

Students' Perceptions of Artificial Intelligence Utilization in Islamic Education Learning at Junior High School

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Abstract

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This study examines junior high school students' perceptions of artificial intelligence (AI) utilization in Islamic Education (PAI) learning. Although AI use in education has increased, empirical studies focusing on students' perceptions at the junior high school level, particularly in the context of Islamic Education, remain limited; this study addresses that gap. Using a descriptive quantitative approach, data were collected from 23 ninth-grade students through a 10-item Likert-scale questionnaire covering cognitive, affective, and conative aspects, with indicators including ease of use, content alignment with Islamic sources, satisfaction and trust, motivation and active learning, and ethics and responsible use. Likert-scale results were interpreted using predefined categorical intervals ranging from "very poor" to "very good." The findings show an overall positive perception of AI utilization in PAI learning (mean = 4.07), categorized as "good." The highest scores were found in ease of use and ethical use, while the lowest were related to content alignment with Islamic sources. These results indicate students' positive attitudes toward AI accompanied by critical awareness of its limitations. The study highlights AI's role as a supportive learning tool in PAI learning.

Abstrak

Kata kunci:
Persepsi Siswa, AI,
Pendidikan Agama
Islam (PAI)

Penelitian ini bertujuan untuk mengkaji persepsi siswa SMP terhadap pemanfaatan kecerdasan buatan (AI) dalam pembelajaran Pendidikan Agama Islam (PAI). Meskipun penggunaan AI dalam pendidikan semakin berkembang, kajian empiris mengenai persepsi siswa pada jenjang SMP, khususnya dalam konteks PAI, masih terbatas; penelitian ini hadir untuk mengisi kesenjangan tersebut. Penelitian ini menggunakan metode kuantitatif deskriptif dengan melibatkan 23 siswa kelas IX melalui angket skala Likert sebanyak 10 pernyataan yang mencakup aspek kognitif, afektif, dan konatif, dengan indikator meliputi kemudahan penggunaan, kesesuaian konten dengan sumber Islam, kepuasan dan kepercayaan, motivasi dan pembelajaran aktif, serta etika dan penggunaan yang bertanggung jawab. Hasil skala Likert diinterpretasikan berdasarkan kategori penilaian dari "sangat kurang" hingga "sangat baik." Hasil penelitian menunjukkan bahwa persepsi siswa terhadap pemanfaatan AI dalam pembelajaran PAI berada pada kategori "baik" (mean = 4,07). Skor tertinggi terdapat pada indikator kemudahan penggunaan dan etika, sedangkan skor terendah pada kesesuaian konten dengan sumber Islam. Temuan ini menunjukkan sikap positif siswa terhadap AI disertai kesadaran kritis terhadap keterbatasannya.

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INTRODUCTION

The revolution of artificial intelligence (AI) has progressed rapidly, becoming one of the key indicators of significant changes in the global technological landscape. AI developments have supported human activities across various sectors, including education. This technological advancement has also transformed learning paradigms by introducing innovations that enhance accessibility, interactivity, and personalization in education (Alatas et al., 2024, p. 1134). Such paradigm shifts encourage the utilization of digital technology as part of a learning process that is more adaptive to students' needs.

AI is a branch of science that studies how to create machines capable of thinking and acting like humans, by imitating forms of intelligence commonly observed in human behavior (Gleneagles et al., 2024, p. 108). In the educational context, AI has begun to be utilized as a learning medium due to its role as a tool that facilitates and enhances the learning process. Alongside its use, AI in education presents two contrasting impacts: potential benefits and challenges. While AI can support learning processes, uncontrolled use may lead to pedagogical issues. Research by Ifani indicates that although this technology can simplify access to information and task completion, excessive dependence on it may reduce critical thinking skills, writing abilities, and deep understanding of learning materials (Ifani et al., 2024, p. 9).

In the subject of Islamic Education (*Pendidikan Agama Islam/PAI*), the use of AI requires special attention. Islamic religious education is understood as an effort aimed at preparing students to believe in, understand, and become familiar with Islamic teachings through a series of guidance, instruction, or training activities designed to achieve educational goals (Alim, 2011, p. 4). Therefore, PAI learning must be based on the Qur'an and Hadith as the primary references for Islamic teachings. This condition necessitates the careful and prudent use of AI to prevent misunderstandings of Islamic principles.

