The Use of Artificial Intelligence in Islamic Studies: An Analysis of Students' Perceptions and the Need for Guidance Based on Islamic Values

Mohd Khairul Naim Che Nordin (Corresponding Author)
Jabatan Usuluddin dan Dakwah. Akademi Pengajian Islam.
Universiti Malaya. 50603 Kuala Lumpur. Malaysia.
khairulnaim@um.edu.my

Nurin Aina Othman
Jabatan Usuluddin dan Dakwah. Akademi Pengajian Islam.
Universiti Malaya. 50603 Kuala Lumpur. Malaysia.
u2104316@siswa.um.edu.my

Muhammad Hazim Mohd Azhar
Jabatan Usuluddin dan Dakwah. Akademi Pengajian Islam.
Universiti Malaya. 50603 Kuala Lumpur. Malaysia.
hazim@um.edu.my

Syed Mohammad Hilmi Syed Abdul Rahman
Jabatan Usuluddin dan Dakwah. Akademi Pengajian Islam.
Universiti Malaya. 50603 Kuala Lumpur. Malaysia.
smhilmi@um.edu.my

Abdul Hannan Mohd Azhar
Al-Azhar University.
11884. Cairo. Egypt.
hnnnazhar@gmail.com

Abstract

Artificial Intelligence (AI) represents an advanced technology capable of performing cognitive functions such as learning, problem-solving, and decision-making. Its integration into education, particularly through chatbots and natural language processing (NLP) technologies, has opened new avenues for more rapid and interactive learning processes. Nevertheless, concerns arise regarding the appropriateness of AI within Islamic Studies, a field that places great emphasis on the authenticity of knowledge and the continuity of scholarly transmission (sanad). Overreliance on generative AI without critical verification poses potential risks to the integrity of Islamic knowledge. This article aims to assess the perceptions and extent of AI usage among students specializing in Islamic Studies. A mixed-methods approach was employed, involving online surveys and semi-structured interviews. The

findings reveal that most students actively use AI tools, particularly ChatGPT (58.64%), to support their learning activities. While respondents generally expressed positive perceptions towards AI, they also stressed the necessity for ethical guidelines and the incorporation of Islamic moral values in its use. In conclusion, AI holds significant potential as a supportive tool in Islamic Studies education. However, its application must be guided by ethical frameworks and aligned with the epistemological principles of Islamic scholarship. Such guidelines are essential to ensure that technology is utilized responsibly, without compromising the authenticity of knowledge transmission and the preservation of Islamic ethical values.

Keywords: Artificial Intelligence (AI); Islamic studies; educational technology; ethical guidelines; Islamic ethics; knowledge authenticity; Islamic epistemology

Introduction

The primary objective behind the development of Artificial Intelligence (AI) is to emulate human cognitive abilities and perform tasks that traditionally require human intelligence.[1] Among these capabilities are planning, problem-solving, learning, and generating creativity. AI is developed through the integration of various technologies, including expert systems, machine learning, natural language processing (NLP), chatbots, computer vision and others.[2] In the context of education, AI technologies based on natural language processing and machine learning, such as ChatGPT, Bing AI, You.com and Jenni AI are increasingly gaining traction. These applications offer user-friendly interfaces, responsiveness to students' needs, and the ability to generate article drafts, summarize content, and suggest learning materials tailored to academic requirements. As a result, AI is frequently utilized by school students and university undergraduates as a support tool for self-directed learning and academic assignment preparation.

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[1]   Matthew N.O. Sadiku, Sarhan M. Musa, and Uwakwe C. Chukwu, *Artificial Intelligence in Education* (Bloomington: iUniverse, 2022), 2.
[2]   Krishnamoorthy, C.S., and Rajeev, S., *Artificial Intelligence and Expert Systems for Engineers* (Boca Raton: Taylor & Francis Group, 1996), 1-5.

The effectiveness of AI in providing information resources and learning materials has been evidenced through various studies and reports. For example, a report by the *Minnesota Law Review* demonstrated that ChatGPT successfully passed law examinations in four different courses at the University of Minnesota. Additionally, ChatGPT achieved a performance equivalent to a grade B student in the Operations Management exam at the Wharton School of the University of Pennsylvania.[3] These results underscore the potential of AI as an efficient and impactful educational support tool, particularly within the university context. From a practical standpoint, there have been instances where students reported successfully passing examinations after revising solely with AI-generated materials the day before the test. This phenomenon not only highlights AI's ability to deliver focused and rapid information but also enhances students' engagement and motivation in the learning process.

However, the use of AI in the field of Islamic Studies remains a subject of concern, given that the Islamic tradition of knowledge transmission emphasizes kitab-based study, *sanad* (chain of scholarly transmission), and direct learning from qualified teachers as the primary means of knowledge dissemination. These traditions play a crucial role in safeguarding the authenticity and accuracy of Islamic scholarship, thereby preserving its epistemological heritage.[4]

The presence of AI in Islamic Studies is seen by some scholars as undermining the authority-based epistemological framework that is central to Islamic intellectual tradition. This stems from the inherent nature of AI models, such as GPT, which operate based on statistical approaches, learning from large datasets without possessing the ability for deep semantic understanding. Consequently, this approach is vulnerable to inaccuracies, data bias, and stereotyping, thereby raising concerns

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[3] Christian Terwiesch, and Karl Ulrich, "M.B.A. Students VS. AI: Who Comes Up with More Innovative Ideas?," *The Wall Street Journal* website, updated 9 September 2023, accessed 24 January 2025, https://www.wsj.com/tech/ai/mba-students-vs-chatgpt-innovation-679edf3b.

[4] Sakinah Saptu et al., "Relevansi Aplikasi Sanad dalam Pengajian Islam Pada Masa Kini," *Al-Hikmah* 7.1 (2015), 102-118.

over the authenticity and reliability of the knowledge produced.[5] Moreover, AI continues to exhibit numerous limitations, including its inability to replicate the subtlety of human reasoning, to generate truly original intellectual contributions, and its lack of emotional depth and spiritual sensibility in the transmission of knowledge.

