

# Generative Artificial Intelligence Integration for the Education of Islamic Communication and Broadcasting

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**Abstract:** This research aims to explore the use of Generative Artificial Intelligence (AI) in lectures, examine the changes in learning culture and its impacts, and provide recommendations for optimizing the integration of Generative AI for students of Islamic Communication and Broadcasting at UIN Antasari Banjarmasin. The study involves lecturers and students as research subjects. Data collection techniques include in-depth interviews and documentation. The findings have revealed that students' use of Generative AI for completing academic assignments has led to significant changes in lecture culture and dynamics. Students have become more active in asking questions and engaging in discussions. However, the use of Generative AI also presents various challenges and negative impacts, such as a decline in literacy skills and critical thinking. Therefore, it is crucial to provide lecturer guidance and mentorship, training on AI utilization, and policies that encourage collaboration between traditional and modern learning approaches.

**Keywords:** Generative artificial intelligence, education, Islamic communication and broadcasting, academic culture.

**Abstrak:** Penelitian ini bertujuan mengeksplorasi bagaimana pemakai generatif AI pada perkuliahan, mengkaji perubahan budaya belajar dan dampaknya, serta memberi rekomendasi guna mengoptimalkan integrasi generatif AI bagi mahasiswa Komunikasi dan Penyiaran Islam UIN Antasari Banjarmasin. Studi ini me-libatkan dosen dan mahasiswa sebagai subjek penelitian. Wawan-cara mendalam dan dokumentasi digunakan dalam pengumpulan data. Hasil penelitian menunjukkan bahwa penggunaan generatif AI oleh mahasiswa guna menyelesaikan tugas akademik, menyebabkan perubahan signifikan dalam budaya dan dinamika perkuliahan. Mahasiswa lebih aktif mengajukan pertanyaan dan terlibat dalam diskusi. Namun, didapati beberapa dampak negatif yang ditimbulk-an AI, seperti minimnya keterampilan literasi dan *critical thinking* mahasiswa. Oleh karenanya, mahasiswa perlu bimbingan dari dosen dan pelatihan pemanfaatan AI, serta perlunya kebijakan yang menghasilkan kolaborasi budaya belajar tradisional dan modern di kampus.

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## Introduction

Artificial intelligence technology is one of the most advanced digital innovations in recent decades. The utilization of AI by industry is not only limited to the telecommunications sector but has also expanded into various fields that help human life (Ririh dkk., 2020).

The definition of Artificial Intelligence (AI) is also diverse. In general, AI can be defined as the ability of machines to mimic certain aspects of human intelligence (Fui-Hoon Nah dkk., 2023). Essentially, AI refers to the ability of computer systems to perform tasks that would normally require human intelligence, such as speech recognition, decision-making, and translation.

One of the forms of AI widely used by society today is Generative AI. Generative AI is one of the machine learning AI products that can generate new content -such as text, images, music, or videos -by analyzing patterns in existing data (Brynjolfsson dkk., 2023). Some applications that represent generative AI include ChatGPT, DeepL, Humata, Slidesgo, Canva, and others.

The diverse capabilities of generative AI create significant potential for its utilization in various aspects of human life, including in the field of communication. People also have benefited from generative AI for both communication between individuals and public communication. The simple example of its use in public communication can be seen in chatbots that provide general information services on websites, projects, applications, or events (Handayani dkk., 2024). Through machine learning and Natural Language Processing (NLP) systems, AI also facilitates the process of interaction and information exchange, including language translation, understanding of word sentiment, and executing commands in real-time through virtual assistant services such as Siri and Google Assistant.

The use of generative AI has also made its way into the education sector, significantly impacting learning by providing innovative and efficient solutions to improve educational quality (Hakim dkk., 2024). The use of generative AI such as ChatGPT, for example, has become

widespread among students.. For students, ChatGPT assists with various academic tasks, including information retrieval, answering subject-related questions, and improving writing skills in multiple languages. For teachers or lecturers, chatGPT helps in lesson planning, preparing teaching materials, reviewing and grading assignments, and providing feedback to students.

