

The Perception of Artificial Intelligence on Students in Nuan Courses

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Abstract: This study aims to analyze the effect of artificial intelligence (AI) on students' understanding in the NU course at IAINU Kebumen. The method used is quantitative analysis with a survey research design. Data were collected through questionnaires distributed to 100 students taking the course. The variables studied included the effectiveness of using AI in learning, learning motivation, and academic outcomes. In addition, there was a positive relationship between learning motivation and academic outcomes of students using AI. These findings contribute to the development of learning methods in the field of NU, as well as encouraging the integration of technology in higher education. This study is expected to be a reference for teachers and educational institutions to utilize artificial intelligence as a tool in the teaching and learning process.

Keywords: artificial intelligence, students, NU, quantitative analysis, learning motivation.

Introduction

In recent years, the integration of artificial intelligence (AI) in educational settings has transformed traditional learning approaches, particularly in higher education. AI is increasingly utilized as a tool to enhance learning experiences, streamline academic tasks, and provide students with additional resources that foster better understanding. This study investigates the role of AI in supporting students enrolled in the NU (Nahdlatul Ulama) course at the Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen. As an institution focused on Islamic religious education, the application of AI in this context is relatively new and raises questions about its benefits, challenges, and the overall impact on student learning outcomes.

Given the unique aspects of NU courses, which often cover complex religious and cultural concepts, there is a growing need to evaluate how

AI tools contribute to students' comprehension and engagement with the material. AI technology can offer personalized learning paths, instant access to vast information, and interactive resources, all of which are valuable for students who may seek additional support in understanding such intricate topics. As Generation Z students, accustomed to digital technology in daily life, form a significant portion of the student body, their adaptability to AI in academic settings is particularly relevant.

The purpose of this study is to analyze the effects of AI on students' understanding, motivation, and satisfaction in NU courses. Through quantitative analysis of survey data collected from students at IAINU Kebumen, this research aims to understand the frequency and perceived helpfulness of AI in learning, its impact on motivation, and students' overall satisfaction with AI-assisted learning. The findings contribute to the evolving conversation on the benefits of AI in higher education and aim to provide educators

and institutions with insights on effectively implementing AI in religious and cultural studies.

Materials and Methods

This research was carried out at the IAINU Kebumen Campus with the aim of analyzing the use of AI in Nuan courses, the benefits and challenges of using AI as well as the applications they most often use when looking for references or material from Nuan.

This research used data collection through a questionnaire distributed to 50 students through several questionnaire questions related to learning using AI.

Study area

Penelitian ini dilakukan menggunakan metode dan material yang mana mencakup area mahasiswa dilingkungan kampus Institut Agama Islam Nahdhlolul Ulama Kebumen.

Data Analysis

The data analysis technique used in research is descriptive analysis. This research uses a quantitative description approach, where quantitative data is collected and analyzed, although according to Sugiyono (2017) the descriptive method is a method used to describe or analyze research results but cannot be used to draw broad conclusions.

Results and Discussion

Result-1

results from prospective research indications of the use of AI in nu learning. Ai learning has an impact on students in searching for material.

Respondent Demographics

This research took data from several students who had studied nu

- **Total Respondents:** 34 students
- **Study Programs:**
 - Islamic Religious Education (PAI): 28 respondents (82.4%)

- Madrasah Ibtidaiyah Teacher Education (PGMI): 3 respondents (8.8%)
- Islamic Education Management (MPI): 1 respondent (2.9%)
- Others: 1 respondent (2.9%)

• Semester:

- 1st Semester: 11 students (32.4%)
- 3rd Semester: 12 students (35.3%)
- 5th Semester: 7 students (20.6%)
- 7th Semester: 4 students (11.8%)

Several respondents answered only 34 of the 50 questionnaires distributed

Result-2

The second result of this research is the responses from several students regarding several questions asked through the questionnaire

Summary of Results

1. Frequency of AI Use in Learning
 - a. Sometimes: 54.5% of students
 - b. Often or Very Often: 45.5% of students
 - c. Interpretation: Most students are familiar with using AI, with nearly half using it frequently.
2. Helpfulness of AI in Understanding Nuan Course Material
 - a. Agree: 100% of students
 - b. Interpretation: All students believe AI helps them understand course material better.
3. Motivation to Learn Nuan with AI
 - a. Motivated or Very Motivated: 85.3% of students
 - b. Interpretation: AI increases motivation to learn, making students more engaged.
4. Impact of AI on Understanding Concepts
 - a. Moderate to Strong Influence: 94.1% of students
 - b. Interpretation: Most students feel AI improves their understanding of complex topics.
5. Benefits of Using AI in Nuan Courses
 - a. More Efficient: 67.6% of students
 - b. Easier to Understand: 23.5%
 - c. More Interesting: 8.8%