Following these developments, questions arise regarding the extent to which AI technologies are utilized in the learning processes of Islamic Studies. The key issues that merit examination concern students' perceptions of AI usage and the degree to which this technology has been integrated into their learning activities. Among the AI applications gaining traction in the field of education are ChatGPT and Bing, both of which are generative technologies capable of providing information rapidly and efficiently. These technologies not only generate interactive responses but also offer diverse sources of information, making them practical tools for assisting students in their pursuit of knowledge. Furthermore, the use of AI in education is seen as having the potential to contribute to time efficiency, improve the accuracy of decision-making, and enhance observation and monitoring aspects within the learning process.

The Malaysian government has also taken proactive measures to address the potential negative impacts of excessive AI usage, particularly within the higher education sector. For instance, the Malaysian Qualifications Agency (MQA) has issued specific guidelines concerning the use of AI technologies among students in institutions of higher learning. Among the key points emphasized in these guidelines is the recommendation that students should utilize AI technologies ethically and responsibly. Students are also advised to verify the accuracy of information obtained from generative AI applications such as ChatGPT before using it as reference material, given the potential for AI-generated content to contain inaccuracies or factual errors.[6]

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[5] Robert Dale, "NLP in a Post-truth World," *Natural Language Engineering* 23.2 (2017), 321-323.

[6] Agensi Kelayakan Malaysia (MQA), "Penggunaan Teknologi Kecerdasan Buatan Generatif (*Generative Artificial Intelligence*) dalam Pendidikan Tinggi," *Agensi Kelayakan Malaysia (MQA),* Advisory Notes 2023 bil. 2/2023, https://www.mqa.gov.my/new/pubs_adv_notes_2023.cfm#gsc.tab=0.

Despite the issuance of these guidelines, the actual level of AI usage and students' understanding of its implications, particularly among Islamic Studies students at higher education institutions such as the Academy of Islamic Studies, Universiti Malaya, have yet to be thoroughly investigated. Thus, an empirical study is necessary to examine the extent of AI usage, perceptions of its effectiveness, as well as the challenges and implications it poses within the context of Islamic education. Such a study is crucial as a preparatory step to navigate the future, in line with the rapid advancement of technology and the need to ensure that its use remains consistent with Islamic epistemological values and ethical standards.

Background of Learning at the Academy of Islamic Studies, Universiti Malaya (APIUM)

The Academy of Islamic Studies, Universiti Malaya (APIUM), is a leading institution of higher education in Malaysia, offering a wide range of programs in Islamic Studies, including disciplines such as Shariah, Usuluddin, and Islamic Education. The curriculum at APIUM is designed holistically, integrating university courses, faculty electives, and specialization modules to produce well-rounded and ethical graduates.[7] These programs aim to broaden students' knowledge across various fields of Islamic scholarship while cultivating relevant skills to meet global challenges.

The teaching approach at APIUM combines both face-to-face and online methods. The incorporation of digital technologies such as Microsoft PowerPoint, Padlets, and SPECTRUM (a learning management system) has enhanced interactivity and facilitated communication between lecturers and students.[8] Although face-to-face instruction remains predominant, the adoption of technology has expanded significantly following the COVID-19 pandemic, which necessitated a transition to online learning. These technological tools have improved access to

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[7] "Vision and Mission," *Academy of Islamic Studies* website, accessed 24 January 2025, https://apium.um.edu.my/vision-and-mission.

[8] Muhammad Amyzaddin @ Izad Hj. Raya (ed), *Laporan Tahunan Universiti Malaya 2018* (Kuala Lumpur: Universiti Malaya, 2018), 39-40.

information and enabled students to complete assignments and examinations remotely.

In addition, APIUM provides technological facilities such as wireless internet access, smart devices, and access to online library resources. The Ministry of Higher Education has also introduced the PerantiSiswa Initiative, which supplies free tablets to students from the B40 income group, thereby facilitating their learning process. All these provisions support the integration of technology into the learning environment, including the increasingly popular use of Artificial Intelligence (AI) applications such as ChatGPT among students.

Nevertheless, within the tradition and methodological framework of Islamic Studies, the use of technology, particularly in the search for information, requires scrutiny to ensure that the accuracy of interpretation and depth of understanding are not compromised. Knowledge in the field of Islamic Studies is deeply interconnected across various disciplines, making it complex and highly interdependent. For instance, issues relating to *aqidah* (creed) cannot be addressed in isolation; rather, they demand comprehensive consideration involving other fields such as *Usul al-Fiqh* and *Tasawwuf*.

In this regard, AI currently lacks the capacity to comprehend the context, historical background, and subtle nuances of Islamic legal and theological reasoning. The responses generated by AI tend to be literal, relying on pattern analysis from datasets without the ability to evaluate information through the lenses of *maqasid al-shariah* (higher objectives of Islamic law) or the intricate principles of Islamic jurisprudence (*Usul al-Fiqh*). For example, in the domain of *Usul al-Fiqh*, the application of concepts such as *rukhsah* (legal concessions) not only requires familiarity with scriptural sources but also demands a profound understanding of contemporary realities, juristic reasoning (*ijtihad*), and contextual application of legal maxims, dimensions that cannot be assessed merely through statistical patterns. As such, AI cannot provide accurate evaluations of value-based, ethical, or *maslahah*-oriented (public interest) legal considerations.

Moreover, given that AI systems operate through statistical data pattern recognition, they inherently lack the ability to critically assess the authenticity of sources or to filter content according to Islamic epistemological standards. These standards emphasize the importance of the integrity of *sanad* (chain of transmission), the authenticity of *nass* (textual sources), and reliance on interpretations by recognized scholars (*ulama mu'tabar*). Full reliance on such technologies could lead to significant confusion among students, especially when AI-generated answers or explanations are consulted without guidance or verification from subject matter experts.

