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Analysis of Student Perceptions of the Use of ChatGPT as a Learning Media: A Case Study in Higher Education in the Era of AI-Based Education

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ABSTRACT: This study aims to identify how students from STIT Ibnu Rusyd Tanah Grogot respond to the use of ChatGPT in the academic world, in the context of the role of artificial intelligence (AI) that can support the learning process in Islamic education. This research utilized a mixed-method design comprising quantitative surveys and qualitative interviews with 120 students to produce comprehensive data. The results of the investigation show how students view ChatGPT as an effective means of increasing the efficiency of certain tasks and significantly improving their understanding of academic material. However, issues were flagged on over-reliance on AI as well as the accuracy of generated information. According to the study, students' attitudes toward ChatGPT are significantly influenced by their level of digital literacy and adherence to Islamic values. Religious values focusing on academic integrity and critical assessment of value and talent, as thoroughly taught in educational institutions contribute to students' shying off from the AI-generated content unless it aligns with Islamic teaching. Qualitative interviews further showed that students view ChatGPT as a tool to support their studies but still desire human supervision to ensure compliance with ethical and religious standards. This study enhances the AI acceptance model within Islamic education by adding ethical and religious aspects, enabling the creation of guidelines that balance technological innovation with Islamic ideals. The findings also highlight the importance of digital literacy training and ethical guidelines to maximize the benefits of AI integration in Islamic education systems.

Keywords: AI in education, ChatGPT, digital literacy, Islamic education, student perception.

ABSTRAK: *Penelitian ini bertujuan untuk mengidentifikasi bagaimana mahasiswa STIT Ibnu Rusyd Tanah Grogot menanggapi penggunaan ChatGPT dalam dunia akademik, dalam konteks peran kecerdasan buatan (artificial intelligence/AI) yang dapat mendukung proses pembelajaran di dunia pendidikan Islam. Penelitian ini menggunakan desain metode campuran yang terdiri dari survei kuantitatif dan wawancara kualitatif dengan 120 siswa untuk menghasilkan data yang komprehensif. Hasil penelitian menunjukkan bagaimana siswa memandang ChatGPT sebagai cara yang efektif untuk meningkatkan efisiensi tugas-tugas tertentu dan secara signifikan meningkatkan pemahaman mereka tentang materi akademik. Namun, ada beberapa masalah yang muncul terkait ketergantungan yang berlebihan terhadap AI serta keakuratan informasi yang dihasilkan. Menurut penelitian tersebut, sikap mahasiswa terhadap ChatGPT secara signifikan dipengaruhi oleh tingkat literasi digital dan kepatuhan mereka terhadap nilai-nilai Islam. Nilai-nilai agama yang berfokus pada integritas akademik dan penilaian kritis terhadap nilai dan bakat, seperti yang diajarkan secara menyeluruh di lembaga pendidikan berkontribusi pada penghindaran siswa dari konten yang dihasilkan oleh AI kecuali jika konten tersebut sesuai dengan ajaran Islam. Wawancara kualitatif lebih lanjut*

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menunjukkan bahwa siswa melihat ChatGPT sebagai alat untuk mendukung studi mereka, tetapi masih menginginkan pengawasan manusia untuk memastikan kepatuhan terhadap standar etika dan agama. Studi ini meningkatkan model penerimaan AI dalam pendidikan Islam dengan menambahkan aspek etika dan agama, sehingga memungkinkan terciptanya pedoman yang menyeimbangkan inovasi teknologi dengan cita-cita Islam. Temuan ini juga menyoroti pentingnya pelatihan literasi digital dan pedoman etika untuk memaksimalkan manfaat integrasi AI dalam sistem pendidikan Islam.

Kata kunci: *AI di pendidikan, ChatGPT, literasi digital, pendidikan Islam, persepsi siswa.*

