

Analysis of the Utilization of Artificial Intelligence in Supporting Students Academic Activities

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ABSTRAK

Penelitian ini bertujuan menganalisis pemanfaatan Artificial Intelligence (AI) dalam mendukung kegiatan akademik mahasiswa Jurusan Manajemen Pendidikan, Universitas Negeri Gorontalo. Pendekatan yang digunakan adalah kuantitatif deskriptif eksplanatori dengan populasi seluruh mahasiswa aktif angkatan 2019–2025 sebanyak 480 orang. Sampel ditentukan secara purposive dan diterapkan sampel total, sehingga 191 mahasiswa angkatan 2022–2023 menjadi responden penelitian. Data dikumpulkan melalui kuesioner dan wawancara, dengan uji validitas menggunakan korelasi product moment dan reliabilitas melalui Cronbach's Alpha ($>0,70$), menunjukkan instrumen layak dan andal. Analisis deskriptif persentase diterapkan untuk menilai kebutuhan mahasiswa terhadap AI, pemanfaatannya, dan dampaknya terhadap kegiatan akademik. Hasil penelitian menunjukkan mahasiswa memahami kebijakan penggunaan AI, memperhatikan perlindungan data, serta aktif memanfaatkan AI untuk menyelesaikan tugas, menyusun draft tulisan akademik, mencari dan meringkas referensi, serta memahami materi kuliah. Pemanfaatan AI berdampak positif pada efektivitas belajar, kualitas tugas, kemandirian, kemampuan berpikir kritis, dan motivasi belajar mahasiswa. Penelitian menekankan perlunya bimbingan etika, literasi digital, dan regulasi penggunaan AI untuk memastikan pemanfaatan yang bertanggung jawab serta mendukung integritas akademik. Temuan ini dapat menjadi acuan pengembangan strategi AI di pendidikan tinggi dan penelitian lanjutan tentang integrasi teknologi dalam pembelajaran.

Kata kunci: artificial intelligence; pemanfaatan AI; kegiatan akademik; efektivitas belajar; kualitas akademik

ABSTRACT

This study aims to analyze the use of Artificial Intelligence (AI) in supporting the academic activities of students in the Department of Educational Management, Gorontalo State University. The approach used is a quantitative descriptive explanatory study with a population of 480 active students from the 2019–2025 intake. The sample was determined purposively and applied a total sample, resulting in 191 students from the 2022–2023 intake becoming the study respondents. Data were collected through questionnaires and interviews, with validity tests using product moment correlation and reliability through Cronbach's Alpha (>0.70), indicating a feasible and reliable instrument. Descriptive percentage analysis was applied to assess students' needs for AI, its utilization, and its impact on academic activities. The results showed that students understood the AI use policy, paid attention to data protection, and actively utilized AI to complete assignments, draft academic papers, search for and summarize references, and understand course material. The use of AI has a positive impact on learning effectiveness, assignment quality, independence, critical thinking skills, and student learning motivation. The study emphasized the need for ethical guidance, digital literacy, and regulation of AI use to ensure responsible use and support academic integrity. These findings can serve as a reference for developing AI strategies in higher education and further research on technology integration in learning.

Keywords: artificial intelligence; AI utilization; academic activities; learning effectiveness; academic quality