This situation stands in contrast to traditional learning practices at APIUM, where students historically relied heavily on direct lectures from qualified instructors, in-person scholarly discussions, and intensive research using classical Islamic texts (*turath*) and printed academic materials in libraries. Therefore, while technological advancements undeniably bring convenience, they also demand a cautious and informed approach to ensure that the integrity and authority of Islamic knowledge are not undermined by the mechanical and unsanctioned nature of contemporary AI technologies.

Research Methodology

This study adopts a Mixed Methods Research (MMR) approach, combining both quantitative and qualitative methodologies through an integrated process of data collection and analysis. This design was chosen because it offers a more comprehensive and in-depth understanding of the issue under investigation. The mixed methods approach enables the researcher to obtain objective data (through survey instruments) as well as subjective insights (through interviews), thereby enhancing the reliability and validity of the study's findings. The adoption of MMR is aligned with the study's objective of assessing the perception and usage of Artificial Intelligence (AI) technologies among undergraduate students at the Academy of Islamic Studies, Universiti Malaya (APIUM). In the data collection process, three primary methods were employed, namely documentation, surveys, and semi-structured interviews:

1. **Documentation Analysis**
   A literature review through documentation analysis was conducted to obtain objective data from existing written materials such as books, journal articles, official reports, government policies, and other relevant scholarly sources. This approach aims to achieve the second objective of the study, which is to identify the background and development of AI usage within the context of education, particularly higher education.

2. **Survey Questionnaire**
   Surveys were used as the primary instrument for collecting quantitative data. This quantitative approach was selected as suitable for gathering data from a large population, thus enabling generalization to the study population of undergraduate students at APIUM. The questionnaire was structured using a Likert scale format to measure students' perceptions, frequency of AI usage, and the level of acceptance towards AI technologies in learning.

3. **Semi-Structured Interviews**
   To collect qualitative data, the study conducted semi-structured interviews to explore the issue of AI usage in greater depth. Interviews were conducted with selected respondents representing various fields of study within APIUM. The interviews were audio-recorded (with the respondents' consent), transcribed, and thematically analyzed to identify key themes related to perceptions, concerns, potentials, and recommendations regarding the use of AI in the field of Islamic Studies.

In determining the study subjects, the researcher selected undergraduate students from APIUM as the respondents. Given the large student population at APIUM, totaling 1,659 individuals, a sampling method was employed to ensure that the selected sample was validly representative of the population. Based on the size of the population, a total of 315 samples were selected using an appropriate sampling technique. Once the sample was

determined, the researcher developed a survey questionnaire using the Google Forms platform. To ensure the reliability and validity of the survey items, the questionnaire underwent validation by three experts specializing in education and research methodology. This validation process was intended to ensure that the constructed items were relevant and aligned with the objectives of the study. Upon completion of the data collection process, the data obtained from the respondents were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The processed data were then incorporated into the study and are presented in the findings and discussion sections.

Survey Instrument
As previously explained, this study utilized a questionnaire distributed to a sample of 315 Academy of Islamic Studies, Universiti Malaya (APIUM) undergraduate students via the Google Forms platform. The items or questions developed for each section of the questionnaire were adapted from previous studies, including those by Ahmad Ariff Ahmad Tajuddin[9] and Madhusudan J.V.[10] The questionnaire instrument was meticulously designed to ensure the appropriateness and validity of the data collected. The distribution and data collection process spanned one month. Through the dissemination of the questionnaire, the researcher successfully gathered responses from 315 participants who met the established sample criteria. The questionnaire instrument was divided into three main sections: Section A, Section B, and Section C, each tailored to address specific research objectives. The table below summarizes the structure of the developed questionnaire instrument.

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[9] Ahmad Ariff Ahmad Tajuddin et al., "Transformasi Era ICT: Kesan Penggunaan Kecerdikan Buatan (AI) Terhadap Pelajar FPQS, USIM," (E-Prosiding Seminar Kearifan Nusantara Kali Ke-5 (2024) FPQS, Universiti Sains Islam Malaysia, 20-23 Januari 2024), 320-335.

[10] Das, Soumya, and J.V., Madhusudan, "Perceptions of Higher Education Students towards ChatGPT Usage," *International Journal of Technology in Education* 7.1 (2024), 93-100.

Table 1: Questionnaire Section Structure and Number of Items

No.	Construct	Number of Items	Scale
1	Part A • Awareness of the use of AI in learning	5	Ordinal (Likert Scale)
	Part B • Student perceptions of the use of AI in learning	9	Ordinal (Likert Scale)
	Part C • Application of AI Technology among APIUM students	7	Ordinal (Likert Scale)

Determination of Subjects and Sampling

The researcher employed a non-probability sampling method, specifically purposive sampling, to determine the study subjects and select undergraduate students from the Academy of Islamic Studies, Universiti Malaya (APIUM) as the study sample. This selection was made as it aligns with the study's objective, which is to assess students' perceptions and the use of AI in learning within the context of teacher-student relationship-based education.[11] According to data obtained from the Undergraduate Studies Office of APIUM, the total number of undergraduate students enrolled during Semester 2 of the 2023/2024 academic session was 1,659. Based on the sample size determination for finite populations by Krejcie and Morgan (1970), a sample size of 315 respondents was deemed sufficient to represent the APIUM undergraduate student population.

Interviews

In this study, interviews were conducted with respondents to collect qualitative data. The interviews were conducted face-to-face between the respondents and the researcher, with both parties physically present during the data collection sessions. Semi-structured interview questions were posed to the respondents, and each conversation was audio-recorded for further analysis. The

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[11] Campbell, Steveet et al., "Purposive Sampling: Complex or Simple? Research Case Examples," *Journal of research in Nursing* 25.8 (2020), 652-661.

interview questions were designed to cover six key aspects used in the pattern exploration method of data analysis, allowing the researcher to identify recurring themes and patterns in the respondents' views.