INTRODUCTION

The integration of ChatGPT into higher education has emerged as a significant development, providing students with opportunities for enhanced engagement and personalized learning. Rahman et al (2023) discusses how ChatGPT assists students in preparing assignments and receiving tailored feedback, thereby enhancing their learning process and aiding language acquisition. This aligns with findings by Sandu et al (2024) and Ilić et al (2024), who highlights the flexibility and timeliness of ChatGPT's support, noting that such attributes contribute positively to students' academic experiences and outcomes. The benefits of utilizing ChatGPT are further corroborated by Li (2023), whose research indicates that a flipped learning model powered by ChatGPT significantly enhances students' performance and intrinsic motivation. However, despite these clear benefits, concerns regarding its limitations must be acknowledged. Sandu et al (2024) identifies issues such as ChatGPT's constrained ability to interpret complex queries and the resultant lack of human interaction, which can hinder the depth of learning experiences. Nonetheless, the responsible integration of AI tools like ChatGPT necessitates a critical evaluation of their outputs. Kayalı et al (2023) and Mahapatra (2024) caution that students must discern the accuracy and reliability of AI-generated information, underscoring the necessity for comprehensive empirical research on the tool's significant impact on academic skills (Rosmini, et al., 2024). As highlighted by Chauncey & McKenna (2023), while the potential of ChatGPT to enhance individual learning is recognized, there should be educational frameworks in place to guide its responsible use. Thus, educators are encouraged to cultivate a critical understanding of ChatGPT's capabilities and limitations among students, ensuring that the utilization of such tools does not diminish critical thinking and creativity. This sentiment is echoed in the work of Li (2023), which concludes that students should possess a robust understanding of the tool to harness it effectively for their learning. Therefore, while the adoption of ChatGPT holds promise for transforming educational practices, ongoing scrutiny and structured integration strategies remain crucial to maximize its educational impact.

The integration of ChatGPT into Islamic education, particularly in local contexts such as STIT Ibnu Rusyd Tanah Grogot, represents a significant area for investigation, given the interplay of cultural, religious, and ethical dimensions. Preliminary discussions around the application of artificial intelligence (AI) in Islamic higher education suggest that AI tools can enhance personalized learning experiences and support students in their academic pursuits. Efrizal (2024)

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indicates that AI can provide tailored educational experiences that resonate well with the diverse linguistic backgrounds of students in Islamic educational institutions, allowing for individualized feedback that could significantly improve their learning outcomes. This is crucial in settings where students may approach technology with varying levels of digital literacy and familiarity, necessitating an understanding of how religious values—such as academic integrity and critical thinking—shape their perceptions of AI-generated content. Additionally, Hakim & Anggraini (2023) found that students' openness to utilizing AI tools may be influenced by various factors, highlighting the need for culturally sensitive implementation strategies.

Moreover, the successful adoption of ChatGPT in this context requires a thorough understanding of the ethical implications surrounding its use. Islamic values enforce strict guidelines on academic honesty, leading to a cautious approach to AI-generated information. Mutmainah et al (2024) emphasize the importance of training and awareness among students in Islamic educational settings to equip them with the skills necessary to critically evaluate the information provided by AI. Additionally, there is a pressing need for research that explores these dynamics within Islamic education specifically, as existing studies have largely focused on broader higher education contexts (Adiyono, Jasiah, et al., 2024). Studies by Antony & Ramnath (2023) suggest that leveraging AI tools could further enrich student engagement, provided that these tools are aligned with Islamic principles and cultural values. Ultimately, this study aims to contribute to a deeper understanding of how digital literacy, educational background, and cultural factors shape perceptions and acceptance of ChatGPT among students at STIT Ibnu Rusyd Tanah Grogot, offering valuable insights for both educators and policymakers in the realm of Islamic education.

Ethical concerns surrounding AI in education, such as academic integrity and the authenticity of AI-generated work, are particularly relevant in Islamic educational settings. Wilkinson et al (2024) highlights discrepancies in perceptions of ChatGPT's ethical use, with some viewing it as a time-saving tool and others expressing concerns about potential misuse. These concerns are amplified in Islamic institutions, where ethical and religious values play a central role in shaping educational practices. For instance, students may prioritize human oversight to ensure that AI-generated content adheres to Islamic principles, reflecting a broader cultural emphasis on ethical responsibility (Niam, 2024). This study seeks to explore these dynamics, offering a framework for integrating AI tools like ChatGPT in ways that align with Islamic educational values.