However, the use of generative AI has also presented challenges. Ethical principles such as honesty, responsibility, and respect for scientific integrity must be upheld. In the educational environment, the utilization of generative AI must be collaborated with the provision of communication ethics and literacy. It must be ensured that students use generative AI not only effectively and efficiently but also in alignment with Islamic values.

Based on the explanation above, this research aims to explore how the use of generative AI in university lectures, especially in the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari Banjarmasin. In addition, this study also examines changes in learning culture and the impact of generative AI while offering on optimizing its integration for Communication and Islamic Broadcasting students.

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### **Generative AI Integration for Education**

The term "AI" is derived from the words "artificial" and "intelligence." Healey defines artificial intelligence (AI) as a computer system-based technology that enables the performance of human activities that require intelligence. The principal advantage of AI in the field of technology is its capacity for intelligent action (Zebua dkk., 2023). The concept of AI was developed with the intention of creating a system capable of expert reasoning and the storage of large amounts of data, or, in other words, the ability to

"remember knowledge." This stored information can then be transferred and utilized as necessary.

The integration of generative AI in education is not new. In the first wave around the 1950s, generative AI was used manually to encode a wide range of existing knowledge into a set of rules for logic-based decision making. In education, this wave introduced an intelligent tutoring system that could dynamically track students' knowledge and apply contextual teaching strategies (John. R. Anderson dkk., 1995). However, in this wave AI still struggles to evaluate ambiguous cases and could not generate new solutions beyond its pre-existing database.

In the late 1980s, there was a second wave of AI that introduced the shift of generative AI from rule-based system to data-driven machine learning system. In education, this wave brought commercial system for automated formative and summative assessment. In fact, since the early 2000s AI-based automated essay grading system have been used operationally to grade important exams as well as provide instant feedback to student (Deane & Zhang, 2020). Compared to first-generation AI system, such systems are more robust in analyzing and evaluating student work. This is because these system no longer rely on manually created expert rules that cannot cover the richness of real-world situations.

The third wave of AI around 2011 saw the introduction of "Deep Learning" system as a subfield of machine learning. Deep Learning system learn from data without requiring explicit feature engineering by domain experts. In the 2010s, the capabilities of these Deep Learning models triggered the development of consumer AI system, such as automatic photo labeling on social media platforms, voice recognition on mobile devices, and automatic translation across languages. As these AI-enabled tools became widely available, they pushed AI into public consciousness.

In the education sector, a new type of AI-based self-learning companion integrates Deep Learning to offer a more natural way of interaction between humans and machines. A considerable number of

students employ artificial intelligence (AI) tools, such as the GPT chat search engine, which assists in addressing issues posed by academic assignments. Another notable example is Canva, an AI-powered graphic design platform (Zebua dkk., 2023).

### **Integrating Generative AI into Teaching for Islamic Communication and Broadcasting Students**

The integration of artificial intelligence (AI) into the world of education, especially for Islamic Communication and Broadcasting students, presents opportunities and challenges. On the one hand, the opportunity comes with presenting an easy learning experience by providing faster, easier, and more diverse access to information.

Theoretical studies show that Chat GPT enhanced learning helps students to understand complex concepts and elaborate more detailed explanations, thus improving their learning outcomes (Yukadhirza, & Muslem, 2023). AI technology is also able to encourage student engagement and interaction in discussions thus promoting more interactive communication (Marlina & Ulya, 2024). Moreover, for educators and lecturers, the use of generative AI in education can also encourage collaborative learning environments and innovative teaching practices (Alammari, 2024).

Based on the various examples above, it can be underlined that the use of generative AI integration to the learning practices of Islamic Communication and Broadcasting students in this study adapts the theory of Technology-Enhanced Learning. The Technology-Enhanced Learning theory (TEL) states that when technology is effectively integrated into educational practices, it can help enhance the learning experience and strengthen learning by providing access to wider and more flexible information resources (Marlina & Ulya, 2024).

Despite its benefits, the use of generative AI in Islamic Communication and Broadcasting student learning also raises a number of ethical challenges and considerations such as concerns about the accuracy of AI-generated data and the potential for significant

misinformation. Therefore, while generative AI can offer transformative potential in education, especially Islamic Communication and Broadcasting student teaching, it also requires careful consideration of ethical implications and the need for collaboration between AI experts and educators to ensure effective integration.