Table 2: Interview Questions Based on Aspects Used in Pattern Exploration Method

No.	Core Aspect in Pattern Exploration Method	Interview Question
1	Distribution	How frequently do you use AI technology in your learning process?
2	Magnitude	What is the level of your AI usage in learning activities?
3	Structure	What types of AI technologies do you use in your learning?
4	Process	How do you utilize AI-generated input in your learning, and how do you understand the way AI retrieves information?
5	Cause	What are the reasons behind your use of AI in learning?
6	Effect	What are the impacts of using AI in your learning? Does it only bring positive effects, or are there any negative consequences for you?

Semi-structured interviews were chosen as the method for conducting interviews in this study, as this approach offers greater flexibility and allows respondents to elaborate on their answers more extensively, without being strictly confined to the prepared set of questions. The interview questions were designed as semi-open questions, adapted from the questionnaire items described earlier. The table below shows the two students selected for interviews to obtain qualitative data, along with the interview protocol used.

Table 3: Interview Protocol and Respondents

Interview Protocol	Respondents	Respondent Codes	Number of Respondents
Transcript	2	R1 – R2	2

Data Analysis Methods

Data were analyzed using a mixed-methods approach, whereby quantitative data from the questionnaire were examined using SPSS, while qualitative data from semi-structured interviews were systematically analyzed using pattern exploration.

    i.   **Statistical Package for the Social Sciences (SPSS)**

        The data obtained through the questionnaire were analyzed using SPSS software, version 29.0.2.0. Descriptive analysis was employed for Section A (awareness of AI usage in learning), Section B (students' perceptions toward AI usage in learning), and Section C (application of AI technologies among APIUM students). The descriptive analysis presented the frequency and percentage distributions to identify patterns in the respondents' feedback. Additionally, the researcher utilized SPSS to conduct correlation analysis and crosstabulation between variables found in the questionnaire to identify relationships among the factors analyzed in this study.

    ii.   **Pattern Exploration**

        One of the methods used for analyzing qualitative data in this study was the pattern exploration method.[12] This method was selected to analyze the qualitative data obtained through the semi-structured interviews. Pattern exploration involves a systematic and in-depth observation of the interview data, intending to identify recurring patterns, themes, and meanings in the respondents' answers.

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[12]   Ahmad Sunawari Long, *Metodologi Penyelidikan Pengajian Islam* (Bangi: Penerbit UKM, 2015), 112-113.

In this study, six core aspects were utilized as the framework for qualitative data analysis through the pattern exploration method:

Table 4: Aspects Used in the Pattern Exploration Analysis Method

No.	Aspect
1	Distribution
2	Magnitude
3	Structure
4	Process
5	Cause
6	Effect

Based on the stated approaches to data analysis, a variable-oriented analysis was employed to address the research questions. This method aimed to identify potential relationships between variables, particularly in the context of students' perceptions and usage of Artificial Intelligence (AI) technologies among APIUM undergraduates. Through this approach, the researcher was able to examine the influence of one variable on another, enabling a more comprehensive and evidence-based analysis of emerging patterns within the data.

Research Findings
The analysis of the research findings was conducted based on the structure of the questionnaire, which consists of three main sections:

1. Section A – Awareness of the Use of AI Technology in Learning.
2. Section B – Respondents' Perceptions Toward the Use of AI in the Learning Process.
3. Section C – The Level of AI Application Among APIUM Students.

Each section was analyzed descriptively to identify patterns in the responses based on frequency and percentage distributions. This analysis provides an overall view of the extent to which students are aware of, accept, and apply AI technology in their learning contexts. In addition, interview data from the respondents

were included as supporting data to complement the quantitative findings, offering a deeper and more contextual explanation of the results. This mixed approach also strengthened the interpretation of the questionnaire data by providing a qualitative dimension to the patterns of students' perceptions and behaviours regarding AI usage. Furthermore, several variables were analyzed to determine whether there were significant differences or relationships in respondents' perceptions toward the use of AI technology in learning.

Descriptive Analysis of Section A: Awareness of AI Use in Learning

Descriptive analysis of the items in Section A was carried out to identify respondents' awareness levels regarding the use of Artificial Intelligence (AI) technology in the learning process. The items included in this section were designed to assess the extent to which APIUM students recognize the implications of AI usage, both in terms of its positive and negative impacts on their learning and field of study.

Respondents' awareness was measured by their level of agreement with statements related to the effects of AI usage and their proficiency in using such technologies for educational purposes. Thus, the analysis aimed to assess the respondents' understanding and awareness based on five key items representing predetermined variables, as detailed below:

Table 5: Percentage and Frequency of Respondents for Items in Section A

Item	Likert Scale	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
A1	I am aware of the existence of AI technologies that can be used in learning.	2 (0.6%)	1 (0.3%)	14 (4.4%)	117 (37.1%)	181 (57.5%)
A2	I support the use of AI technologies in education.	0	3 (1.0%)	45 (14.3%)	148 (47.0%)	119 (37.8%)
A3	I support the use of AI technologies in my field of study.	3 (1.0%)	16 (5.1%)	66 (21.0%)	135 (42.9%)	95 (30.2%)

A4	I am proficient in using AI technologies to search for information and complete academic tasks.	2 (0.6%)	13 (4.1%)	77 (24.4%)	153 (48.6%)	70 (22.2%)
A5	I believe AI technologies can positively impact my academic performance.	2 (0.6%)	6 (1.9%)	63 (20.0%)	161 (51.1%)	83 (26.3%)

The table presented above displays the frequency and percentage analysis used to assess respondents' awareness levels regarding the use of Artificial Intelligence (AI) technologies in learning. The items in Section A of the questionnaire were designed to evaluate students' awareness of the existence and impact of AI technologies within their respective fields of study. Overall, the data collected indicated that most respondents demonstrated a high level of awareness concerning the application of AI in the learning context. For Item A1, which measured awareness of the existence of AI technologies that could be leveraged in learning, it was found that 94.6% (298 respondents) agreed with the statement. In contrast, only 0.3% disagreed, and 0.6% strongly disagreed, illustrating that nearly all respondents were aware of AI's existence in education.

