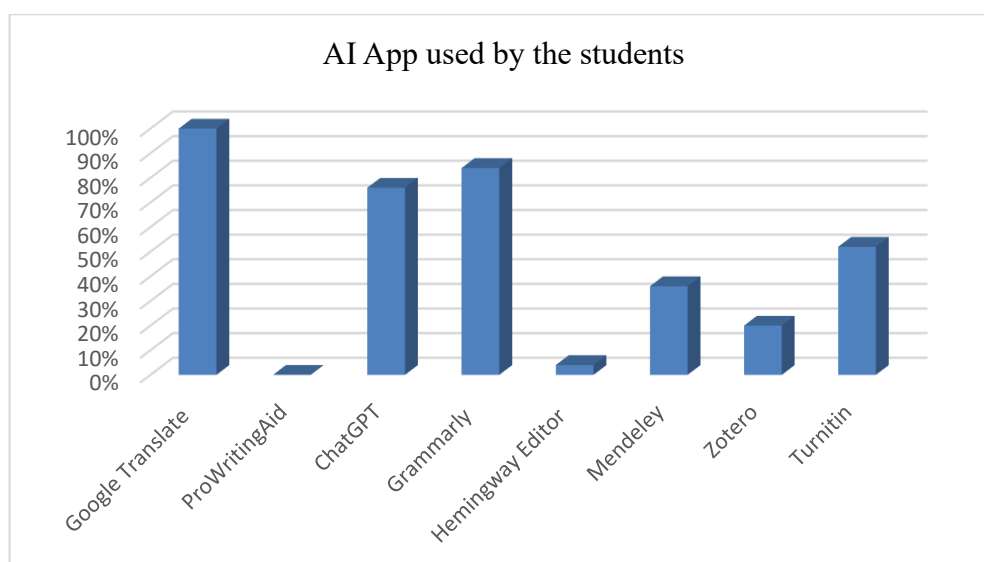


Figure 1: AI apps used by the students

Interestingly, students are utilizing various AI applications such as Google Translate, ChatGPT, Grammarly, Hemingway Editor, Mendeley, Zotero, and Turnitin. Among these, Google Translate stands out as the most familiar and useful tool for them, especially in language learning, where it significantly aids their language acquisition process. This observation aligns with a previous study presented in Mahendra et al. (2023), which highlights AI's role in enhancing students' learning independence, as perceived by the students themselves. The efficacy of AI in supporting students' educational endeavors is underscored by studies conducted by Chaka (2023); Vartiainen & Tedre, (2023), and Kaplan-Rakowski et al. (2023). However, the benefits of AI are contingent upon teachers' proficiency in leveraging technology. Therefore, the readiness of teachers to integrate AI

Umar Fauzan et al., *Primary Study on AI-powered English Learning in Islamic University Samarinda* into teaching and learning activities emerges as a crucial factor in this regard (Lee & Perret, 2022).

4.1. Motives behind the employment of AI by lecturers and students

Lecturers and students utilize AI in their lectures for various reasons. Information regarding the motivations behind AI usage by both lecturers and students was collected through questionnaires, interviews, and document analysis.

For students, practical reasons for utilizing AI include completing various tasks such as daily assignments, midterm and final exams, as well as project work. AI proves especially beneficial when responding to teacher- assigned tasks, particularly those related to scientific concepts and explanations. AI-powered tutoring systems offer additional support to students beyond the classroom, responding to queries, providing explanations, and offering practice exercises to reinforce learning. Additionally, AI-powered language learning platforms deliver customized language lessons, detailed pronunciation analysis, and interactive conversation exercises, aiding in the enhancement of students' language proficiency.

Below are some responses from students at Islamic University Samarinda explaining why they use AI:

Student A

Facilitating the task process, broadening my insight into something without having to find one rule on several links, and the accuracy and data authentication process can help me get the right answers

Student B

Facilitating searching for the answers to assignments or homework.

Student C

Facilitating task execution, projects, learning, and so on

Student D

Helping in the course of lecture task development

Student E

Facilitating work, giving more information, and giving more references related to the source presented

Student F

Making it easier to find an idea to develop ourselves again in making something, and we can find examples of our task easily.

Student G

Making it easier in a certain time and making the job easier

Student H

Making it easier to complete tasks and materials required quickly

Student I

Helping to get ideas and time management

Student J

Getting ideas to write and sometimes to add materials I need to my writing

Student K

Making it easy to find references and speeding up work in terms of tasks or jobs

Lecturers utilize AI for various purposes, including lecture planning, implementation, and evaluation – from gathering materials to assessing student assignments. Interviews with lecturers at Islamic University Samarinda revealed their use of Turnitin to detect plagiarism among students, including identifying tasks completed with AI assistance.

Teacher A responded:

“AI was very helpful when I had to correct student answers. I've found several times that students have completed assigned tasks using the help of ChatGPT”

Teacher B answered:

“Nowadays, students are often smarter than their teachers. They understand technology. They're more up-to-date. They know how to use technology to find answers to classroom tasks”.

