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Perception of Education Study Program Students Regarding the Use of AI as an Assistive Tool in Creating Coursework

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ABSTRACT

Objective: This study aims to explore the perceptions of students in the Education Study Program regarding the use of AI in completing coursework. The presence of Generative AI such as ChatGPT, Gemini, and various other tools has changed the way students access information, process data, and even compile coursework. The placement of AI as a learning aid needs to be strengthened so that it does not become the primary and sole source used by students. **Method:** The method used in this study is a quantitative descriptive method. The research data was obtained based on the results of a questionnaire with 16 questions distributed to undergraduate students in the Education Study Program for the 2024/2025 Academic Year. The analysis steps include data tabulation, frequency distribution, and data interpretation. **Results:** The results show that AI is recognized as massively improving the quality of assignments (83.33%) and the ability to argue logically (77.78%). However, on the other hand, the majority of students (53.71%) realize that this technology triggers laziness in critical thinking. The use of AI also has a positive impact, namely as a personal assistant (87%) which is very effective in streamlining study time (94.45%) and improving material understanding. There is concern among students about plagiarism (92.60%) and recognition that the use of AI without personal contribution is cheating. **Novelty:** Based on these findings, the integration of AI ethics courses into the university curriculum is necessary. In addition, official guidelines and integrated AI literacy are needed to maintain the academic integrity of prospective educators in the era of digital disruption.

INTRODUCTION

The development of artificial intelligence (AI) has transformed the global higher education ecosystem, including in Indonesia. This phenomenon is no longer merely theoretical discourse but a reality that impacts students' daily academic lives. The presence of generative AI tools such as ChatGPT, Gemini, and various other tools has transformed the way students access information, process data, and even compile course assignments. For Education students, who are positioned as future teachers, AI is not just a technical tool but an element that will shape their professionalism (Luckin & Holmes, 2016; Razilu, 2025).

The use of AI in education as a technological transformation is like a double-edged sword. One side has positive impacts, while the other has negative ones. Students can achieve success with the support of AI (Akhyar et al., 2023; Yassir & others, 2024). This confirms that the use of AI helps students understand material and complete assignments (Sugiarto et al., 2024). Understanding material using AI allows one to improve critical thinking skills. The use of AI improves critical thinking skills because it helps analyze, compare, and summarize information (Ayuningtyas et al., 2024). Furthermore, the use of AI simplifies tasks, such as generating hypotheses, conducting literature reviews, providing problem-solving assistance, and paraphrasing summaries



(Fitri, 2024; Juniarti, 2020). Thus, the use of AI helps students in the learning process, both by developing their mindset and honing their skills.

However, we also need to highlight the negative side of AI use. The ease with which AI provides a variety of needed information can weaken student retention. Students simply swallow all the information presented. This leads to a decline in critical thinking skills and the originality of academic work. On the other hand, serious concerns have arisen regarding academic dependency, a decline in analytical thinking skills, and challenges to academic integrity related to AI plagiarism, which is difficult to detect with conventional software (Anggraeni & Farida, 2025; Cotton et al., 2024).

The widespread use of AI undoubtedly presents a new challenge for education: the gap between technology adoption and the information literacy it provides. Students consciously view AI not only as a tool but also as a primary resource for completing assignments. This heightens the need for students to strengthen their information and digital literacy. Information literacy is a skill that students need to master to strengthen critical and creative thinking (Regina et al., 2024). Students' perceptions of information generated by AI are strongly influenced by their level of digital literacy (Cotton et al., 2024). Furthermore, many students view AI as a personal tutor that can increase the accessibility of learning (Dawam & Syaidah, 2025; Putri et al., 2023). AI can be a discussion partner accessible anytime and anywhere. AI can be a transformative learning enrichment tool (Holmes et al., 2023).

The use of AI, such as Chat-GPT, improves student understanding by providing quick access to information, explaining complex concepts, and supporting independent learning. However, inappropriate use can reduce critical thinking skills (Supriyadi, 2024). Furthermore, other types of AI use, such as Google Gemini, improve student understanding, learning independence, critical thinking skills, and collaboration (Ahmad, 2025). The presence of various types of AI presents positive aspects, such as providing quick access, strengthening independent learning, and improving critical and creative thinking skills when used appropriately.

Students majoring in education need to consciously manage and perceive AI so they can determine and integrate the technology into their teaching practices. The presence of AI also poses a challenge for prospective teachers, as its use has penetrated elementary and secondary education. The widespread use of AI has ultimately provided a new perspective in education regarding strengthening pedagogy within technology. This clearly positions AI as a more than just a tool, ensuring that assignments are not merely a means of fulfilling academic demands but also a way of strengthening pedagogical potential to prepare for the challenges of the current era of information technology.