Item A2, which assessed support for the use of AI in education, revealed that 84.8% (267 respondents) expressed their support. Only 1.0% disagreed, and no respondents selected 'strongly disagree,' reflecting a generally positive inclination among the respondents toward the integration of AI into educational systems. For Item A3, which evaluated respondents' readiness to support the use of AI within their specific fields of study, 73.1% (230 respondents) agreed. However, 21.0% (66 respondents) chose the 'unsure' scale, possibly indicating confusion or a lack of clear understanding regarding the implications of AI usage in their fields.

Item A4 examined respondents' proficiency in using AI to search for information and complete academic tasks. The findings showed that 70.8% (223 respondents) agreed they possessed such skills, while only 4.7% (15 respondents) reported a lack of

proficiency. This was further supported by interview findings, where respondents shared that they had actively utilized AI in their learning, such as using ChatGPT to develop subtopics and seek additional explanations, and Quillbot for sentence restructuring. Regarding Item A5, which evaluated perceptions of AI's positive impact on academic performance, 77.4% (244 respondents) agreed that AI had a beneficial effect on their studies. Only 2.5% (8 respondents) disagreed, while 20.0% (63 respondents) were unsure. This finding was corroborated by interview data, where respondents reported several positive effects of AI use in learning, including easier access to information, time savings, and increased efficiency in completing assignments.

Table 6: Interview Data on Respondents' Views Regarding Item A5

Respondent	Response
R1	"The good impact of AI is that it provides us with ideas and speeds up the information-gathering process. We don't have to read an entire article from A to Z. Thus, AI saves time and cognitive effort."
R2	"AI makes it easier for us to find information. It can elaborate on the topics we provide, making it much simpler to search for materials. For example, previously it would take three days to complete an assignment, but with AI, it can be done within a day."

One of the positive impacts of AI technology that most captured the respondents' attention was its ability to save time. This factor is likely attributed to the students' heavy academic schedules, which drive them to seek more efficient and flexible learning alternatives. The use of AI in this context is perceived as a tool that can help students manage their time more effectively, particularly in information searching, idea structuring, and the preparation of academic assignments.

Therefore, it can be concluded that the high percentage of agreement across the items in Section A indicates a strong level of awareness among the respondents regarding the use of AI in learning. This finding also reflects respondents' positive support for the technology, as they perceive it as a tool capable of offering significant benefits in their learning processes. This is consistent with the data from Item A5, which shows that respondents generally recognized the positive impact of AI on their studies.

Further analysis of these findings can be illustrated through the detailed percentages shown in the table below:

Table 7: Percentage and Frequency of Respondents Selecting 'Agree' and 'Strongly Agree' in Section A

Item	Variable	Percentage & Frequency (Agree + Strongly Agree)
A1	Awareness of AI existence in learning	298 respondents (94.6%)
A2	Support for AI use in education	267 respondents (84.8%)
A3	Support for AI use in the field of study	230 respondents (73.1%)
A4	Proficiency in using AI for learning tasks	223 respondents (70.8%)
A5	Perception of the positive impact of AI	244 respondents (77.4%)

Based on the table above, it is evident that there is a gradual decline in the percentage of respondents who selected 'agree' and 'strongly agree' from Item A1 to Item A4. This trend suggests that although the majority of respondents are aware of the existence of AI technologies (Item A1) and generally support its use in education (Item A2), support slightly diminishes when it is specifically related to their field of Islamic Studies, as reflected in Item A3. This decline indicates that not all respondents feel confident or fully agree that AI technologies should be directly applied within the context of Islamic Studies. Such reservations may stem from concerns over the compatibility of AI-generated content with Islamic epistemological principles, or doubts about the legitimacy of using technological tools in a field traditionally anchored in revelation (*wahy*) and authoritative scholarly traditions. These findings suggest that while AI is positively accepted for general learning purposes, its application in Islamic Studies requires deeper scrutiny and a more cautious approach to ensure alignment with Islamic knowledge values and ethical standards.

Descriptive Analysis of Section B: Students' Perceptions Toward the Use of AI in Learning

Section B of the questionnaire was designed to analyze students' perceptions of the use of Artificial Intelligence (AI) technologies within their learning context. This perception was evaluated through nine questionnaire items, each serving as a variable in this section. The primary aim of this analysis is to examine respondents' views and tendencies towards AI use in learning, including their confidence in the accuracy of AI-generated information, their dependency levels, and their readiness to utilize AI as an academic tool. Furthermore, this analysis aims to assess whether respondents generally perceive AI as supportive, disruptive, or neutral within their learning processes. The findings will provide insights into the extent to which AI is accepted as a legitimate and effective component of students' learning environments, particularly within the context of Islamic Studies at the Academy of Islamic Studies, Universiti Malaya (APIUM).

Table 8: Percentage and Frequency of Respondents for Section B Items

Item	Likert Scale	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
B1	AI can replace the role of teachers in the teaching and learning process of my field.	114 (36.2%)	106 (33.7%)	52 (16.5%)	25 (7.9%)	18 (5.7%)
B2	AI technology greatly assists me in learning and completing assignments.	4 (1.3%)	13 (4.1%)	66 (21.0%)	167 (53.0%)	65 (20.6%)
B3	I believe that ethical guidelines are necessary when using AI in learning.	0	6 (1.9%)	23 (7.3%)	105 (33.3%)	181 (57.5%)
B4	The use of AI in Islamic Studies must prioritize values such as honesty and justice.	1 (0.3%)	5 (1.6%)	18 (5.7%)	104 (33.0%)	187 (59.4%)
B5	I no longer need to refer to books because AI	92 (29.2%)	115 (36.5%)	48 (15.2%)	41 (13.0%)	19 (6.0%)

	provides all the necessary input.					
B6	I prefer to use AI for information rather than refer to books or consult lecturers.	46 (14.6%)	88 (27.9%)	92 (29.2%)	69 (21.9%)	20 (6.3%)
B7	The input provided by AI regarding my field of study can be trusted.	18 (5.7%)	75 (23.8%)	112 (35.6%)	91 (28.9%)	19 (6.0%)
B8	I understand how AI functions in retrieving and delivering information.	5 (1.6%)	24 (7.6%)	75 (23.8%)	150 (47.6%)	60 (19.0%)
B9	I am confident that using AI in learning will make me more competent in the workplace after graduation.	11 (3.5%)	45 (14.3%)	101 (32.1%)	119 (37.8%)	39 (12.4%)