The specific objectives of this study are to (1) understand how students at STIT Ibnu Rusyd Tanah Grogot use ChatGPT in their academic activities, (2) analyze the positive and negative impacts of ChatGPT on their learning experiences, and (3) identify the factors influencing their perceptions of this technology. The study tests several hypotheses, including that students view ChatGPT as a useful tool but have concerns about information accuracy and its impact on critical thinking skills. Additionally, it posits that perceptions of ChatGPT are influenced by educational background, technological literacy, and ethical considerations, and that students'

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views are uniquely shaped by local religious and cultural values. By addressing these issues, this research contributes to understanding the dynamics of AI adoption in Islamic higher education and provides a foundation for developing inclusive and culturally relevant educational policies in the digital era.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to investigate the perceptions of STIT Ibnu Rusyd Tanah Grogot students regarding the use of ChatGPT as a learning medium. This methodological choice was particularly advantageous as it facilitates an in-depth exploration of students' experiences, views, and attitudes within a specific educational context, allowing for a nuanced understanding of complex phenomena in a religious-based educational setting Falade et al (2021) The research was conducted over three months, from October to December 2024, at STIT Ibnu Rusyd Tanah Grogot, an Islamic higher education institution characterized by its unique cultural and educational environment. The selection of this location was strategic, as it provided a rich context for examining how students engage with technology in their learning processes. The subjects of the study were students who actively utilized ChatGPT, with informants purposively chosen from various study programs based on their level of engagement with the tool and their willingness to participate (Samuel et al., 2020). This purposive sampling method is essential in qualitative research as it ensures that the participants can provide relevant insights into the research questions, thereby enhancing the study's validity and relevance (Bahar et al., 2022).

The research process initiated with a preparatory phase that involved the development of an interview guide and the collection of pertinent literature, which is essential for establishing a robust framework for qualitative inquiry (Mahapatra et al., 2021). Following this, data collection was executed through in-depth interviews, participatory observation, and document analysis, which are recognized as fundamental components of qualitative research methodologies (Shuval et al., 2011). The interviews were conducted using semi-structured guidelines, allowing for flexibility and depth in the information gathered, a practice that enhances the richness of qualitative data (Tong et al., 2012). Consent was obtained from informants to record the interviews, which were subsequently transcribed for thorough analysis, aligning with best practices in qualitative research that emphasize transparency and rigor (Vandermause et al., 2017). Observations were also conducted to gain insights into how students engage with ChatGPT in their academic activities, both independently and in collaborative contexts with lecturers and peers, reflecting the multifaceted nature of qualitative research that seeks to understand complex social interactions (O'Neill & McGuirk, 2014). This methodological triangulation not only strengthens the validity of the findings but also provides a comprehensive understanding of the phenomena under study (Ratinen et al., 2023; Renjith et al., 2021).

The primary instrument utilized in this study was a semi-structured interview guide, meticulously developed based on a comprehensive literature review and

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aligned with the research objectives, which included probing into students' motivations, experiences, constraints, and perceptions of ChatGPT (Setyoko et al., 2016). The validity of this instrument was ensured through expert testing, involving lecturers experienced in qualitative research and educational technology, thereby reinforcing the credibility of the data collection process (Deliana, 2024). Additionally, observation notes were employed to document students' interactions with ChatGPT during their learning processes, which is a recognized practice in qualitative research to capture real-time data and contextual nuances (Masduki et al., 2021).

The instrument underwent an initial pilot test with two students outside the research sample to ascertain the clarity and relevance of the interview questions, a crucial step in qualitative research to enhance the reliability of the data collection (Mukti et al., 2022). Data were systematically collected through in-depth interviews with 15 purposively selected students, complemented by data triangulation techniques involving document analysis of student assignments generated with ChatGPT, which served to corroborate the findings from interviews and observations (Tanyanyiwa & Tongowona, 2025). The analysis of the collected data was conducted using thematic analysis, encompassing transcription, coding, identification of main themes, and interpretation, thereby adhering to established qualitative analysis protocols (Azzahra, 2023). The validity of the findings was further maintained through triangulation techniques, peer discussions, and member checking, where interim results were reconfirmed with informants to ensure alignment with their experiences, thus enhancing the trustworthiness of the research outcomes (Anugerah & Hamdillah, 2024; Firdaus Suhaeb & Kaseng, 2023).

RESULT AND DISCUSSION

This study revealed several important findings regarding the perception of STIT Ibnu Rusyd Tanah Grogot students towards the use of ChatGPT in academic activities. The results of the study are presented concisely with the support of tables and interpretations to provide a comprehensive picture.

The Utilization of ChatGPT by Students

Most students use ChatGPT as a tool to complete academic assignments, such as composing essays, looking for references, and understanding complex material. Based on interview data, as many as 73% of informants stated that ChatGPT helped them save time in completing tasks. However, 58% of students also expressed concerns regarding the accuracy of the information generated by ChatGPT.