INTRODUCTION

The development of information and communication technology in the Industrial Revolution 4.0 era has transformed various aspects of life, including education. One significant technological innovation is Artificial Intelligence (AI), a system that can mimic or surpass human intelligence in completing specific tasks. (Oktavianus et al. 2023) . AI encompasses machine learning, natural language processing, and computer vision, enabling data analysis, decision-making, and autonomous system learning (Setyawan et al. 2025) . In education, AI serves as a tool that can improve the quality of learning, accelerate information processing, and enable personalized learning experiences for each individual. With its ability to analyze big data and provide timely recommendations or solutions, AI helps optimize academic management, increase teaching efficiency, and provide a more adaptive and interactive learning experience for students and educators. Thus, AI is not just a technological advancement, but also a transformation in the way we work, learn, and interact with the world around us. The Indonesian government has established various policies and regulations to govern the use of AI in education, ensuring its ethical and effective implementation. The ethical normative foundation is strengthened through Circular Letter of the Minister of Communication and Informatics Number 9 of 2023 concerning the Ethics of Artificial Intelligence , which emphasizes the principles of transparency, accountability, fairness, security, and respect for human rights; these principles serve as a reference when students use AI to ensure it does not violate privacy, is not misleading, and is not used for purposes that are contrary to the law. In line with these provisions, for students, AI brings various benefits that greatly support their academic activities. One of these is facilitating access to learning materials, where AI can suggest relevant content or learning resources based on each student's needs and interests. AI is also used by students as a virtual assistant to search for literature, summarize journals, develop scientific paper outlines, and prepare presentations, thus making the academic process more efficient and allowing students to focus on conceptual understanding and developing critical thinking skills, as long as lecturers emphasize clear boundaries so that AI is not used for plagiarism or "shortcuts" in completing assignments (Humas.fku 2023) . The use of AI at Gorontalo State University (UNG) is reflected in various activities that encourage the integration of this technology in education and increase the capacity of the academic community. Departments and faculties at UNG are actively involved in organizing training and workshops on AI integration in the creation of innovative learning media for teachers and prospective teachers, which aims to equip participants with the skills to utilize AI-based applications to design interactive, creative, and adaptive learning content to meet students' learning needs (Sari, 2025b) . This research is also highly relevant because the Department of Educational Management, Gorontalo State University, is one of the work units actively developing and implementing digital technology in the education system (Sari, 2025a). By selecting the Department of Educational Management, Gorontalo State University as the research location, researchers can delve deeper into the use of AI in a specific local context, both in terms of policy, infrastructure, and adaptation at the student level. Gorontalo State

University is committed to continuously developing educational technology, and this research is expected to provide useful insights for the university and the educational management department in formulating strategies for utilizing AI that are more effective and relevant to students' academic needs. Furthermore, selecting this location allows researchers to obtain more specific and contextual data regarding the use of AI in universities, which are developing in terms of digitalizing education. This provides an opportunity to identify existing barriers and potential developments that can be utilized to improve the quality of education in Indonesia. Based on the explanation above, it is necessary to conduct research on analyzing student needs in the use of AI, analyzing the use and impact of AI utilization in the Educational Management Department, with the title "Analysis of the Utilization of Artificial Intelligence in Supporting Student Academic Activities in the Educational Management Department."