The table above presents the percentage and number of respondents for each item in Section B, which aimed to assess students' perceptions toward AI use in learning. Item B1 assessed respondents' views on whether AI could replace the role of teachers in the teaching and learning process. The analysis showed that most respondents (66.9%) disagreed or strongly disagreed with the statement. Only 13.6% (43 respondents) agreed, while 16.5% (52 respondents) selected the 'unsure' option. These findings suggest that, despite AI's growing capabilities, there remains significant concern among respondents regarding AI's ability to replace teachers, especially in the context of Islamic Studies, which requires authentic, authoritative, and tradition-based knowledge transmission. Such concerns may arise from skepticism about the accuracy and authenticity of AI-generated content in religious fields, explaining the relatively high percentage of respondents selecting 'unsure'. Overall, this reflects a positive perception toward the irreplaceable role of teachers, who are still considered essential.

Meanwhile, the 13.6% of respondents who agreed that AI could replace teachers may perceive AI as a technical alternative that expedites information delivery, favoring technology-assisted self-learning, or they may have misunderstood the notion of "replacement" to mean supporting rather than completely substituting teachers. This indicates that while the role of teachers remains crucial, it is evolving within the modern educational context. Item B2 assessed respondents' views on the effectiveness of AI in supporting learning and completing assignments given by lecturers. The analysis revealed that a significant proportion of respondents (73.6% or 232 individuals) agreed or strongly agreed that AI had greatly assisted them. Conversely, only 5.4% (17 respondents) disagreed, and 21.0% (66 respondents) selected "unsure".

These findings are supported by the interview results conducted by the researcher, in which respondents stated that AI technology significantly facilitated their assignments, particularly in aspects such as information retrieval, essay structuring, and idea generation. For example, some students reported using ChatGPT to outline essay frameworks, QuillBot to refine sentence structures, and Grammarly to perform language checks. This illustrates that students perceive AI as a practical and valuable tool for enhancing the effectiveness of their learning processes.

Table 9: Interview Data from Respondents Regarding Item B2

Respondent	Response
R1	"As we know, AI like ChatGPT and Gemini usually provide main points and explanations related to our assignment topics, so I use it to get initial ideas rather than just copying and pasting..."
R2	"I use AI to generate output; if the ideas are too brief, I can ask AI to elaborate further..."

Based on the responses shown, most respondents indicated that AI technology has substantially assisted them in the learning and assignment preparation process. One of the most notable forms of assistance is AI's ability to provide an initial overview of the given assignments, including suggestions for relevant writing structures and subtopics. This facilitates students' ability to plan and systematically develop the content of their assignments more efficiently.

AI models like ChatGPT can help students organize ideas and quickly produce initial drafts in a structured manner. However, the authors also emphasized that AI-generated information should not be accepted uncritically; instead, it requires review, refinement, and adaptation by students to meet academic requirements and context appropriately. Therefore, the role of the student in critically assessing and adapting AI inputs remains crucial to ensuring the quality and authenticity of academic outcomes.[13]

Items B3 and B4 in the questionnaire assessed respondents' perceptions regarding the importance of ethics and moral values, particularly honesty, in the use of AI for learning purposes. The findings for Item B3 indicated that a substantial majority, 90.8% (286 respondents), agreed or strongly agreed on the necessity of establishing ethical guidelines for AI use. Only 1.9% (6 respondents) disagreed, while 7.3% (23 respondents) were unsure. For Item B4, 92.4% (291 respondents) agreed that the use of AI in Islamic Studies should prioritize ethical values such as honesty and justice. A minimal 1.9% (6 respondents) disagreed, and 5.7% (18 respondents) selected 'unsure'.

These findings demonstrate a high level of ethical awareness among respondents, particularly concerning the moral aspects of AI application within the Islamic Studies context. Consequently, it would be prudent for universities and faculties, especially the Academy of Islamic Studies, Universiti Malaya (APIUM), to take proactive steps in developing specific codes of ethics or guidelines aligned with Islamic values for AI usage among students. This initiative is vital to prevent potential misuse of technology and to ensure that AI applications adhere to Islamic ethical principles in the learning process.

A study by Cecilia Ka Yuk Chan also highlighted that awareness of AI's limitations must be enhanced, as AI still faces significant constraints in providing authentic information, particularly in academic fields involving religious values, such as

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[13] Santosh Mahapatra, "Impact of ChatGPT on ESL Students' Academic Writing Skills: A Mixed Methods Intervention Study," *Smart Learning Environments* 11.9 (2024), 9; Oates, Angela, and Donna Johnson, "ChatGPT in the Classroom: Evaluating its role in Fostering Critical Evaluation Skills," *International Journal of Artificial Intelligence in Education* 35 (2025), 1793-1824.

Islamic Studies.[14] Therefore, respondents who selected the 'unsure' scale may have doubts regarding AI's capability to provide reliable and high-quality information for Islamic Studies, and they may feel the need to refer to more authoritative human sources.

Item B7 was designed to assess respondents' perceptions of the reliability of AI-generated input within the learning context. The analysis revealed that 35.6% of respondents selected 'unsure', followed by 34.9% who agreed or strongly agreed, while 29.5% disagreed. The majority selecting 'unsure' indicates a significant level of uncertainty about the reliability of AI-generated information. This uncertainty could stem from factors such as a lack of understanding of how AI systems operate or limited awareness of the importance of critically verifying AI-provided information.