On the other hand, junior high school students (*Sekolah Menengah Pertama/SMP*), as a generation growing up in the digital era, are generally familiar with and use AI-based technologies in their learning activities. Although AI has become increasingly commonplace, its use in PAI learning is not yet fully understood from the students' perspective. Students' perceptions are an important aspect to examine. Perception is a process in which an individual receives a message or information through the senses and interprets it, resulting in an understanding that may differ from one person to another (Afifa & Kusnarto, 2022, p. 303). Perception consists of three components that form the structure of attitudes: cognitive, affective, and conative. The cognitive component relates to an individual's knowledge, views, and beliefs about an object. The affective component concerns feelings of liking or disliking toward the object. Meanwhile, the conative component is associated with the tendency to act or behave in response to the perceived object (Juana, 2024, p. 9). Through these three components, students' perceptions of AI utilization can be mapped and understood comprehensively.

Previous studies have shown that perceptions of AI utilization in education have been widely examined across various educational levels. Research by (Inaya et al., 2025,

p. 108) indicated that university students in Makassar had positive perceptions of using AI chatbots as interactive learning tools, as they were considered effective and supportive of the learning process. Similarly, a study by (Pratiwi et al., 2024, p. 2740) found that students viewed AI as beneficial in learning Indonesian, particularly in assisting with material comprehension and task completion, although instructor supervision remained necessary to prevent negative impacts. However, these studies were conducted at the university level, and research on students' perceptions of AI utilization at the junior high school level, particularly in Islamic Education (PAI), remains limited. Junior high school students, who are in early adolescence, require guidance in using AI responsibly, especially in PAI learning that emphasizes valid and accountable sources. Therefore, this study addresses this gap by examining junior high school students' perceptions of AI utilization in Islamic Education learning.

This study aims to examine junior high school students' perceptions of artificial intelligence utilization in Islamic Education learning. Specifically, the study seeks to describe students' perceptions regarding the ease of use of AI, content alignment with Islamic sources, satisfaction and trust, learning motivation, and ethical and responsible use of AI in PAI learning.

METHOD

This study employed a quantitative descriptive method to summarize and analyze numerical data. Data were collected through an offline questionnaire consisting of 10 statements, which were rated using a Likert scale.

Table 1
Likert Scale

Statement	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

This study was conducted at SMPN 6 Banjarmasin, a public junior high school in Banjarmasin, South Kalimantan, Indonesia. The research sample was selected using purposive sampling, comprising 23 ninth-grade students. The sample was chosen based on the consideration that ninth-grade students possess higher cognitive maturity and are about to continue their education to senior high school, making them capable of providing more reflective and thoughtful perceptions regarding AI use in the context of PAI learning.



Figure 1. Offline Distribution of Questionnaires

The questionnaire contained statements related to students' perceptions of AI utilization in PAI learning. The instrument was designed to cover three components of perception, cognitive, affective, and conative which were discussed in detail in the introduction. Indicators of ease of use and content alignment with Islamic sources represent the cognitive component; satisfaction and trust represent the affective component; while motivation, active learning, and ethical and responsible use represent the conative component.

Table 2
Questionnaire Grid

No.	Indicator	Statement	Statement No.
1.	Ease of Use	The AI application is easy to access and use to complete PAI assignments.	1
		If I type a question in simple sentences, AI can provide an answer that I can easily understand.	2
		I can quickly find the information I need through AI.	3
2.	Content Alignment with Islamic Sources	AI's answers are often in accordance with the principles I learn from the Qur'an and Hadith.	4
		AI provides references or explanations that help me understand PAI materials.	5
3.	Satisfaction & Trust	In general, I feel satisfied with AI's answers when used for PAI learning.	6
		I believe AI can be a useful learning tool in PAI if used carefully.	7
4.	Motivation & Active Learning	Using AI motivates me to study PAI topics more actively.	8
		AI encourages me to participate more actively in discussions or complete PAI assignments.	9
5.	Ethics & Responsible Use	I always make sure to cite sources or verify AI's answers before using them for assignments.	10

RESULT AND DISCUSSION

Questionnaire Validity Test Results

Ghozali, as cited in Maulana, states that a validity test is used to measure whether a questionnaire is valid or not (Maulana, 2022, p. 134). The validity of the questionnaire was assessed using item–rest correlation values obtained through the Jamovi application. An item was considered valid if it had an item–rest correlation coefficient of ≥ 0.30 (Panembrama, 2013, p. 69). As presented in Table 3, all questionnaire items met this criterion, indicating that each item was valid and capable of measuring the intended construct.