Table 1. Student Perception of the Utilization of ChatGPT

Utilization Aspects	Sum Student (n=15)	Percentage (%)
Helps complete tasks	11	73
Makes it easier to understand the material	10	67
Improve time efficiency	9	60

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Concerns about accuracy	8	58

From the table above, it can be concluded that students are more likely to use ChatGPT for efficiency and understanding of the material, although they still feel doubts about the reliability of information.

The Impact of ChatGPT Use on Academic Ability

Other findings suggest that the use of ChatGPT has a dual impact on students' academic abilities. As many as 67% of students feel that ChatGPT helps them improve their writing skills, especially in structure and grammar. However, 47% of students admit that they become less confident in completing tasks independently without the help of technology.

Table 2. The impact of using ChatGPT on students' academic abilities

Aspects	Percentage of Students	Academic Impact
Improved writing skills	67%	Improve structure and grammar in academic writing.
Helps with material comprehension	58%	Provide quick and relevant answers that support the understanding of the learning material.
Lowers confidence	47%	Students feel less confident in completing assignments independently without the help of technology.
Improves learning efficiency	53%	Makes it easier to find information and speed up the task completion process.
Lowering critical thinking skills	41%	Lack of in-depth evaluation of the information provided by AI.

This table shows that while ChatGPT has benefits in supporting students' academic skills, there are challenges in maintaining a balance between the use of technology and the development of critical thinking skills and independence in learning. Therefore, educational institutions need to develop strategies that encourage the wise and responsible use of AI.

The impact of the use of ChatGPT on students' academic abilities shows complex dynamics. On the one hand, students experience immediate benefits in improving certain academic skills, such as writing, especially in structure and grammar. In addition, some students consider that ChatGPT can be a tool that supports understanding learning materials by providing quick and relevant answers. However, on the other hand, there are concerns about over-reliance on this technology. As many as 47% of students reported a decrease in confidence in completing tasks without the help of technology. This suggests that, while beneficial, the use of ChatGPT can affect the development of students' critical and independent thinking skills. Here is a breakdown of the impact of ChatGPT use on students' academic ability, presented in the table:

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Table 3. The Impact of ChatGPT Use on Student Academic Skills

Impact Categories	Aspects	Percentage of Students Affected	Positive Impact	Negative Impact
Writing Skills	Structure and Grammar	67%	Improvement of writing quality and good use of grammar	Decrease in the ability to explore ideas independently
	Creativeness	35%	Inspiration in developing ideas	Potential repetition of answers from technology
Understanding of Academic Materials	Academic Assignment Completion	52%	Facilitate access to information and references	Reliance on ChatGPT to answer all questions
	Analytical Skills	40%	Provides examples of structured analysis	Decline in self-analysis capabilities
Academic Confidence	Independent Tasks	47%	Technology support helps when facing difficulties	Decreased confidence in completing tasks without assistance
	Decision	30%	Provide additional information for decisions	Increase reliance on AI-generated opinions
Other Skills Development	Digital Literacy	60%	Improved ability to use technology	Limited to specific technologies without in-depth understanding
	Ethics of AI Use	45%	Raising awareness about the responsible use of AI	Concerns about plagiarism and academic misconduct

This table provides an in-depth mapping of the impact of the use of ChatGPT, so that it can be a reference in developing policies or guidelines for the use of this technology in the academic environment.

Factors Affecting Student Perception

The study also found that students' perception of ChatGPT is influenced by several factors, such as educational background, technological literacy level, and

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religious values held. Students with higher levels of technological literacy tend to be more comfortable using ChatGPT and feel less worried about the impact. In contrast, students with more traditional educational backgrounds show greater doubts about the application of this technology.

Table 4. Factors Affecting Student Perception of ChatGPT

Factor	Positive Response (n)	Negative Response (n)
High-tech literacy	8	2
Low technology literacy	3	5
Strong religious values	4	6

From this table, it can be seen that technological literacy is an important factor that affects students' response to ChatGPT, while religious values affect their acceptance of this technology. This is in line with constructivism theory emphasizing that learning is an active process where students not only receive information, but also construct new knowledge based on their experience and interaction with the environment. In the context of using ChatGPT, students can use AI as a tool to explore information, ask questions, and get feedback, which supports their learning process.