These relatively balanced results reflect both positive and negative aspects of AI usage. On the positive side, if used wisely, AI technology can serve as a valuable tool for accessing academic resources. On the negative side, when dealing with inquiries that require critical assessment or preference (*tarjih*) among multiple scholarly opinions, AI-based systems like ChatGPT are unsuitable as primary references, particularly in Islamic Studies. AI lacks the ability to perform critical evaluation, select among juristic opinions, or provide judgments based on authentic religious principles. Therefore, effective measures must be taken to ensure that AI is used wisely and appropriately, especially in fields requiring deeper knowledge and scholarly guidance, such as Islamic Studies.

Item B8 aimed to evaluate respondents' understanding of how AI systems retrieve and deliver information. The analysis showed that 66.6% (210 respondents) agreed or strongly agreed that they understood how AI functions, while 9.2% disagreed and 23.8% remained unsure. These results indicate that most respondents have a reasonably good understanding of AI's operational mechanisms, compared to those who either do not know or are uncertain about it. Interview findings provided further

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[14]   Cecilia Ka Yuk Chan, and Louisa H.Y. Tsi, "The AI Revolution in Education: Will AI Replace or Assist Teachers in Higher Education?," updated 2 May 2023, accessed 26 Jun 2025, *arXiv preprint arxiv:2305.01185*, https://arxiv.org/pdf/2305.01185.

elaboration on respondents' knowledge of AI functionality. Respondents with a better grasp of AI mechanisms tended to use AI more effectively and were more capable of critically evaluating AI-generated outputs. Conversely, respondents with limited understanding appeared less confident in relying on AI as a primary information source.

Table 10: Interview Data from Respondents Regarding Item B8

Respondent	Response
R1	"AI has a database that programmers have embedded into the system. When we input a question or statement, it extracts key points and generates a response based on keywords and the available data. But for ChatGPT and Gemini, I find it difficult to trust them because they don't provide source references. I prefer using Scite instead."
R2	"Generally, AI operates like any regular application where data has been coded into the system. For example, if I type 'methodology to prevent vice,' the AI has stored data related to 'dakwah.' However, we are unsure about how many or what kind of sources were used, and since AI developers are often from non-Muslim backgrounds, the credibility of the information becomes questionable. Thus, AI data is probably gathered randomly according to the system's pre-set parameters."

From the interviews, it can be inferred that most respondents understand how AI presents information to users, but they are less clear about how AI systems retrieve and process that information internally. This indicates that respondents' knowledge is largely focused on the external functionalities of AI rather than the internal mechanisms underlying AI-generated outputs.

This issue was also discussed by Sam Bowman, a professor involved in AI research lab development, who noted that even the researchers who build and train models like ChatGPT do not fully understand how these systems operate. Bowman described that when we attempt to "look inside" AI systems such as ChatGPT, what is visible are merely millions of numbers spinning hundreds of times per second, without any clear understanding of what they truly represent.[15] This statement illustrates the complexity and

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[15] Bowman, Samuel R., "Eight Things to know about Large Language Models," *Critical AI* 2.2 (2024), updated 1 October 2024, accessed 26 Jun 2025,

opacity of the processes occurring within modern AI models, further reinforcing the finding that ordinary users, including university students, struggle to comprehend deeply how AI systems retrieve and construct the information they deliver.

Item B9 was intended to assess respondents' level of confidence in the effectiveness of AI usage in learning to enhance their workplace competencies post-graduation. The analysis showed that most respondents tended to agree with this statement, with 37.8% (119 respondents) selecting 'agree' and 12.4% (39 respondents) selecting 'strongly agree'. Conversely, only 14.3% (45 respondents) and 3.5% (11 respondents) chose 'disagree' and 'strongly disagree', respectively, while 32.1% (101 respondents) remained 'unsure'. These findings indicate that a significant portion of respondents hold confidence in AI's potential to help them develop skills and competencies relevant to the professional world after graduation.

However, the relatively high percentage of respondents selecting 'unsure' reflects ongoing ambiguity or uncertainty among some students regarding the actual impact of AI on employability and professional competency. This hesitation may be linked to limited exposure to the practical use of AI in real-world scenarios or a lack of understanding of how AI can be effectively applied within their specific fields of study.

Descriptive Analysis of Section C: The Level of AI Technology Application in Learning

Section C of the questionnaire focused on the descriptive analysis of the level of Artificial Intelligence (AI) technology application among respondents during the learning process. This analysis encompassed seven items developed as variables to assess the extent to which AI technologies have been applied by students of the Academy of Islamic Studies, Universiti Malaya (APIUM). The items were designed to explore aspects such as the frequency of AI usage, the ways in which AI is applied to complete academic tasks, and how respondents utilize AI-generated input within their learning contexts. Further data and interpretation of these findings are detailed in the table below:

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https://read.dukeupress.edu/critical-ai/article/doi/10.1215/2834703X-11556011/400182/Eight-Things-to-Know-about-Large-Language-Models.

Table 11: Types of AI Technologies Used by Respondents in Learning

AI Technology Used	Frequency	Percentage
ChatGPT	224	58.64%
Bing	25	6.5%
QuillBot	23	6.05%
Google	22	5.76%
Perplexity	12	3.14%
Jenni AI	11	2.88%
Gemini	11	2.88%
Bard	7	1.83%
Pop AI	5	1.31%
Grammarly	5	1.31%
Phind AI	4	1.05%
Co-Pilot AI	3	0.79%
YouTube	3	0.79%
ChatPDF	2	0.52%
School Hack	2	0.52%
Rephrase	2	0.52%
Canva	2	0.52%
Telegram	2	0.52%
Microsoft Teams	2	0.52%
Authors AI	2	0.52%
Studyable AI	1	0.26%
Gamma AI	1	0.26%
TikTok	1	0.26%
Cleo	1	0.26%
Socratic	1	0.26%
Ask AI	1	0.26%
Consensus AI	1	0.28%
Quizziz	1	0.26%
Turnitin	1	0.26%
Tutor Eva	1	0.26%
Monica AI	1	0.26%
Lexis Advance	1	0.26%
Mendeley	1	0.26%
Total	**382**	**100%**