Table 3
Questionnaire Validity and Reliability Test

Statement Item	Item-rest correlation
S1	0.622
S2	0.565
S3	0.608
S4	0.544
S5	0.722
S6	0.654
S7	0.706
S8	0.640
S9	0.714
S10	0.380

Reliability Scale Cronbach’s α : 0.880

Although item S10 showed the lowest item–rest correlation (0.380), the value remained above the acceptable threshold. The lower correlation may indicate greater response variability and a weaker linear association with the overall scale, suggesting that the item captures a related but more distinct aspect of the measured construct. Therefore, the item was retained as it remained statistically valid.

Questionnaire Reliability Test Results

Ghozali, as cited in Maulana, states that reliability indicates the extent to which a questionnaire produces consistent and stable results over time (Maulana, 2022, p. 135).

During the initial reliability testing, two items showed negative correlations and were therefore eliminated. After re-testing the final instrument, Cronbach’s Alpha was obtained at 0.880 (>0.70). A Cronbach’s Alpha value in the range of 0.70–0.90 indicates high reliability of the instrument (Maulana, 2022, p. 137). Therefore, the questionnaire is considered reliable and suitable for use as a research instrument.

Descriptive Quantitative Results of Junior High School Students’ Perceptions of AI Utilization in Islamic Education Learning

Respondent Characteristics

The characteristics of the respondents in this study were examined based on gender, as presented in Table 4.

Table 4
Respondent Characteristics

Gender	Number	Percentage
Male	13	56,5 %
Female	10	43,5 %
Total	23	100%

Based on Table 4, the respondents in this study consisted of 13 male students and 10 female students. This composition indicates that the number of male respondents was slightly higher than that of female respondents, although the difference was not substantial.

Questionnaire Results

The questionnaire in this study consisted of 10 statements, which were organized based on five perception indicators: ease of use, content alignment with Islamic sources, satisfaction and trust, motivation and active learning, and ethical and responsible use of AI.

Table 5
Questionnaire Results

No	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	4	3	4	3	3	3	4	4	3	5
2	4	3	5	3	4	5	5	5	4	5
3	4	4	4	4	4	4	4	2	3	5
4	4	4	4	4	4	4	4	4	4	4
5	5	3	5	3	3	4	3	4	4	5
6	4	3	4	2	3	4	2	3	3	3
7	4	4	5	2	4	4	4	4	3	4
8	4	4	5	3	4	4	4	4	3	5
9	5	5	5	4	4	4	5	5	4	5
10	4	4	5	4	4	5	5	3	4	4
11	5	3	5	4	5	4	5	4	4	5
12	5	5	5	5	5	5	5	5	5	5
13	5	5	5	3	5	5	5	5	5	4
14	3	4	4	3	4	4	4	4	4	5
15	3	4	4	2	3	3	4	3	4	5
16	4	4	4	3	4	3	4	3	3	3
17	5	4	4	4	4	4	5	4	4	5
18	5	5	5	3	4	4	4	5	5	5
19	5	5	5	4	5	5	5	5	5	5
20	4	4	4	3	4	4	4	4	4	4

21	4	4	4	4	4	4	4	4	4	4
22	4	3	4	3	4	3	4	4	4	3
23	4	4	4	4	4	4	4	4	4	4

The responses from the questionnaire were then analyzed using quantitative descriptive methods to illustrate students’ perceptions of AI utilization in PAI learning. In the analysis stage, the Likert scale was also employed to classify the average score (mean) of each perception indicator. The scoring interval was determined by dividing the difference between the highest and lowest scores by the number of categories (5 - 1) / 5, resulting in an interval of 0.80. Based on this calculation, the assessment criteria were set as follows: 1.00-1.80 = Very Poor, 1.81-2.60 = Poor, 2.61-3.40 = Fair, 3.41-4.20 = Good, 4.21-5.00 = Very Good (Wizal, 2016, p. 41). The data were then presented in the form of tables showing the distribution of respondents’ answers for each statement and indicator, as displayed in the following tables.