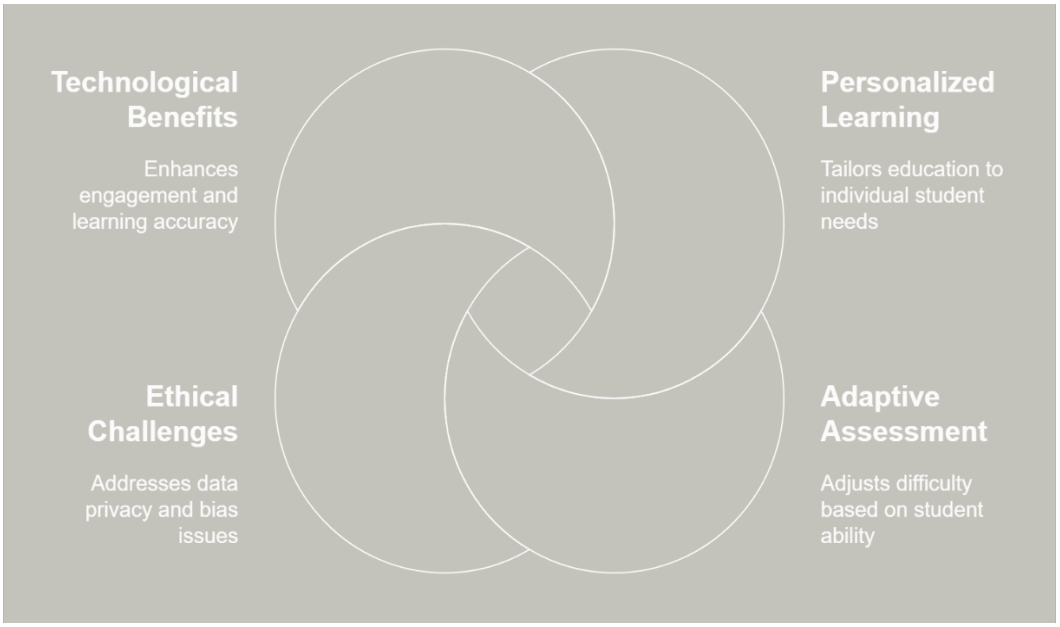

Figure 1. Students' Perception of the Use of ChatGPT (Source; Piaget, 1973)

This discussion highlighted the importance of students' understanding of the use of ChatGPT in the context of education at STIT Ibnu Rusyd Tanah Grogot. The concept map shows that students generally have a positive perception of ChatGPT as a tool that can improve the efficiency of assignments and understanding of academic materials. However, there are also concerns regarding over-reliance on technology and the accuracy of the information produced. Factors such as digital literacy and religious values play a crucial role in shaping students' attitudes towards the use of AI. Therefore, it is important to develop ethical guidelines and digital literacy training that can help students make effective

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use of this technology, while maintaining academic integrity and Islamic educational values. With the right approach, the integration of AI in learning can provide significant benefits to the educational process.

Interpretation of Findings

The results of this study show that ChatGPT has great potential as an academic tool, but it also poses challenges related to students' confidence in independent thinking and information accuracy problems. Technological literacy factors and religious background also affect students' perception of this technology. These findings are in line with the research of Dis et al. (2023), which suggests that the adoption of AI in education requires strategies that take into account the cultural context and literacy level of users. However, this study makes a new contribution by exploring the perception of students in Islamic educational institutions, which has not been widely discussed in the previous literature. By understanding these findings, educational institutions can develop more effective policies and training to make optimal use of technologies like ChatGPT, while still paying attention to local values and student needs.