METHOD

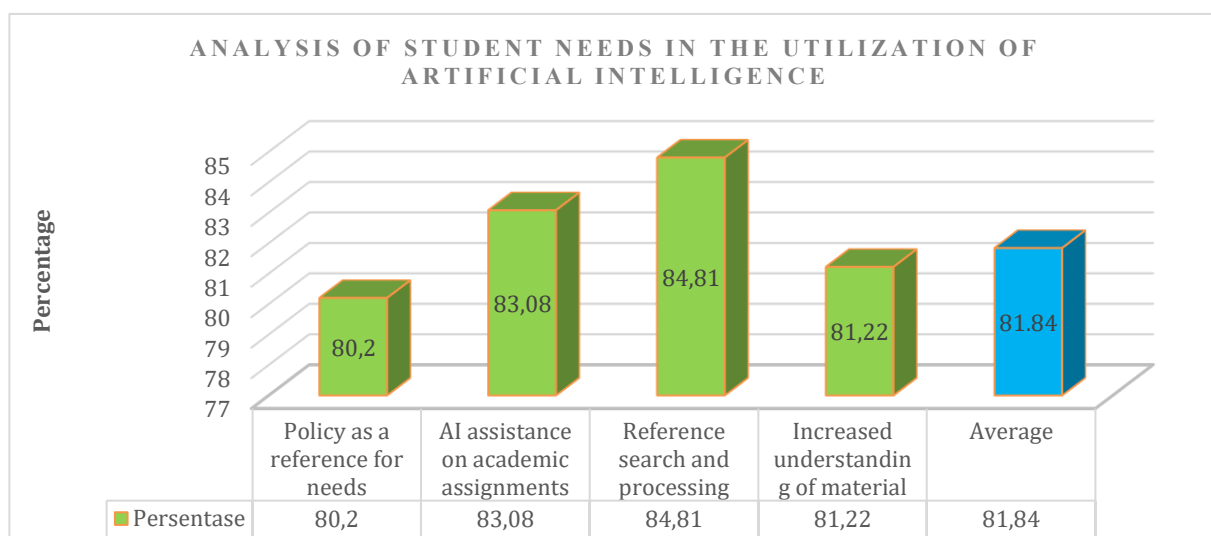
This research was conducted at the Department of Educational Management, Faculty of Education, Gorontalo State University, the research location was chosen as the location to be studied to obtain the necessary data. The approach used in this research is a quantitative approach with a descriptive explanatory research type. The population in this study were all active students of the 2019-2025 academic year of 2025-2046, totaling 480 students, and the sample taken was students of the 2022 and 2023 classes with a purposive sampling technique because they already have experience from the beginning of active lectures so they are more familiar with the use of AI in the learning process in the classroom, then the researcher used a total sample/saturated sample so that the researcher took all students of the 2022 and 2023 classes with a total sample of 191 students. Data were collected through questionnaires and interviews. The validity of the instrument was tested by product moment correlation using Microsoft Excel, comparing the calculated r of each item with the r table of 0.361 at a significance level of 0.05, and all items were declared valid. Reliability was tested using Cronbach's Alpha, showing a value >0.70 , indicating high reliability. Data analysis was conducted descriptively using percentages (%) to assess students' need for AI, its utilization, and its impact on academic activities.

RESULTS AND DISCUSSION

Result

1. Analysis of student needs in the use of Artificial Intelligence

Based on the research results regarding the analysis of student needs in the use of Artificial Intelligence, data obtained showed that each indicator was in the good category. The indicator for the need for searching and processing references received the highest percentage, indicating that students greatly need AI to help find, understand, and summarize academic sources. Furthermore, students also use AI to support assignment completion, improve material comprehension, and understand the policies for using AI in academic activities. Overall, the average percentage of student needs analysis in the use of Artificial Intelligence reached the good category. The percentage results for each indicator can be seen in the following figure.



Figur 1. Analysis of Student Needs in the Utilization of Artificial Intelligence

Based on Figure 1, it can be concluded that the first problem formulation regarding the analysis of student needs in the utilization of Artificial Intelligence is in the good category, with an average score of 81.84. These results indicate that students majoring in Educational Management have a fairly high need for AI to support academic activities. This need is evident in aspects such as completing course assignments, drafting academic papers, searching for relevant references, summarizing articles or journals, simplifying material, and understanding international language references.

However, several aspects still need improvement, including policies related to AI utilization, policies for security, and specific training on AI use. Lower percentages in these three aspects indicate that students still need guidance, regulations, and formal training to better guide AI use. Overall, students' needs for AI utilization are considered good, but strengthening regulations, data security, and specific training are still needed to ensure optimal and responsible use of AI.

Interview results also reinforce the findings in Figure 1, which demonstrate that students need AI as a tool to assist them in their academic activities. This is evident in the following statement from one informant:

“The use of AI has been very helpful and made things easier for me, especially in completing my coursework. My lecturers haven't completely banned the use of AI, but they still require it to be used appropriately and in accordance with applicable regulations”. (MA23/W/YC/28.04.2026)

This statement indicates that students need AI to support their academic assignments, but still require guidance to ensure its use is more controlled. This aligns with statements from other informants who explained that regulations for AI use at the department level are not yet fully written down.