Thus far, there is no evidence to suggest that AI can facilitate critical thinking. Critical thinking can be defined as the mental process of imagining, reasoning, and exploring potential responses in situations that are not immediately apparent or predictable. This demonstrates that, although AI has a beneficial impact on education, there are still obstacles and other factors that must be taken into account in the utilisation of AI in the education sector.

Other challenges associated with the integration of AI in education include the following: (1) limited infrastructure and human resources, (2) concerns about data privacy, (3) dependence on technology, (4) alignment with the education curriculum, and (5) disparities in AI access. Ethical and privacy considerations are of paramount importance when contemplating the incorporation of AI in education. Teachers should be actively involved in the design of the application. Moreover, students, as well as the broader society, must exercise discernment in their use of AI (Sabila, 2020).

## Methodology

This research employs a qualitative research method with a case study approach used to investigate the integration of Generative AI in the education of students of the Communication and Islamic Broadcasting study program at UIN Antasari Banjarmasin. The case study approach was chosen because it allows researchers to conduct an in-depth and detailed analysis of this phenomenon within a specific context (Stake & Visse, 2023). The focus of this study is the use of generative AI technology in various aspects of learning.

This study involves lecturers and students from the Islamic Communication and Broadcasting study program of UIN Antasari Banjarmasin as research subjects, which aims to provide a detailed analysis of this integration within a specific educational context.

The data collection techniques used include in-depth interviews and documentation. In-depth interviews were conducted with lecturers, and students to gather their views, experiences, and responses regarding the challenges and benefits of AI integration of in learning. These interviews utilized semi-structured guidelines that allowed the researcher to explore topics with sufficient flexibility, while still focusing on key issues relevant to the research (Vathsala, 2017). In addition, documentation involved collecting and analyzing various relevant documents such as syllabi, learning modules, evaluation reports, as well as academic policies that illustrate how generative AI is implemented in the curriculum (Kuckartz & Rädiker, 2019).

The main research instrument used was an interview guide designed to extract in-depth and relevant information from participants (Dursun, 2023). Data analysis was conducted using the content analysis method, which allowed the researcher to identify key themes, patterns, and meanings from the data collected (Selvi, 2019). Data from interviews were transcribed, coded, and analyzed to find significant categories, while documents were examined to understand the context and implementation of AI in learning (Nuttavuthisit, 2019).

However, this study has some methodological limitations. First, the qualitative and case study nature of this research may limit the generalizability of the findings to a broader context. The findings are highly specific to the context of the institution and participants studied, making them less representative of situations in other universities or study programs (Lopes Guerra, 2022). Secondly, limitations in time and resources may limit the number of participants and the amount of data collected, reducing the depth and scope of the research analysis (Mishra & Dey, 2022). Third, potential biases in the interviews and data analysis, although these have been minimized

through data triangulation and validation by participants (Jager dkk., 2021). Finally, the rapid advancement of AI technology may render the findings of this study obsolete if not followed by follow-up research that continuously updates the findings and recommendations. Despite these limitations, this research provides valuable and deep insights into the integration of generative AI in Islamic communication and broadcasting education, as well as the challenges and opportunities associated with its implementation (Han dkk., 2023).

## Results and Discussion

### Use of Generative AI in Lectures of Islamic Communication and Broadcasting Students

Researchers conducted interviews with several informants, namely the Head of the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari Banjarmasin, the Secretary of the Study Program, lecturers, and several KPI students regarding the use of generative AI in lectures. Researchers found the results of interviews with lecturers as follows:

*“Saya adalah dosen yang terbuka dengan penggunaan AI di perkuliahan. Bahkan ketika sesi tanya jawab di kelas. Sebab kita tidak bisa melawan arus teknologi”* (Interview with the secretary of the KPI study program, 1-07-2024.)

"I am a lecturer who is open to the use of AI in lectures, even during the question and answer session in class, because we cannot resist the flow of technology" (Interview with the secretary of the KPI study program, 1-07-2024.)

Some lecturers in the KPI study program are open and accepting if students use generative AI in lectures. This openness to the use of generative AI is a form of awareness in the lecturers regarding the rapid and massive development of information technology.