Descriptive Analysis of Indicator 1

The “ease of use” indicator aims to examine students’ perceptions of how easy it is to utilize artificial intelligence (AI) in PAI learning. This indicator was measured through three statements, and the descriptive results are presented in Table 6.

Table 6
Descriptive Data of the Ease of Use Indicator

Statement No.	Mean	Median	Mode	Minimum	Maximum	Sum
1	4,26	4	4	3	5	98
2	3,96	4	4	3	5	91
3	4,48	4	4	4	5	103

Based on Table 6, the mean score for the first statement was 4.26, which falls into the “very good” category. The second statement had a mean of 3.96, categorized as “good,” while the third statement obtained the highest mean of 4.48, also in the “very good” category. The median and mode for all three statements were 4, indicating that respondents tended to agree with the statements.

Overall, the analysis shows that the ease of use indicator for AI in PAI learning received ratings ranging from good to very good. This suggests that students perceive AI as easy to use and able to support the PAI learning process in a practical and efficient manner.

Descriptive Analysis of Indicator 2

The “content alignment with Islamic sources” indicator aims to examine the extent to which the utilization of artificial intelligence (AI) in PAI learning aligns with the principles and sources of Islamic teachings. This indicator was measured through two statements, as presented in Table 7.

Table 7

Descriptive Data of the Content Alignment with Islamic Sources Indicator

Statement No.	Mean	Median	Mode	Minimum	Maximum	Sum
4	3,35	3	3	2	5	77
5	4	4	4	3	5	92

Based on Table 7, the fourth statement had a mean score of 3.35, which falls into the “fair” category, while the fifth statement obtained a mean of 4.00, categorized as “good.” The median and mode for each statement indicate consistency in respondents’ answers, with a score of 3 for the fourth statement and a score of 4 for the fifth statement.

Overall, the analysis shows that students’ perceptions of AI content alignment with Islamic sources range from fair to good. This suggests that most students perceive AI content in PAI learning as fairly consistent with Islamic teaching principles, although there is still room for improvement in content alignment.

Descriptive Analysis of Indicator 3

The “satisfaction and trust” indicator aims to examine students’ level of satisfaction and their confidence in utilizing artificial intelligence (AI) in PAI learning. This indicator was measured through two statements, as presented in Table 8.

Table 8

Descriptive Data of the Satisfaction and Trust Indicator

Statement No.	Mean	Median	Mode	Minimum	Maximum	Sum
6	4,04	4	4	3	5	93
7	4,22	4	4	2	5	97

Based on Table 8, the sixth statement had a mean score of 4.04, which falls into the “good” category, while the seventh statement obtained a mean of 4.22, categorized as “very good.” The median and mode for both statements were 4, indicating consistency in respondents’ answers.

In general, the findings indicate that students’ perceptions of satisfaction and trust in AI utilization range from good to very good. This indicates that students feel satisfied with AI usage and have a positive confidence in its benefits for the PAI learning process.

Descriptive Analysis of Indicator 4

The “motivation and active learning” indicator aims to examine the extent to which the utilization of artificial intelligence (AI) in PAI learning can enhance students’ motivation and encourage their active participation in the learning process. This indicator was measured through two statements, as presented in Table 9.

Table 9
Descriptive Data of the Motivation and Active Learning Indicator

Statement No.	Mean	Median	Mode	Minimum	Maximum	Sum
8	4,00	4	4	2	5	92
9	3,91	4	4	3	5	90

Based on Table 9, the eighth statement had a mean score of 4.00, categorized as “good,” while the ninth statement obtained a mean of 3.91, also falling into the “good” category. The median and mode for both statements were 4, indicating consistency in respondents’ answers and suggesting that most students hold a positive perception of motivation and active learning through AI usage.

The data show that students’ perceptions of motivation and active learning are in the “good” category. This indicates that AI can effectively promote student engagement in PAI learning.