“While studying in the Educational Management Department, there were no written guidelines for AI use within the faculty or department. Each lecturer had their own classroom policies, so the rules for its use varied from one lecturer to another.” (MA22/W/RD/30.04.2026)

Furthermore, students' need for AI is also evident in the aspect of material comprehension. One informant stated that AI helps students when they have difficulty understanding lecture material.

“AI has been incredibly helpful in my learning, especially when I'm having difficulty understanding material. I can ask questions at any time without having to wait for the lecturer to explain in class. Furthermore, AI has also helped me formulate questions or prompts effectively to get appropriate answers.” (MA23/W/F/28.04.2026)

Based on the interview results, it can be concluded that students need AI to support assignment completion, understand material, and develop academic skills. However, this need still requires strengthened regulations, security measures, and specialized training to ensure more targeted and responsible use of AI.

2. Utilization of Artificial Intelligence by students

Based on research findings on student use of Artificial Intelligence, data indicates that all indicators are in the good category. AI utilization is evident in the lecture process, the availability of AI facilities and access, and guidance on using AI for academic purposes. These results indicate that students have used AI as a tool to support learning activities, complete assignments, obtain information, and improve academic quality. The percentage results for each indicator are shown in the following figure.

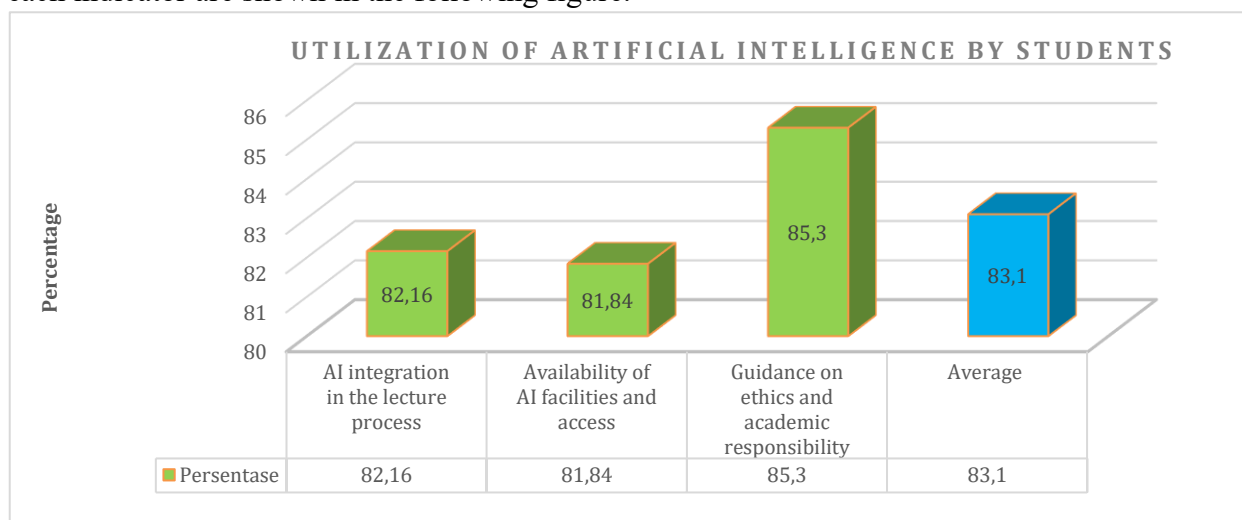


Figure 2. Utilization of Artificial Intelligence by students

Based on Figure 2, it can be concluded that the second problem formulation regarding the use of Artificial Intelligence by students is in the good category. These results indicate that students have utilized AI in their lectures and in completing academic assignments. This utilization is evident through lecturer guidance, targeted AI-based assignments, campus facility support, easy access to AI platforms, prevention of plagiarism, review of AI results, and the inclusion of references for AI use.