*“Generatif AI pada dasarnya telah ada sejak dahulu. Misalnya Google Search Engine itu kan merupakan generatif AI juga. Dia menjawab instruksi kita dengan informasi yang menghasilkan berbagai macam opsi informasi. Hanya saja, yang saat ini berkembang adalah bentuk generatif AI yang lebih detail dalam memberikan jawaban informasi sesuai arahan pengguna.”* (Interview with Head of the KPI Study Program, 1-07-2024)

”Generative AI has existed since long ago. For example, the Google Search Engine is also generative AI as it responds to our queries by generating a wide variety of information options. However, It is just that what is currently evolving is a more advanced and detailed form of generative AI that provide answers tailored to user instructions” (Interview with Head of the KPI Study Program, 1-07-2024)

The development of AI is not a new thing. Even in the context of education, AI has been applied from adaptive learning to automated assessment. But the development of technology and understanding of the potential of AI that continues to grow, of course, also opens up new opportunities in the transformation of education (Hakim dkk., 2024). From the interview results, students revealed that they have often used generative AI for lecture purposes.

*“Saya menggunakan generatif AI untuk mencari materi dari bahan perkuliahan yang dirasa kurang saya pahami. Selain itu juga mencari jawaban atas pertanyaan di kelas. Baik itu saat presentasi maupun ketika mengerjakan soal.”* (Interview with 6th semester KPI student, 30-06-2024).

"I use generative AI to search for explanations of lecture materials that I do not understand. Additionally, I also use it to find answers to questions in class, both during presentations and while solving problems". (Interview with 6th semester KPI student, 30-06-2024).

Based on the results of the interview above, it can be seen that students use generative AI in fulfilling college assignments. The use of artificial intelligence technology such as generative AI can be said to be

quite helpful to lighten student assignments and help the process of efficiency of assignment time (Arly dkk., 2023). Generative AI helps students in structuring essays, providing writing ideas, and finding relevant references. In addition, generative AI is also an alternative for students in understanding concepts that are difficult to understand and then summarizing them.

*“Saya sering menggunakan generatif AI seperti ChatGPT, QuillBot, Grammarly, atau Gemini AI.”* (Interview of 6th semester KPI student, 30-06-2024).

"I often use generative AI like ChatGPT, QuillBot, Grammarly, or Gemini AI." (Interview of 6th semester KPI student, 30-06-2024).

From the interview results, it is known that the use of generative AI is a natural thing to do in today's lectures. Students who are in fact the younger generation (GenZ) are a generation that is easy to accept technological novelty. Not only used in the fulfillment of theoretical tasks. Generative AI is also used by KPI students in practicum tasks, such as making designs and videos.

*“Bagi mahasiswa KPI, generatif AI yang berfungsi dalam kreatifitas seperti desain grafis ataupun videografi, mereka lebih luwes dalam penggunaan AI tersebut. Justru lebih semangat jika diberikan tugas tersebut.”* (Interview with KPI secretary, 1-7-2024)

"For KPI students, generative AI that supports creativity such as graphic design or videography, is more flexible to use. In fact, they are more enthusiastic when given the task involving AI." (Interview with KPI secretary, 1-7-2024)

The use of generative AI in terms of fulfilling the practical tasks of KPI students, for example, is making powerpoints using Slidesgo and GammaApp. Students can directly access powerpoint templates with an attractive appearance as material when presenting in front of the class. In addition, powerpoints for lecture discussion materials can also be made through Canva. Based on the results of interviews, almost all students use Canva. Canva is equipped with a variety of conceptual features that are very easy to use and easy to assemble by general

audiences from various levels of education and workers (Arly dkk., 2023). The existence of various generative AI platforms that are massively used certainly has an impact on the learning process of students, especially in the KPI study program.

### **Changes and Impact Usage Generative AI in lectures of Islamic Communication and Broadcasting students**

The use of generative AI has led to changes in students' learning styles and culture. These changes have various impacts on the education of Islamic Communication and Broadcasting courses. It should also be noted that generative AI is like a double-edged knife. It can have both positive and negative impacts depending on how it is applied in lectures.