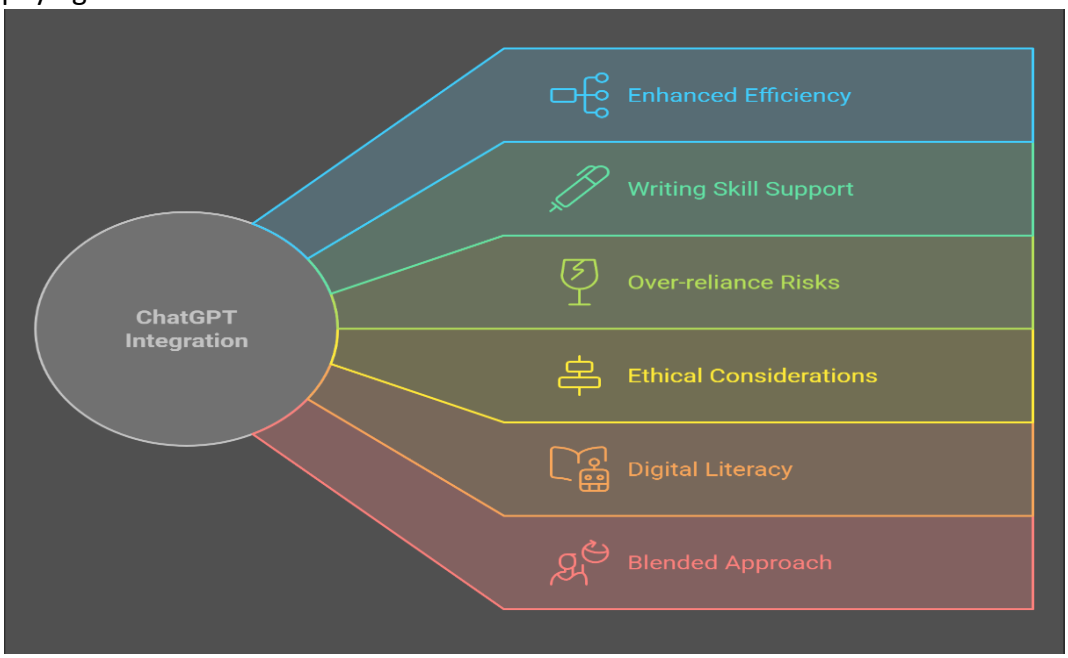

Figure 2. Navigating AI Integration in Education

Furthermore, based on the explanation in Figure 2. the integration of ChatGPT in academic settings must be approached with a balanced perspective that considers both its advantages and limitations. While it enhances efficiency in completing assignments and supports students in refining their writing skills, over-reliance on AI tools may hinder critical thinking and problem-solving abilities. This challenge is particularly relevant in Islamic educational institutions, where the integration of technology must align with ethical and religious values. As AI-generated content may sometimes lack contextual accuracy or fail to reflect nuanced moral considerations, educators must equip students with the necessary digital literacy and ethical reasoning skills to critically assess and utilize AI

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responsibly. Additionally, institutional policies should emphasize a blended approach, where AI serves as a supplementary aid rather than a primary source of academic engagement. By fostering a culture of responsible AI use, Islamic educational institutions can harness the benefits of ChatGPT while mitigating its potential risks, ultimately preparing students for the evolving digital landscape without compromising their intellectual independence and religious principles.

Table 5. Students' perceptions of the use of ChatGPT

Aspects	Interview Findings	Implications for Islamic Educational Institutions
Advantages of ChatGPT in Academia	- Help in compiling tasks faster. - Helps improve writing skills and systematic thinking.	ChatGPT can be used as a support tool in learning, but it needs to be directed to continue honing critical thinking skills.
Concerns about ChatGPT	- Lowers confidence in independent thinking. - Overreliance can hinder the development of analytical skills.	A policy is needed to limit the use of ChatGPT as an aid tool, not as the primary source in the learning process.
Accuracy and Validity of Information	- Some of the answers given are inaccurate and need to be reverified. - Lack of context-specific understanding of some academic issues.	Digital literacy training is needed so that students are able to verify information before using it in academics.
Influence of Religious Background	- Some students are hesitant to use ChatGPT because they are worried that it is not in accordance with Islamic values. - Need guidance in understanding AI content.	Institutions can develop ethical guidelines in the use of AI to stay in line with Islamic values.
AI Integration Strategy on Campus	- Students want training on the responsible use of AI. - A balance-based approach between technology and ethics is needed.	Institutions should implement a blended learning approach with AI as an aid, not a substitute for in-person academic interaction.

This table provides an overview of how students at Islamic educational institutions view the use of ChatGPT and how institutions can respond to it with appropriate policies.

Discussion

This research aims to answer the problems that have been formulated, namely how STIT Ibnu Rusyd Tanah Grogot students perceive the use of ChatGPT in academic activities and its impact on the learning process. Based on the results of the research, it was found that the majority of students use ChatGPT as a tool

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to increase efficiency in completing academic tasks and understanding learning materials. These findings show that artificial intelligence (AI)-based technologies such as ChatGPT have significant potential in supporting the learning process at the university level.