Meanwhile, aspects of AI-based activities and discussions in class and recommendations for AI platforms from departments still need improvement. These findings indicate that students still need reinforcement in the form of direct guidance on using AI in learning and recommendations for platforms that align with their academic needs. Overall, student use of AI is considered good, so AI can be viewed as a relevant technology to support lectures, assignment completion, and scientific research.

Interview results also reinforce the findings in Figure 2, which show that student AI utilization is in the good category. One informant explained that using AI in lectures provides a positive experience because it helps students complete assignments more quickly and efficiently. The informant also emphasized that some lecturers have established specific rules for AI use, requiring students to review the information obtained before using it in academic assignments.

“My experience using AI has been quite positive, especially in helping me complete assignments more quickly and efficiently. However, AI cannot be used directly without verifying its source, so you must still follow the guidelines set by your instructor.” (MA22/W/RD/30.04.2026)

This statement aligns with other informants who explained that AI is used to support the lecture process, not as directly copied material. Students remain responsible for understanding, processing, and adapting the information obtained from AI to meet the needs of their academic assignments.

“My experience using AI in lectures so far has been quite positive. Some lecturers have begun to allow the use of AI, but with certain restrictions. They usually emphasize that AI is only for support, not for direct copying, so the information obtained must be reprocessed.” (MA22/W/MRB/28.04.2026)

Furthermore, campus facilities are also a factor that helps students utilize AI. One informant stated that the availability of internet access and computer labs makes it easier for students to use various AI platforms, especially those with limited personal devices or internet access.

“In terms of facilities, the campus is quite supportive. Internet access, such as Wi-Fi, makes it easier for students to use various AI platforms. This is very helpful, especially for students with limited internet access.” (MA23/W/F/28.04.2026)

Based on the interview results, it can be concluded that students utilize AI positively in their lectures, particularly to assist with assignment completion, information retrieval, and learning efficiency. However, students also recognize that AI results still need to be reviewed, understood, and reprocessed to meet academic needs. Lecturer support, internet facilities, and computer labs also strengthen the use of AI in students' academic activities.

3. The Impact of Artificial Intelligence Utilization by Students

Based on research findings on the impact of Artificial Intelligence utilization by students, data shows that AI utilization has a positive impact on students' academic activities. This impact is evident in learning effectiveness, the quality of assignments and academic results, independence and thinking skills, and student attitudes and motivation to learn. The use of AI helps students understand material, organize their learning process, complete assignments better, and increase their enthusiasm for learning. The percentage results of the impact of AI utilization by students are shown in the following figure.