*“AI seperti pedang bermata dua, ada yang digunakan dengan baik dan sebaliknya. AI merambah dalam dunia akademik adalah zamannya. Kita yang harus pandai dalam menggunakan AI agar tidak dikuasai teknologi.”* (Interview with KPI lecturer 1-07-2024).

"AI is like a double-edged sword, some are used well and vice versa. It is time for AI to penetrate the academic world. We must be good at using AI so that we are not controlled by technology." (Interview with KPI lecturer 1-07-2024).

There are learning styles that have shifted since the frequent use of generative AI. The simplest example is the need for books as a reference source. The digitization of all information has resulted in less need for students to go to the library to read books. However, this does not mean that students no longer read. Many sources of information and knowledge are sourced from the internet, if students do not understand, they will use AI.

*“Jika dahulu kita harus pergi ke perpustakaan mencari buku-buku yang relevan sebagai sumber ilmu. Dengan adanya AI seperti google book kita sudah bisa memperoleh ratusan bahan bacaan. Namun, banyaknya informasi yang telah disajikan generatif AI menimbulkan fenomena dimana saat ini mahasiswa cenderung hanya ‘membaca’*

*apa yang mereka dapatkan.*" (Interview with Head of the KPI Study Program, 1-7-2024)

"In the past, we had to go to the library to look for relevant books as a source of knowledge. With the existence of AI such as google books, we can already obtain hundreds of reading materials. However, the amount of information that has been presented by generative AI has caused the phenomenon of where currently students tend to only 'read' what they get." (Interview with Head of the KPI Study Program, 1-7-2024)

One of the changes in student culture that is the impact of generative AI is related to student literacy. Students' dependence on digital technology erodes literacy skills and understanding of reading. Moreover, students who are in fact Generation Z use too much technology in learning. literacy which includes the ability to communicate, collaborate, think critically, creatively and innovatively will be more difficult to realize if they only rely on online technology (Irsyadi dkk., 2020).

*"Budaya perkuliahan yang berubah di era generatif AI adalah bertambahnya tingkat malas baca pada mahasiswa. Sebab informasi didapatkan hanya dengan sekali klik. Kemampuan daya serap ketika membaca oleh mahasiswa berkurang. Mahasiswa sekarang sulit untuk kembali menjelaskan tajuk atau ide pokok dalam bacaan."* (Interview with KPI Secretary, 1-7-2024).

"The changing lecture culture in the Generative AI era is the increasing level of reading laziness in students. Because information is obtained with just one click. The ability to absorb when reading by students is reduced. Students now find it difficult to re-explain the headline or main idea in the reading." (Interview with KPI Secretary, 1-7-2024).

Based on the results of interviews with lecturers as well as the secretary of the KPI Study Program at UIN Antasari Banjarmasin, it is reaffirmed that the cultural shift and the impact of generative AI is literacy. Students tend to have many reading lists, but are unable to express and explain the main idea of the information found by

generative AI. This also shows that the impact of the massive use of generative AI is related to reading ability and critical thinking skills.

*“Mahasiswa zaman sekarang memang secara teori dan keluasaan berpikir lebih cerdas setelah adanya generatif AI. Namun dalam hal critical thinking seperti berpikir secara mendalam rasanya mahasiswa semakin terbelakang. Oleh karenanya perlu diajarkan dan didampingi agar mahasiswa bisa berpikir kritis. Sehingga imajinasi dan kreatifitas mahasiswa tidak dibatasi oleh teknologi AI”* (Interview with KPI lecturer 1-07-2024).

"Students today are indeed more knowledgeable in theory and have a broader perspective following the advent of generative AI. However, in terms of critical thinking --such as deep analytical reasoning— they appear to be increasingly underdeveloped. Therefore, it is essential to provide guidance and support to help students develop critical think skills, ensuring students' imagination and creativity are not restricted by AI technology" (Interview with KPI lecturer 1-07-2024)

From the above opinions, it shows that generative AI has a negative impact. But it should be underlined, the negative impact of AI itself is not the reason generative AI is prohibited in student lectures. Because the evidence is theoretical and understanding, KPI students admit that AI has an effect on their learning process.