The pros and cons outlined in the background above provide a new perspective on the utilization, needs, and challenges faced by Education students. Therefore, this study aims to analyze the phenomenon of AI utilization by Education students to meet academic demands. Through this approach, the research findings are expected to provide an empirical basis for formulating academic policies that support the ethical, productive, and sustainable integration of AI in higher education environments.

RESEARCH METHOD

This study used a quantitative descriptive research design. A quantitative descriptive research design describes population characteristics to determine cause and effect



(Sugiyono, 2024). This design was chosen to systematically, factually, and accurately describe the facts and specific populations related to student perceptions of the use of artificial intelligence (AI). The subjects in this study involved 54 undergraduate students in the Education Study Program for the 2024/2025 Academic Year. Subjects were selected using a purposive sampling technique because the sample was selected based on the criteria of students who were actively working on course assignments, both female and male. Education study program students were selected because of their position as prospective educators who are crucial in facing future technological disruption. Data were collected through an online questionnaire distributed through the Google Forms platform. The research instrument consisted of 16 statements designed to measure three main dimensions: AI utilization, awareness and responsibility, and ethics. Statements in the instrument were measured using a Likert scale with four response options: strongly disagree, disagree, agree, and strongly agree. The collected data was then processed and analyzed using descriptive statistical techniques. The analysis steps included data tabulation, frequency distribution, and data interpretation.

RESULTS AND DISCUSSION

Results

The research findings were obtained from 54 respondents from various educational study programs: the Elementary School Teacher Education Program, the Indonesian Language and Literature Education Program, the English Language Education Program, the Biology Education Program, the Physics Education Program, the Natural Sciences Education Program, the Special Education Program, the Mathematics Education Program, the Pancasila and Citizenship Education Program, the Sociology Education Program, and the Early Childhood Teacher Education Program.

This study included sixteen questions related to the use of AI in completing coursework. Furthermore, statements were measured using a Likert scale with four answers: strongly disagree, disagree, agree, and strongly agree.

Based on the question "How often do you use AI tools (e.g., ChatGPT, Bard/Gemini, Grammarly AI) to help with your college assignments?" The results showed that 4 respondents answered less than once a week, 18 respondents answered 1 to 3 times a week, 16 respondents answered 4 to 6 times a week, and 16 respondents answered every day. Thus, all respondents have used AI to help with college assignments. The following is the distribution of AI use based on this data.

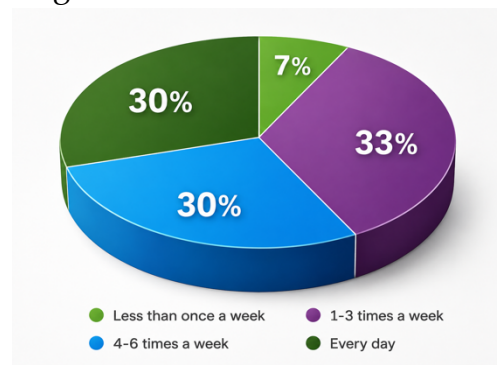


Figure 1. Intensity of AI Use in Lectures



Next, here are the results of the sixteen questions posed to students.

Table 1. Student Perceptions Regarding the Use of AI in Assignment Completion

Nu. Data	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
D1	I believe the use of AI improves the quality of my assignments.	1	8	34	11
D2	I feel the use of AI makes me less inclined to think critically.	3	22	5	14
D3	I feel the use of AI makes me unable to complete assignments without technological assistance.	8	21	19	6
D4	I feel the use of AI enables me to argue logically.	1	11	34	8
D5	AI helps me save significant time on assignments.	0	3	24	27
D6	I am concerned that assignments I complete with AI assistance will be detected as plagiarism.	0	4	20	30
D7	I am confident that I can distinguish accurate information when using AI.	2	14	24	14
D8	I prefer using AI to manually search for reference sources in the library or on the internet	13	23	16	2
D9	I feel my understanding of the course material remains good, even though I frequently use AI.	1	6	35	12
D10	I consider AI to be a personal assistant that supports my learning process.	1	6	28	19
D11	I always include the use of AI as a source or tool in the assignments I do.	7	22	22	3
D12	I feel there needs to be a special course that teaches how to use AI ethically in academia.	3	3	20	28
D13	I believe that using AI to create the entire content of an assignment without any personal contribution is a form of academic dishonesty.	3	8	17	26
D14	I am satisfied with the grade I receive when the assignment is completed with AI assistance.	8	24	18	4
D15	I am confident that the lecturer is unaware that my assignment was assisted by AI.	30	22	2	0
D16	AI has had more positive than negative impacts on my thinking skills when completing assignments.	5	15	31	3