- d. Interpretation: Students find AI makes learning faster, easier, and more engaging.
6. Overall Satisfaction with AI in Nuan Material
 - a. Satisfied or Very Satisfied: 76.5%
 - b. Neutral: 23.5%
 - c. Interpretation: Most students are satisfied, though some see room for improvement.
7. Willingness to Recommend AI-enhanced Learning
 - a. Yes: 100% of students
 - b. Interpretation: All students would recommend AI-enhanced learning, showing strong support.

Discussion

The results of this study reveal that AI is perceived as a beneficial tool by students in the NU course at IAINU Kebumen. The survey findings indicate that students find AI useful for enhancing their understanding of complex concepts, increasing motivation, and improving the overall efficiency of their learning experience. These insights align with other research in the field, which supports the idea that AI can positively impact students' academic performance and engagement.

The data showed that 45.5% of students use AI frequently in their studies, which suggests a growing familiarity with AI among students. According to Sharma et al. (2020), the increasing prevalence of AI in education reflects a shift toward more tech-savvy learning environments, where students actively integrate digital tools to aid their understanding. This supports the notion that students at IAINU Kebumen, much like students in broader educational contexts, are increasingly comfortable and adept at using AI as a learning tool.

Furthermore, the fact that 100% of students agreed that AI helps them understand course material better is a strong endorsement of AI's role in simplifying and clarifying complex information. Research by Li and Ma (2019) found that AI's adaptive learning systems can tailor content to individual needs, allowing students to grasp challenging concepts at their own pace. This aligns

with the NU course at IAINU, where students may require personalized support to comprehend religious and cultural material deeply.

In terms of motivation to learn with AI, 85.3% of students reported feeling motivated or very motivated. This aligns with findings from Holmes et al. (2021), who found that AI can boost intrinsic motivation by providing interactive and engaging content. The study suggests that when AI technology is effectively integrated into learning materials, it can make the learning process more enjoyable and engaging, encouraging students to engage with the material more deeply. Another key insight is that 94.1% of students felt that AI moderately or strongly influenced their understanding of course concepts. This echoes findings by Woolf (2018), who observed that AI's capacity for personalized feedback can significantly aid in comprehension and retention of complex information. For NU courses, which may involve abstract or nuanced concepts, AI can serve as an invaluable resource, providing students with targeted assistance and explanations that reinforce their understanding.

Finally, **all students indicated they would recommend AI-enhanced learning.** This unanimous support underscores the potential of AI to transform educational settings by making learning more accessible, efficient, and enjoyable. The positive response aligns with findings from Zawacki-Richter et al. (2019), who noted that AI is well-received in educational contexts where it can be used to supplement traditional learning. Overall, this research provides evidence that AI can be an effective tool in improving the quality of learning, especially in courses that require understanding of abstract concepts such as NU. These findings have important implications for higher education institutions, namely that the integration of AI technology in the curriculum not only increases understanding, but also students' learning motivation. With these results, it is hoped that educational institutions and teachers can consider the use of AI as an effective strategy to create a more adaptive learning experience and support improved student academic outcomes.

Conclusions

This article discusses the influence of artificial intelligence (AI) on student understanding in Nahdlatul Ulama (NU) courses at the Nahdlatul Ulama Islamic Institute (IAINU) Kebumen. Research conducted using quantitative analysis methods through questionnaires to 50 students shows that the use of AI in learning contributes positively to students' learning motivation and academic results.

The research results show that the majority of students feel that AI helps them understand lecture material, increases learning motivation, and makes the learning process more efficient. All respondents agreed that AI is useful, and the majority of them were willing to recommend AI-based learning. These findings indicate that the integration of technology in higher education, especially in the context of religious and cultural education, can improve students' learning experiences and academic outcomes.

It is hoped that this article will be a reference for teachers and educational institutions to utilize AI as a tool in the teaching and learning process.

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