*“Dengan menggunakan generatif AI saya lebih siap dan memiliki pertanyaan yang lebih spesifik ketika berdiskusi dengan dosen. Dalam diskusi dengan teman, AI membantu kami menemukan referensi yang relevan dan memperkaya pembahasan.”* (Interview of 6th semester KPI student 2-7-2024).

"By using generative AI I am better prepared and have more specific questions when discussing with lecturers. In discussions with friends, AI helped us find relevant references and enrich the discussion." (interview of 6th semester KPI student 2-7-2024).

Based on the interview results above, generative AI increases student participation during lectures. The use of generative AI has a positive relationship with student engagement in the learning process.

Students tend to be more actively involved and participate in learning that involves AI technology (Firdaus dkk., 2024). This is because students are easy to access learning materials widely, easy to understand foreign languages and terms and can ask questions at any time on generative AI so that it helps the learning process for students (Salsabila dkk., 2022).

In addition to the impact of generative AI, KPI students also face various challenges in its use. Fiona and her colleagues describe four perspectives on the challenges of using AI, namely ethical, technological, regulatory and policy, and economic perspectives (Fui-Hoon Nah dkk., 2023). The challenges that have the potential to be faced in lectures, including lectures in the KPI study program, include:

- Harmful content; answers from generative AI may contain harmful content such as violence, discrimination, and pornography. Although AI has set up policies, these harmful contents may appear due to algorithmic reasons.
- Information bias; generative AI tends to produce unfair responses and recommendations. For example, the dominance of language models or stereotypes of gender, race, and culture.
- Dependency; the convenience and power of the generative AI resulted in over-reliance by students. This could potentially lead to complete trust in the information provided by generative AI. Even including information that contains harmful and biased content.
- Data privacy and security abuse; data security refers to the practice of protecting information from unauthorized access. This challenge can be triggered by information being exposed to the public. If generative AI is always used by students in their daily lives and important and even confidential information is included, then data security may be at risk of being breached.
- The digital divide; this challenge is often attributed to people having and not having access to computers and the internet as the main door to using generative AI. This gap is usually caused by several factors, such as age, culture, geography, and economy.

The results of other interviews with the secretary of the KPI study program and KPI study program lecturers indicate that students should not be limited in terms of utilizing generative AI. The presence of AI technology facilitates learning. Lecturers can take a role at a level that provides enlightenment with substantial keywords (Putri Supriadi dkk., 2022). Therefore, the negative impacts and challenges of AI can basically still be stemmed with assistance in its utilization for education.

### **Optimizing the Integration of Generative AI in Islamic Communication and Broadcasting Student Lectures**

The integration of AI, especially generative AI, in lectures for KPI students certainly brings many benefits. Based on the previous discussion, student participation in class becomes more active. With generative AI, students have the opportunity to create more personalized, adaptive, and interactive learning (Firdaus dkk., 2024).

Optimizing the integration of generative AI certainly does not only have to be done by students. Lecturers are the main actors who must provide direction in education in the generative AI era. AI integration basically has the opportunity to help the lecturer's workload in compiling the curriculum, determining the right teaching method, and providing administrative tasks such as correcting assignments and reports on teaching and learning activities (Aziz dkk., 2023).

While AI has great potential in education, there are challenges in integrating it in higher education. One of them is the lack of AI literacy among students and lecturers in Indonesia (Manu dkk., 2023). UIN Antasari's Communication and Islamic Broadcasting study program is no exception. There are several lecturers who have not paid much attention to the benefits and importance of using generative AI in lectures.

*“Agar penggunaan generatif AI dapat memberikan manfaat dan hasil yang maksimal baik secara teoritis maupun etika, perlu adanya pendampingan dari dosen bagi mahasiswa yang menggunakan AI.”*

*Dosen dan tenaga pendidik harus terbuka dengan adanya teknologi AI. Tenaga pendidik tidak boleh skeptis dengan AI dan menutup diri dengan penggunaan AI. AI harus digandeng, sebab mahasiswa pasti menggunakan itu. Apabila tidak ada pendampingan, justru AI akan menjadi momok bagi perkuliahan ditengah perkembangan zaman yang semakin pesat”. (Interview with KPI Secretary, 1-7-2024).*

"In order for the use of generative AI to provide maximum benefits and results both theoretically and ethically, there needs to be assistance from lecturers for students who use AI. Lecturers and educators must be open to the existence of AI technology. Educators should not be skeptical about AI and close themselves to the use of AI. AI must be cooperated with, because students must use it. If there is no assistance, AI will become a scourge for lectures amid the rapid development of the times.”. (Interview with KPI Secretary, 1-7-2024).