Discussion

Based on the question "How often do you use AI tools (e.g., ChatGPT, Bard/Gemini, Grammarly AI) to help with college assignments?", 50% used AI tools less than three times a week, and the remaining 50% used AI tools more than three times a week. Based on this data, it can be concluded that the use of AI currently assists students in various ways. AI applications, particularly Chat-GPT, are most widely used by students because they provide instant answers, provide structured suggestions, and develop systematic arguments (Nugroho et al., 2025). In line with the data found, the significant utilization of AI provides benefits in finding material and completing college assignments (Pamuti et al., 2025). The use of AI makes it easier for students to become discussion partners in completing assignments.

1. Improving Assignment Quality and Cognitive Transformation

The use of artificial intelligence (AI) in higher education is seen as a catalyst for academic quality. D1 data shows that 83.33% of respondents believe the use of AI improves the quality of assignments. This is because AI functions as a learning partner,



providing relevant, keyword-based theories, thereby improving the quality of learning (Gea et al., 2025; Wahyudinarti et al., 2025). Consciously utilizing AI can certainly help improve the quality of learning. This improvement is achieved because tools like AI can provide various relevant theories based on the keywords entered. Students need to be skilled at giving "commands" to the tools.

The ability to give "commands" to dig for information is also necessary for students to find accurate information and data. The keyword or "prompt" technique helps students develop an organized framework for thinking; incorrect keywords can bias the information provided (Annas et al., 2025; Muhaemin, 2023). This demonstrates the link between critical thinking skills and finding relevant keywords. These keywords form the basis for developing mind maps, which help students find solutions to their assignments.

This positive perspective is reinforced by data from D16, where 63% of respondents stated that AI has had a more positive than negative impact on my thinking skills when completing assignments. Furthermore, data from D4, where 77.78% of respondents felt AI helped them reason logically. The role of AI has transformed from a mere information-seeking tool to a research navigator that strengthens the depth of critical thinking (Pare et al., 2026).

However, the described effectiveness creates cognitive polarization. Data from D2 shows that 53.71% felt that using AI made them less inclined to think critically. This is consistent with the fact that many students who rely on AI to complete assignments are less likely to engage in deep thinking (Firdaus et al., 2025). This phenomenon indicates a tendency toward "intellectual shortcuts," as AI tools are used instantly without adequate review or independent verification.

Furthermore, the use of AI without critical thinking skills has the potential to erode students' academic identity. This is evidenced by the use of AI language styles, which can create uniformity in expression and reduce originality (Basri & others, 2025). Another impact, namely dependence on artificial intelligence without strict self-regulation, can lead to "cognitive atrophy," as students' independent analytical abilities decline due to a lack of mental exercise (Sukmantara, 2024). Therefore, without integrative AI literacy, the use of this technology in educational study programs risks fostering a culture of instant gratification that contradicts the essence of higher education.

2. Operational Efficiency and Learning Independence

AI provides significant benefits in time management. Data from D5 shows a very high level of agreement, with 94.45% of respondents agreeing that AI significantly saves time on assignments. AI's role is to simplify, increase efficiency, and provide benefits in accelerating task completion and improving understanding (Tyaningsih et al., 2024). Furthermore, 87% of respondents personally view this support as a personal assistant that supports the learning process. This finding is supported by the statement that AI has the potential to play a role for students with learning difficulties and help them maximize their potential (Arly et al., 2023). A tangible impact is seen in data from D9, where 87% of respondents felt they understood the course material well thanks to the use of AI. AI is used in discussions and can provide individual perspectives for each student and strengthen critical learning (Patimah et al., 2024). The learning process is maximized through interactive discussions with AI.



2 Although technological dependency remains a threat, respondents demonstrated a relatively stable level of independence. Data from D3 showed that 53.70% of respondents were still able to complete assignments without technological assistance. Most respondents stated that the use of AI had no impact on completing assignments, even without technological assistance. Other data indicate that students are aware of the potential for dependence on AI technology and are making efforts to avoid it (Maula et al., 2024). Furthermore, students are still able to critically evaluate data. This is demonstrated by data from D7, which states that 70.38% of respondents can distinguish accurate information when using AI. AI can provide answer recommendations based on provided keywords, allowing students to select and determine the correct answer (Suharmawan, 2023). Most students also still prioritize manual research in libraries or online, according to data from D8, where 66.67% of respondents did not choose to use AI over searching for manual sources in libraries or online. The use of manual search engines remains the primary choice, with some students still validating the information presented in AI by identifying it using search engines to match it with articles or other reliable sources (Musthafa, 2024). Therefore, students still demonstrate a level of critical thinking by using other search engines to verify the validity of the information generated by AI.