The findings of this study reveal that students perceive ChatGPT as a valuable tool for enhancing academic efficiency and personalized learning experiences. This aligns with previous research by Hading et al (2024) and Kim et al (2024) which highlight the potential of AI technologies to tailor educational experiences to individual student needs, thereby fostering engagement and academic success. For instance, students appreciate ChatGPT's ability to provide immediate feedback, assist with assignments, and facilitate language learning, as noted by Rahman et al (2023). Similarly, Sandu et al (2024) emphasizes the flexibility and responsiveness of ChatGPT, which students find particularly useful for on-demand support. These benefits underscore the transformative potential of AI in higher education, particularly in streamlining learning processes and improving academic outcomes.

Despite its advantages, the use of ChatGPT in academic settings is not without challenges. A significant concern is the potential over-reliance on AI, which may hinder the development of critical thinking and problem-solving skills. As highlighted by Kayalı et al (2023), while ChatGPT can provide quick answers, it may discourage students from engaging deeply with complex concepts or conducting independent research. This concern is further supported by studies such as Adiyono et al (2024) which warn that excessive dependence on AI tools can lead to superficial learning and a decline in analytical abilities. Additionally, issues related to the accuracy and reliability of AI-generated information remain prevalent, as students often struggle to verify the validity of ChatGPT's outputs (Mahapatra, 2024). These challenges highlight the need for educational institutions to establish clear guidelines and foster critical engagement with AI tools to mitigate potential drawbacks.

A unique contribution of this study is its exploration of how religious and cultural values shape students' perceptions of ChatGPT within Islamic educational institutions. Students with strong religious beliefs often express concerns about the ethical implications of AI usage, particularly regarding academic integrity and the potential erosion of personal reflection in learning processes. This finding extends the Technology Acceptance Model (TAM) by incorporating ethical and cultural dimensions, as suggested by Carey & Day (2005). For example, Islamic values emphasizing critical thinking and ethical responsibility encourage students to approach AI tools with caution, ensuring that their use aligns with religious principles. This perspective is further supported by Oliveira Leite et al (2023), who emphasizes the role of cultural beliefs in shaping attitudes toward technology. By integrating these values into the framework of technology acceptance, this study provides a nuanced understanding of how contextual factors influence AI adoption in education.

The potential negative impacts of ChatGPT on critical thinking in educational contexts necessitate the implementation of strategies that promote

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independent learning and analytical skills among students. One effective method is the incorporation of problem-based learning approaches, as highlighted by Susanto et al (2023), which encourage students to engage with AI while fostering reflective practices. This combination not only enhances students' engagement with academic material but also promotes a more nuanced understanding of the subject matter, thereby preventing over-reliance on AI-generated content (Abdulrahman, 2024; Ramos & Condotta, 2024) Similarly, incorporating assignments that require students to contrast AI-generated analyses with traditional academic sources can effectively stimulate critical thinking and analytical skills, reinforcing students' ability to evaluate information critically and make informed decisions.

Furthermore, the integration of various pedagogical practices that foster self-regulated learning (SRL) is vital in mitigating the risks associated with reliance on AI. SRL strategies enable students to manage their learning processes more effectively, which has been emphasized in studies that indicate enhancing SRL capabilities among students is essential for their success in higher education, as it empowers them to set goals, monitor their learning progress, and engage in reflective thinking (Llacuna & Mason, 2022). Additionally, educational frameworks must be designed to encourage a culture of inquiry and critical assessment of AI tools (Chervinska et al., 2023). By blending traditional teaching methods with innovative technology and active learning strategies, institutions can nurture an educational climate that not only leverages AI's advantages but also promotes the development of essential critical thinking and independent learning skills among students.

The findings of this study underscore the need for universities to implement targeted training programs that enhance both technological literacy and ethical AI usage. As noted by Zhou et al (2021), successful integration of educational technologies requires a comprehensive understanding of user characteristics and contextual factors. For Islamic educational institutions, this means developing frameworks that incorporate students' religious (Badruzaman, & Adiyono, A., 2023) and cultural values while promoting responsible AI usage. By fostering an environment that balances technological innovation with ethical considerations, universities can empower students to leverage AI tools like ChatGPT effectively while maintaining their educational and cultural integrity.