Descriptive Analysis of Indicator 5

The “ethics and responsible use” indicator aims to examine students’ perceptions regarding ethical behavior and responsible use of AI in PAI learning. This indicator was measured through one statement, as presented in Table 10.

Table 10
Descriptive Data of the Ethics and Responsible Use Indicator

Statement No.	Mean	Median	Mode	Minimum	Maximum	Sum
10	4,43	5	5	3	5	102

Based on Table 10, the tenth statement had a mean score of 4.43, which falls into the “very good” category. The median and mode were both 5, indicating that most respondents strongly agreed on the importance of ethics and responsible use of AI.

In general, the findings indicate that students’ perceptions of ethics and responsible AI use are in the “very good” category. This suggests that students are aware of the importance of using AI ethically and responsibly in the PAI learning process.

Overall Descriptive Analysis

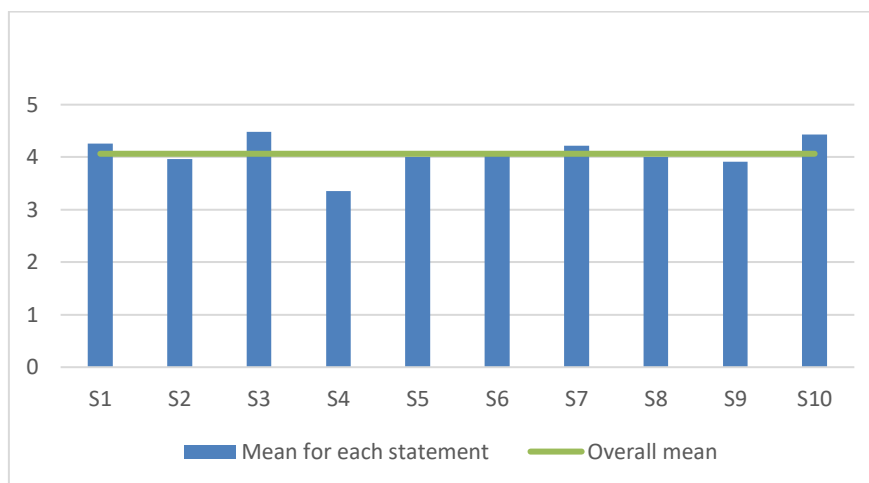


Figure 2. Mean Scores of Questionnaire Results

The figure above illustrates the mean scores of each statement, ranging from 3.35 to 4.48. The highest perception was found in the “ease of use” indicator, with a mean score of 4.48, categorized as “very good.” Meanwhile, the lowest perception was observed in the “content alignment with Islamic sources” indicator, with a mean score of 3.35, falling into the “fair” category.

Despite variations in the mean scores across the indicators, the overall analysis of the 10-statement questionnaire completed by 23 respondents showed an overall mean of 4.07. This score falls into the “good” category, indicating that students at SMPN 6 Banjarmasin generally have a positive perception of artificial intelligence (AI) utilization in PAI learning.

Discussion

The results of this study indicate that students at SMPN 6 Banjarmasin generally have a positive perception of AI utilization in PAI learning, falling within the “good” category. This finding suggests that students tend to view AI positively as a supportive learning tool. This aligns with Irwanto’s notion that a positive perception arises when an individual’s knowledge and responses are aligned with the object being perceived, which is reflected in an accepting or supportive attitude (Juana, 2024, p. 9).

The high perception in the “ease of use” indicator indicates that students view AI as a technology that is easily accessible and user-friendly in the learning process. This finding reinforces the view that AI can be classified as a learning media, as it functions as a tool that facilitates and enhances the learning process. Learning media itself is understood as an intermediary tool in the learning process aimed at improving the effectiveness and efficiency of achieving learning objectives (Ramayulis, 2005, p. 195). Therefore, the ease of use of AI becomes an important factor in supporting its success as a learning tool.

Nevertheless, positive perceptions of AI's ease of use need to be accompanied by pedagogical supervision and guidance, considering that AI utilization also has the potential to pose challenges, such as a decline in critical thinking skills due to overreliance on technology (Mone et al., 2025, p. 586).

Furthermore, the high perception in the "ethics and responsible use" indicator indicates that students possess moral awareness in utilizing technology. This aligns with the concept of ethics in technology use, which emphasizes a selective and cautious attitude—namely, not accepting or using technology indiscriminately without understanding its sources and potential impact (Basyam & Joe, 2025, p. 180).