The lack of AI-related knowledge by lecturers is a big challenge for the utilization of generative AI by students. It was said earlier that lecturers are facilitators in providing policies and ethical boundaries for the use of generative AI for students. Policy through mentoring and optimal use of generative AI is what is needed by students.

*“Saya memerlukan pelatihan terkait penggunaan AI, dosen perlu mengarahkan bagaimana cara menggunakan AI dalam perkuliahan” (4th semester student interview 2-7-2024).*

"I need training related to the use of AI, lecturers need to direct how to use AI in lectures" (4th semester student interview 2-7-2024).

Based on the opinion of the interview above, there is a need for assistance and training for students by lecturers regarding the use of AI. Although there are many tutorials on the use of AI on social media, guidance and training from lecturers certainly has its own value. Some educational institutions have proven success in training the use of AI for educators. For example, a workshop on the application of ChatGPT and Prosa.ai in learning for lecturers in East Nusa Tenggara. This workshop succeeded in providing a good understanding of the

integration of AI in preparing lectures and increasing enthusiasm for its proper implementation (Manu dkk., 2023).

Transforming the role of lecturers into facilitators in experiential learning is an integral part of lectures that utilize generative AI (Haris dkk., 2024). This is because students still need assistance and guidance in developing critical thinking which cannot be replaced by AI.

*“Diskusi secara riil time tidak bisa dibantu oleh teknologi. Adapun terkait ilmu dan teori sudah banyak dibantu generate AI. Generatif AI hanya membantu kita dalam memotong waktu proses pencarian data”* (Interview with Head of the KPI Study Program, 1-7-2024).

"Real-time discussions cannot be assisted by technology. As for science and theory, it has been helped a lot by generative AI. Generative AI only helps us in cutting the time of the data search process" (Interview with Head of the KPI Study Program, 1-7-2024).

The above opinion shows that generative AI, which is made by humans, certainly has limitations. One way to ensure proper use of generative AI is to understand its limitations. Although it has the term artificial intelligence and is capable of generating text and executing commands well, generative AI cannot replace human interaction in complex decision-making (Misnawati, 2023). Therefore, users should use generative AI only as a tool for students and lecturers during the lecture process.

The emergence of various generative AI developments has the potential to challenge long-held paradigms of traditional teaching and learning. However, it is reiterated that generative AI such as ChatGPT is emerging as a potential in learning innovation and student engagement (Baskara dkk., 2023). Optimizing the integration of generative AI also involves various actors; students, lecturers, policy makers, and institutional leaders. KPI academic community still needs to improve their creativity, critical thinking, and communication skills in the lecture process. So that all parties can be prepared in the development of science, especially the sciences surrounding Islamic

Communication and Broadcasting which are always related to technological development innovations.

### **Conclusion**

Based on the results of the research, it can be concluded that students of the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari use generative AI to complete lecture assignments, search for lecture materials, explore discussion materials, and assist in making creative design and videography works. Some lecturers in the KPI study program are open to students' use of AI.

The use of generative AI by KPI UIN Antasari students has led to changes in the culture and style of lectures. Students are more active in asking questions and engaging in discussions. They also demonstrate broader knowledge of discussion topics during lectures. However, there are some challenges that must be considered, such as a decline in reading comprehension and the ability to effectively convey information generated by AI, as well as a decrease in critical thinking skills. Additionally, students face various challenges that when integrating AI into their studies, including malicious content, dependence on AI, risks related to privacy and security data, and digital silos in accessing Generative AI tools.

To deal with the impacts and challenges of using generative AI, it is necessary to optimize the integration of generative AI. Several key strategies include; 1) providing direction and guidance from lecturers to students; 2) conducting training sessions on the effective use of generative AI for both students and lecturers; and 3) encouraging collaboration between the academic community to integrate traditional learning cultures and modern learning methods with modern AI-assisted learning. This effort should involve policy makers and campus institution leaders.

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