In today's era, the development of teaching materials through artificial intelligence has become effortless, facilitating well-planned teaching experiences ready for implementation. This advancement instills confidence in teachers to incorporate AI technology into their teaching practices (Nazaretsky et al., 2022). Additionally, AI offers the opportunity to optimize teaching materials and strategies. Researchers such as Adiguzel et al. (2023) have explored the suitability of specific AI tools like ChatGPT, while others, like Lee and Yeo (2022) have focused on AI-based chatbots for various educational purposes.

Based on the findings, both lecturers and students employed AI primarily to improve efficiency, facilitate task completion, generate ideas, access references, and support academic writing and learning processes. Students perceived AI as a practical tool that helped them complete assignments more quickly, obtain explanations, generate writing ideas, and manage time effectively, while lecturers utilized AI for instructional planning, material preparation, assessment, and plagiarism detection. These findings are consistent with those reported by Fauzan & Nguyen. (2025), who found that students in Indonesian Islamic universities frequently used ChatGPT, Google Translate, Grammarly, Turnitin, Mendeley, and Zotero because these tools simplified academic tasks and provided immediate support for language learning and scientific writing. Lecturers in the same study also viewed AI as a valuable aid for evaluating student work and improving teaching effectiveness. Furthermore, Khoudri et al. (2024) reported that EFL learners adopted AI technologies primarily because of their perceived usefulness in enhancing writing performance, generating content ideas, and increasing learning efficiency.

4.2. Ethical Considerations regarding Students' Use of AI

Although AI offers myriad benefits, it also presents ethical considerations and challenges, including issues related to data privacy, bias, and potential effects on

employment. As the field of AI progresses, it is imperative to conscientiously incorporate these technologies into educational systems.

The advancement and utilization of AI technology offer numerous advantages, yet they also pose ethical dilemmas that must be tackled to ensure the responsible and ethical deployment of AI. As AI becomes increasingly pervasive across various spheres of society, it is essential to comprehend and uphold ethical principles that align with human values, thereby ensuring the ethical and responsible application of this technology.

Enhancing comprehension of AI ethics among developers, users, and the broader public is paramount. Education and awareness initiatives can mitigate inadvertent breaches of ethics stemming from a lack of understanding. Teachers across all educational levels should integrate AI in a manner aligned with ethical principles, ensuring its constructive societal impact and averting undesirable repercussions.

Based on the findings that students at Islamic University Samarinda extensively use AI tools such as ChatGPT, Grammarly, Google Translate, Turnitin, Mendeley, and Zotero to complete assignments, generate ideas, and improve academic performance, ethical concerns emerge regarding academic integrity, dependency, and the authenticity of learning processes. The interviews revealed that students frequently rely on AI to obtain answers, develop assignments, and accelerate task completion, which raises concerns about overdependence on technology and reduced engagement in critical thinking and independent learning. These findings are consistent with the study of Ruth Kaplan-Rakowski et al. (2023), who reported that educators perceive generative AI as both a valuable learning support tool and a potential threat to students' originality and academic honesty. Similarly, Adiguzel et al. (2023) argued that while ChatGPT can significantly enhance productivity and access to knowledge, its misuse may encourage superficial learning and diminish students' cognitive engagement. Moreover, Barrot (2022) found that AI-assisted writing applications can improve students' writing quality, yet excessive dependence may weaken the development of fundamental language and writing skills. These findings suggest that AI should be viewed as a supplementary educational tool rather than a substitute for students' intellectual effort and academic responsibility.

Another important ethical issue concerns AI literacy, responsible use, and the need for institutional guidance. The present study indicates that lecturers are increasingly concerned about students' misconceptions regarding AI and the possibility of submitting AI-generated work without sufficient understanding or attribution. This finding aligns with the work of Nazaretsky et al. (2022), who emphasized that teachers' trust in AI technologies depends largely on transparent and ethical implementation practices. Likewise, Zhao et al. (2022) highlighted the importance of AI literacy education to help both teachers and students understand the limitations, risks, and ethical implications of AI systems. More recently, Chaka (2023) demonstrated that AI-generated content often raises concerns regarding authorship, plagiarism, and the reliability of information, making ethical awareness a critical component of AI integration in education. The findings also support the argument of Mahendra et al. (2023), who found that AI can promote learner autonomy when used responsibly and critically. Therefore, higher education institutions should establish clear policies on AI use, provide training on academic integrity in the age of generative AI, and foster ethical AI literacy so that students can benefit from

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technological innovations while maintaining originality, accountability, and critical thinking skills.

5. CONCLUSION

The integration of AI into higher education has been a topic of extensive discussion and deliberation over time. Educational institutions acknowledge the importance of keeping pace with technological advancements. This integration is inevitable in academia, including at Islamic University Samarinda. AI plays a crucial role in detecting plagiarism, identifying instances of patchwriting, and evaluating grammar. Students primarily engage in lectures, covering various tasks such as daily assignments, mid-term assessments, end-term examinations, and project tasks. While the use of AI offers numerous benefits, it also presents ethical challenges that must be addressed to ensure its conscientious and responsible deployment.

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