Conversely, the "content alignment with Islamic sources" indicator received a relatively lower perception. Theoretically, this can be linked to the concept of source authority in Islamic education, which positions the Qur'an and Hadith as the primary references (Jaya, 2019, p. 204). Students' reservations regarding AI content reflect an awareness that AI is not an authoritative source of Islamic teachings, and therefore, the information it provides needs to be verified and confirmed through authentic sources.

Several studies indicate that generative AI, particularly ChatGPT, still has limitations in accuracy and depth of understanding. This AI is not yet fully capable of distinguishing between facts and opinions (Baidoo-anu & Ansah, 2023, pp. 55–57), meaning that the responses it generates are not always accurate and must be verified through authentic sources. Furthermore, other research shows that Gemini's performance is comparatively lower, especially in higher-order cognitive domains, than ChatGPT (Sallam et al., 2024, p. 3), further emphasizing that generative AI cannot yet serve as a primary reference in PAI learning without proper guidance and verification.

Furthermore, the results for the "motivation and active learning" indicator show that students' perceptions of AI utilization in PAI learning fall into the "good" category. This finding suggests that students' positive perceptions of AI use have the potential to enhance motivation, learning interest, and active participation in the learning process. This aligns with previous research indicating that one of the positive impacts of AI utilization in education is the increased motivation and interest in learning, as well as improved student engagement and learning outcomes (Supriyono et al., 2024, p. 143).

The variation in perception scores across indicators in this study suggests that students' responses to AI utilization are not entirely consistent. Although this study did not specifically analyze the factors influencing students' perceptions, theoretically, differences in perception can be understood as being shaped by prior information, needs, experiences, emotional states, as well as social and environmental contexts (Jayanti & Arista, 2018, p. 212–213). Therefore, the differences in perception levels across indicators can be regarded as a natural phenomenon in the process of individual assessment of an object.

The implications of these findings emphasize that PAI teachers play a crucial role in minimizing the limitations and challenges associated with AI use, such as issues of accuracy, depth of understanding, and the potential decline in critical thinking skills. Teachers function not only as facilitators but also as guides and regulators of AI

utilization, ensuring that it serves as a supportive learning tool rather than a primary source of instruction. This aligns with the essence of Islamic Education, which is understood as guidance for both physical and spiritual development based on Islamic law, aimed at shaping an exemplary character in accordance with Islamic values (Ahmadi & Uhbiyati, 2001, p. 10).

CONCLUSION

The conclusion of this study is that junior high school students at SMPN 6 Banjarmasin generally hold a positive perception of AI utilization in Islamic Education (PAI), with an overall mean score of 4.07 categorized as "good." Surprisingly, despite the expectation that students at this age might have lower ethical awareness regarding technology use, the "ethics and responsible use" indicator received one of the highest ratings. This contrasts with the relatively lower score for the "content alignment with Islamic sources" indicator (mean 3.35), suggesting that while students are highly aware of ethical usage, they are also critical and cautious regarding the accuracy of AI-generated Islamic education materials. This contrast highlights that early adolescents can demonstrate strong ethical awareness even when their judgment of AI's content accuracy remains cautious, emphasizing the need for guided and supervised AI use in PAI learning to ensure students rely on valid sources.

This study contributes by extending the understanding of AI utilization beyond university-level students to junior high school learners, a group with developing digital literacy and cognitive maturity. The study confirms previous findings while emphasizing the unique challenges in PAI learning, particularly regarding the alignment of AI-generated content with authentic Islamic teachings. By examining perceptions across cognitive, affective, and conative components, this research provides a comprehensive perspective on how early adolescents engage with AI in religious education.

This study has several limitations. The sample size was relatively small (23 students) and limited to ninth-grade students at a single school, which may restrict the generalizability of the findings. Additionally, the study relied on a quantitative descriptive approach, which does not capture deeper qualitative insights into students' experiences and reasoning. Future research could involve larger and more diverse samples, multiple educational levels, and mixed-method approaches to gain a more in-depth understanding of students' perceptions and the pedagogical implications of AI in Islamic education.

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