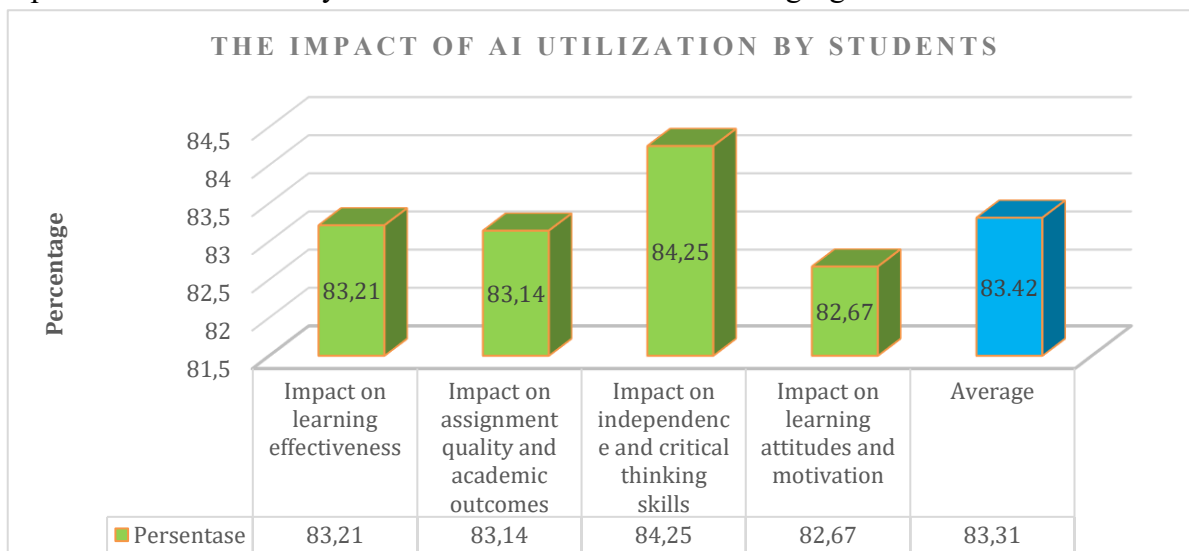


Figure 3. The impact of AI utilization by students

Based on Figure 3, it can be concluded that the third research question regarding the impact of Artificial Intelligence utilization by students falls into the good category. This finding indicates that students perceive tangible benefits from using AI in academic activities. These impacts are evident in improved understanding of the material, study time management, the ability to focus better, neater assignment completion, improved learning outcomes, and independence in completing assignments without over-reliance on others.

Furthermore, AI encourages students to more actively seek additional information and assists them in assessing and distinguishing between accurate and inaccurate information. This demonstrates that AI not only assists students technically but also supports the development of critical thinking skills and learning motivation. Therefore, the use of AI has a positive impact on the effectiveness, independence, and quality of student learning, and its use needs to be continuously supported and optimized in the learning process.

Interview results also reinforce the findings in Figure 3, which show that the use of AI has a positive impact on students' academic activities. One informant stated that the use of AI makes students more enthusiastic and eager to seek out information needed for their learning. This indicates that AI plays a role in increasing student motivation and initiative in learning.

“I think when students use AI, we're more motivated and empowered. AI makes us more willing to find out what we need to achieve better results.”
 (MA22/W/ARL/28.04.2026)

The impact of AI is also evident in improving student understanding of the material and preparing them for lectures. Another informant explained that AI helps provide additional explanations when they encounter unfamiliar material in class, helping students feel better prepared for assignments and learning.

“AI helps me improve my learning outcomes because I can understand the material more quickly and deeply. When I don't understand something in class, I can immediately seek additional explanations using AI.” (MA23/W/F/28.04.2026)

Furthermore, AI also impacts the neatness of assignments and student learning independence. One informant stated that AI helps structure their writing more systematically, but students still need to review the results to avoid over-reliance on AI.

“AI helps improve the neatness of assignments, particularly in developing a more systematic writing structure. However, AI responses still need to be reviewed to prevent students from becoming overly reliant on them.” (MA22/W/RD/30.04.2026)

Based on the interview results, it can be concluded that the use of AI has a positive impact on learning effectiveness, assignment quality, independence, thinking skills, and student motivation. AI helps students understand material, seek additional explanations, organize assignments more neatly, and increase learning initiative. However, AI use still needs to be monitored to ensure students continue to understand, process, and develop answers based on their own thinking.

Therefore, based on the analysis of the three previous indicators, namely the analysis of student needs in the use of AI, the use of AI by students, and the impact of AI use on academic activities, it can be seen that all indicators are in the good category. This shows that Artificial Intelligence has become an important part in supporting the student learning process, both in assisting with completing assignments, understanding material, increasing learning effectiveness, and encouraging student motivation and learning independence. Overall, the results of the three indicators are summarized in the following figure to provide an overview of the use of Artificial Intelligence in supporting student academic activities in the Department of Educational Management.