3. Academic Integrity, Ethics, and Lecturer Supervision

12 Integrity remains a primary concern for students amidst the convenience of technology. Data from D6 shows that 92.60% of respondents are concerned that assignments completed with AI assistance will be detected as plagiarism. In line with global trends, academic integrity is a major barrier to the use of AI in higher education (Miao, F., & Holmes, W., 2023). This highlights the need for ethical understanding, strong digital literacy, and clear institutional policies to ensure its use without compromising academic integrity (Syahrani et al., 2025). This statement aligns with data from D13, which found that 79.63% of respondents agreed that using AI to create the entire content of an assignment without personal contribution constitutes academic dishonesty. This figure is consistent with studies in the United States and Europe that show that students' perceptions of originality are shifting with the use of humans and AI (Eaton, 2023). Without clear guidelines, the use of AI risks undermining the values of academic honesty (Astuti et al., 2025). The need for clear regulations in higher education will strengthen and instill confidence in students to use AI wisely. This also serves as an effort to avoid student antipathy towards the use of technology. This is necessary due to dissatisfaction with the grades students receive for assignments completed entirely with AI (according to D14 data, 59.25% of respondents), which indicates that students feel more pride in their own work (Hasibuan, 2024). This phenomenon is interesting because, while global trends indicate resistance to AI outcomes, the majority of students in the Education Study Program still uphold the value of intellectual pride in academic culture.

Awareness of academic oversight is also very high. Data from D15 shows that 96.30% of students believe that lecturers can detect the use of AI. However, there is a gap in source transparency, as data from D11 shows that 53.70% of respondents did not disclose the use of AI data. This certainly raises student awareness and the need for the development of courses on the ethics of using artificial intelligence. Integrating philosophical approaches and digital literacy into the curriculum for prospective



teachers is crucial for responsibly addressing digital disruption (Hafizd et al., 2025; Sari & Yahya, 2025). Therefore, the challenge for higher education providers in Indonesia is not only to address technical policies but also to synchronize local policies with evolving global ethical standards.

CONCLUSION

This study successfully confirmed that the use of Artificial Intelligence (AI) among Education Study Program students in the 2024/2025 academic year offers dual value. Key findings demonstrate a cognitive dualism: AI is recognized as significantly improving assignment quality (83.33%) and time efficiency (94.45%), but on the other hand, it raises serious concerns about a decline in critical thinking skills for 53.71% of respondents. Although AI has been accepted as a supportive personal assistant, there is a strong ethical awareness, with students still feeling supervised by lecturers (96.30%) and concerned about the risk of plagiarism. This concludes the research thesis that Education Study Program students are currently in a cautious adaptation phase—utilizing technology for performance while still appreciating the values of originality and academic integrity.

The results of this study have major implications for the future of higher education for aspiring educators in Indonesia. Practically, the high student demand (88.24%) for AI ethics curriculum suggests that campus policies should no longer "reject" technology, but rather "manage" it. This also aligns with the global trend of viewing AI as a companion to human life. The theoretical implication is the need to redefine digital literacy, focusing not only on technical skills but also on critical and philosophical literacy. If not promptly addressed with ethical guidance, the efficiencies offered by AI risk creating a generation of educators who embrace "intellectual shortcuts" but lack the depth of independent analysis.

While providing insightful insights, this study is limited by its relatively small sample size of 54 students from a single Education Study Program. Furthermore, the use of descriptive quantitative instruments limited the researchers' ability to delve deeper into the qualitative reasons behind students' motivations for consistently using AI, who felt capable of completing tasks without it. This data was self-reported, potentially subject to social desirability bias in responses to questions about academic dishonesty.

As a next step, it is recommended that future researchers conduct longitudinal studies to determine whether reliance on AI actually leads to long-term cognitive atrophy or instead creates new models of collaborative intelligence. Furthermore, future research should expand the sample size to include multiple disciplines and use a mixed-methods approach to qualitatively explore how faculty and students negotiate ethical issues in the classroom related to AI use. Policies aligned with technological advancements are needed to accommodate changes in student learning styles. AI, as a manifestation of technological transformation, needs to be strengthened in its use in the learning process. Universities need to develop curricula integrated with digital information technology to provide fast and meaningful learning experiences and strengthen critical and creative thinking skills through digital literacy, while maintaining academic ethics to prevent plagiarism. Future research can also focus on developing learning assessment models that can measure student abilities more



objectively amidst the use of AI, thereby upholding the dignity of evaluation in higher education.

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