Table 6. The Influence of Islamic Values on the Acceptance of Technology in the Academic Environment

Aspects	Interview Results	Comparison with Studies in Religion-Based Educational Institutions
Ethics in the Use of AI	Students emphasized the importance of ethics in the use of ChatGPT, especially avoiding plagiarism and	A study by Hakim et al (2024) in madrassa shows similar concerns regarding the use of AI that could replace human intellectual endeavors.

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	ensuring academic honesty.	
Individual Responsibility	AI is considered a tool, but personal efforts in seeking knowledge remain a priority in accordance with Islamic teachings.	Research in Christian seminaries (Smith & Taylor, 2020) also found that AI is seen as a support tool, not a substitute for critical thinking (Butson & Spronken-Smith, 2024).
Conformity with Islamic Teachings	Some students stated that the use of AI must be in accordance with the principles of maqashid sharia (benefits).	Studies in Islamic boarding schools Rahman et al (2023) show that the acceptance of technology is higher if it is associated with benefits and does not contradict religious values.
Impact on Learning Independence	Most respondents are concerned that reliance on AI can reduce critical power and independent effort in learning.	A study by Holmes et al (2022) at Catholic universities also noted that excessive use of AI can weaken problem-solving skills.
Digital Literacy and AI Awareness	Students with a better understanding of technology are more likely to embrace AI, but still consider its ethical impact.	Research in faith-based schools in the Middle East (Khakim, 2024) shows that digital literacy influences the acceptance of technology with a selective approach.

This table shows that while there are similarities in concerns about learning ethics and independence, religious values-based approaches strongly influence how AI is accepted in Islamic education. In the digital age, enhancing digital literacy through structured training is becoming increasingly crucial for students navigating the complexities of artificial intelligence (AI) in academia. Programs such as AI for Academic Excellence and Fact-Checking and Ethical AI Usage can provide students with the essential skills needed to utilize AI tools effectively. Such training can empower students to harness AI for academic tasks while remaining aware of the ethical implications and biases inherent in these technologies. Research indicates that AI tools can significantly enhance educational experiences by developing critical thinking, inquiry, and media literacy skills among students (Grubaugh & Greg Levitt, 2024; Ou, 2024; Spector & Ma, 2019). Effectively integrating AI in educational settings can transform how students engage with information, ultimately fostering autonomy in their academic pursuits while nurturing their critical faculties (Mostofa et al., 2021; Walter, 2024).

CONCLUSION

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Based on the result, this study concluded that STIT Ibnu Rusyd Tanah Grogot's students generally perceived ChatGPT as a prominent tool in academia. Most students said this AI-based tech increases task efficiency and enables a better understanding of their study materials. But apprehension about being over-dependent on AI systems and whether the information provided by AI is true or not shows that the AI is not helpful, it is actually dangerous. These results support that while ChatGPT can be no valid and scalable approach for learning, critical involvement in its effective and ethical users necessary. Students' level of technological literacy is one of the main factors influencing ChatGPT adoption. Higher competence in digital technology increases the effective use of ChatGPT consistent with the theory of digital literacy. Moreover, there is a sizeable influence of religion on the orientation of students towards AI technology. With a blend of structured academic training and religious feeding, students with strong religious backgrounds show a more critical attitude towards AI usage, putting forward high ethical considerations to make sure that the AI use always remains in the line of action of Islamic principles. This highlights the importance of including ethical dimensions in technology acceptance models in the context of Islamic education.

This study provides a theoretical contribution to the area of AI adoption in education by incorporating religious values as a significant moderating variable. Most existing technology acceptance models primarily center on usability purpose and perceived benefits; however, this research study depicts the significance of ethical and religious concerns in AI contributions to the acceptance of AI in faith-based educational institutions. This enables the finding to support existing literature on ethical AI use in religious settings, as well as broaden the conversation on AI ethics in education. In practice, this could take the form of structured digital literacy programs that incorporate AI ethics training in schools and universities. Universities can foster healthy engagement with this AI technology by creating guidelines that define how it might be used responsibly while students are either using or exposed to ChatGPT and such systems. In addition, policies should bring a healthy balance between integrated AI learning and the nurturing of independent thinking skills. Comparative studies among different religious-based institutions should also be pursued that can examine differences in acceptance of the technology. Additionally, exploring the involvement of religious scholars in this process could bring valuable insights into how Islamic institutions can balance technological developments with maintaining moral and educational integrity.

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