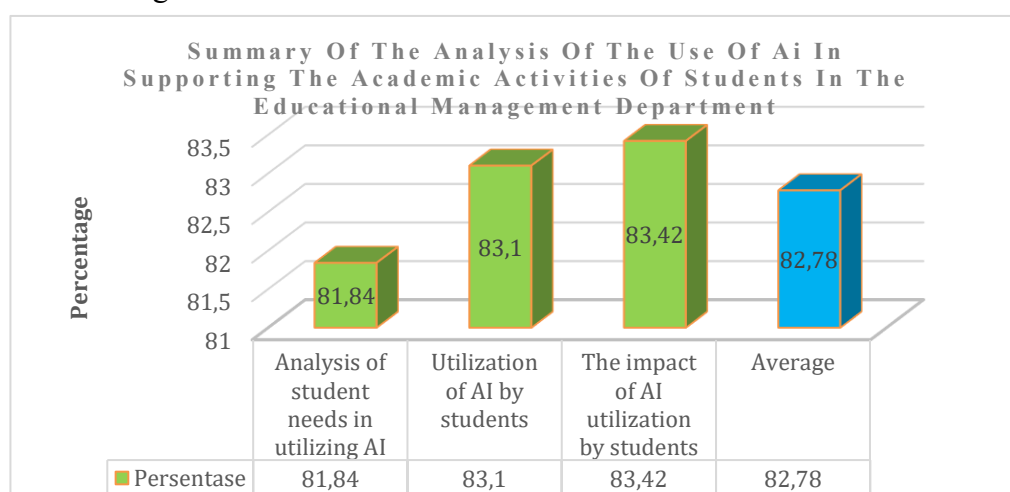


Figure 4. Summary of The Analysis of The Use of Ai In Supporting The Academic Activities of Students In The Educational Management Department

Based on Figure 4, it can be concluded that the utilization of Artificial Intelligence to support student academic activities is in the good category. These results indicate that AI has been positively accepted and utilized by students in the Educational Management Department at Gorontalo State University. Students view AI as a technology that helps meet academic needs, supports the learning process, and facilitates the completion of various lecture activities.

Furthermore, the overall results indicate that AI is not only needed and actively used by students, but also positively impacts learning effectiveness, assignment quality, material comprehension, and student motivation. Therefore, AI plays a crucial role in supporting student academic activities, and its utilization needs to be continuously supported through clear policies, adequate facilities, and increased digital literacy to ensure optimal and sustainable use.

Discussion

1. Analysis of student needs in the use of Artificial Intelligence

The results of the study indicate that students' needs for the use of Artificial Intelligence are in the good category. This finding confirms that students recognize AI as an important tool in supporting academic activities, particularly in searching and processing references, completing assignments, drafting academic papers, and improving material understanding. These results align with Mumin (2026), who stated that the use of AI functions as an academic aid without creating dominant dependency. Furthermore, Munawar et al. (2023) explained that AI features enable information extraction and automatic summary creation, thereby accelerating students' understanding of complex literature.

Students' need for AI is also evident in completing academic assignments and understanding course material. Ibadurohman (2026) stated that AI has become part of students' academic activities, especially for compiling assignments, generating initial ideas, and clarifying concepts in course material. This is reinforced by Anisa et al. (2026) who explain that AI has the ability to understand context and produce coherent texts according to academic needs. Furthermore, Salsabilla et al. (2023) stated that AI makes it easier for students to access materials, understand foreign languages, and obtain study assistance without time constraints.

Nevertheless, the use of AI still requires attention to aspects of policy, security, and digital literacy. This is in line with the Circular Letter of the Minister of Communication and Informatics Number 9 of 2023 concerning the Ethics of Artificial Intelligence, which emphasizes that the use of AI must pay attention to security, transparency, credibility, accountability, and personal data protection. Rahmawati et al. (2025) also emphasize the importance of a comprehensive regulatory framework so that the use of AI is safe and adaptive to technological developments, especially in the management of personal data and the use of AI in learning. Kurniasari et al. (2025) warn that excessive use of AI can reduce students' critical and creative thinking skills. Therefore, Naufal (2026) emphasizes the need to improve AI literacy so that this technology can be used responsibly and optimally in academic activities.

2. Utilization of Artificial Intelligence by students

The research results show that the utilization of Artificial Intelligence by students majoring in Educational Management is in the good category. This finding indicates that students have utilized AI in their lectures, both through lecturer guidance, AI-based assignments, and learning activities involving the use of technology. This is in line with Peliza

(2024). which states that AI does not replace the role of lecturers, but rather serves as a supporting tool that can increase learning effectiveness, student satisfaction, and more active learning interactions. Rizky and Nandyatama (2023) also emphasized that AI integration in learning needs to be directed, for example by comparing AI-generated writing with original sources and assessing the strengths and weaknesses of AI-generated arguments. Thus, the use of AI not only helps students complete assignments but can also train critical thinking skills if its use is properly directed by lecturers.

In addition to integration into lectures, the use of AI is also supported by the availability of adequate facilities and access, such as internet networks, supporting devices, and platform recommendations that meet academic needs. Sugiarto & Suhono (2023) emphasize that infrastructure support is crucial for optimal AI utilization and equitable student reach. AI utilization also requires guidance on academic responsibility, particularly in preventing plagiarism, reviewing AI results, and appropriately citing references for AI use. Sufendi and Kamal (2023) state that AI integration requires strong academic responsibility training to prevent students from engaging in practices that violate academic integrity. Therefore, as stated by Helmita et al. (2024) The development of AI education and literacy policies is important so that students can use AI productively and responsibly in academic activities.

3. The impact of the use of Artificial Intelligence by students

The results of the study indicate that the impact of Artificial Intelligence utilization by students majoring in Educational Management is in the good category. This finding indicates that AI has a positive influence on learning effectiveness, assignment quality, academic outcomes, learning independence, critical thinking skills, and student motivation. AI helps students understand material more quickly, manage study time, improve focus, and complete assignments more neatly and systematically. This is in line with Wahyudinarti et al. (2025) who stated that learning effectiveness is related to the ability of the learning process to produce optimal changes in abilities through the utilization of available time, effort, and resources. In addition, Baranidharan et al. (2023) explained that AI can help students understand material, find references, develop writing outlines, and improve language and argument structure, thereby improving the quality of assignments and academic outcomes.

The positive impact of AI is also seen in increasing students' independence and critical thinking skills. Zhang & Liu (2025) stated that independent learning and critical thinking skills are important competencies in higher education, while AI can support students in planning, monitoring, and reflecting on their learning process. Furthermore, Elbadiansyah et al. (2024) explained that learning motivation increases when students experience direct benefits from AI, such as easier access to explanations, better understanding, and improved learning outcomes. However, the use of AI still needs to be controlled to avoid over-dependence. As emphasized by Aisyah (2022) , the effectiveness of AI use is greatly influenced by learning design, user readiness, and institutional support. Thus, AI can be a supporting tool that helps students learn more independently, productively, and critically if used appropriately and responsibly.

CONCLUSION

Based on the results of research and discussion regarding the use of Artificial Intelligence in supporting the academic activities of students of the Department of Educational Management, Gorontalo State University, the conclusions of this research are compiled based

on the following three main focuses. 1) Students' need for the use of Artificial Intelligence is considered good. AI is seen as an essential tool to support academic activities, particularly in completing assignments, drafting academic papers, searching and processing references, and understanding course material. 2) The utilization of Artificial Intelligence by students in the Educational Management Department is considered good. AI has been used in lectures, assignment completion, review of AI results, and reference inclusion. Therefore, its use requires continued support through lecturer guidance, campus facilities, and clear usage guidelines. 3) The impact of Artificial Intelligence (AI) on students' academic activities is considered positive. AI helps improve learning effectiveness, assignment quality, independence, critical thinking skills, and student motivation. Therefore, its use needs to be continuously and purposefully developed to support optimal and sustainable learning.

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