Based on the table above, Item C1 used an open-ended (subjective) format to allow respondents the freedom to state the types of AI technologies they utilized and applied in their learning activities. The findings revealed that most respondents (58.64%) reported using ChatGPT as their primary learning support tool. This was followed by other applications such as Bing (6.5%),

QuillBot (6.05%), and Google (5.76%), which were also among the preferred choices for learning assistance. However, the findings also indicated that some respondents listed platforms that do not align with the formal definition of AI, such as social media platforms like TikTok and YouTube. This does not correspond with the formal definition of AI, which refers to machine-based systems capable of making predictions, recommendations, or decisions that affect real or virtual environments.[16]

Moreover, it was noted that the AI applications most frequently used by respondents were free software versions without paid subscriptions, suggesting that easy and free access was a key factor influencing the selection of AI technologies for educational purposes. Overall, the analysis shows that the AI technologies most commonly used by respondents fall within the Natural Language Processing (NLP) and Chatbot categories, such as ChatGPT, Bing AI, and ChatPDF. This demonstrates that respondents preferred interactive and user-friendly AI platforms to obtain information and complete their learning tasks.

Next, Item C2 was designed to assess the frequency with which respondents utilized AI technologies during their learning processes. This item aimed to identify the level of student engagement in applying AI as an academic support tool in their daily academic activities. Understanding this pattern of AI usage is crucial to gauging its integration potential within higher education systems, particularly in the context of Islamic Studies. The detailed analysis of respondents' frequency of AI usage is shown in the table below:

Table 12: Percentage and Frequency of Respondents for Item C2

Frequency of AI Use	Number of Respondents	Percentage
Never	3	1.0%
Rarely	75	23.8%
Occasionally	154	48.9%
Frequently	83	26.3%
Total	**315**	**100%**

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[16] UNICEF & Ministry for Foreign Affairs in Finland, *Policy Guidance on AI for Children* (New York: United Nations Children's Fund, 2021), 16.

Data analysis for Item C2 revealed that most respondents use AI technologies in their learning, with 48.9% (154 respondents) selecting 'occasionally' as their frequency of use. Additionally, 26.3% (83 respondents) reported that they frequently use AI, while 23.8% (75 respondents) indicated rare usage. Only a very small proportion of respondents, 1.0% (3 respondents), stated that they had never used AI in their learning. Overall, these findings suggest that AI usage among students is becoming increasingly widespread, although at varying rates and intensities.

In addition to the multiple benefits of AI in assisting with assignments and information retrieval, this pattern is supported by a study conducted by Thi Thuy An Ngo, which found that AI usage among students is also influenced by social factors, such as peer recommendations.[17] According to the study, many students reported using AI, particularly for written assignments, at a time when plagiarism detection systems were still incapable of identifying AI-generated content. This situation heightened student interest in AI technologies, largely due to their convenience and their ability to generate structured content quickly and efficiently. Moreover, findings from the interview sessions further support this pattern, where respondents indicated that their frequency of AI use depended on the requirements of assignments and their level of understanding of the studied topics:

Table 13: Interview Data from Respondents Regarding Item C2

Respondent	Response
R1	"In terms of frequency, I would say I use AI quite often for learning. I basically use it for every assignment to enhance my ideas..."
R2	"Regarding how often I use AI for assignments and my Final Year Project (FYP), I would rate it 7/10. Most of my academic tasks involve using AI first."

[17] Ngo, T. T. A., "The Perception by University Students of the use of ChatGPT in Education," *International Journal of Emerging Technologies in Learning* 18.17 (2023), 4.

The interviews revealed that the use of AI technologies in learning is relatively frequent and consistent among the respondents. Some even reported using AI in almost every academic assignment they were given, including more complex and structured tasks such as the Final Year Project (FYP). This tendency reinforces the quantitative findings from Item C2, where most respondents indicated using AI at least "occasionally", with a substantial proportion using it "frequently". The widespread use of AI has critical implications, particularly in relation to academic integrity, dependence on AI, and ethical awareness in utilizing technology for academic purposes. These implications align with earlier findings that emphasized the need for clear institutional guidelines and ethical frameworks to regulate the use of AI among students. Besides assessing usage frequency, Section C of the questionnaire also included several items aimed at evaluating how respondents applied AI-generated input in their learning processes:

Table 14: Percentage and Frequency of Respondents for Items C3 to C7 in Section C

Item	Likert Scale	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
C3	I use AI technology for every assignment given by my lecturer.	20 (6.3%)	66 (21.0%)	86 (27.3%)	116 (36.8%)	27 (8.6%)
C4	I directly copy AI-generated input and insert it into my assignments.	88 (27.9%)	123 (39.0%)	57 (18.1%)	39 (12.4%)	8 (2.5%)
C5	I verify the authenticity and accuracy of information provided by AI.	2 (0.6%)	7 (2.2%)	31 (9.8%)	136 (43.2%)	139 (44.1%)
C6	I use AI to answer quizzes and alternative assessments given by lecturers.	57 (18.1%)	71 (22.5%)	77 (24.4%)	88 (27.9%)	22 (7.0%)
C7	I enhance my knowledge in my field of study	5 (1.6%)	15 (4.8%)	101 (32.1%)	144 (45.7%)	50 (15.9%)

	through information provided by AI.					

The table above presents the findings for items C3 to C7, which assessed the level of AI application in learning activities. For Item C3, the primary objective was to evaluate whether respondents consistently used AI technologies for every assignment given by their lecturers. The analysis indicated that the highest percentage clustered around 'agree', with 116 respondents (36.8%), followed by 27 respondents (8.6%) selecting 'strongly agree'. In total, 45.4% of respondents consistently reported using AI for all their assignments. Conversely, 27.3% of respondents disagreed, and another 27.3% were unsure. These findings indicate a significant tendency among respondents to rely on AI in completing academic tasks. This phenomenon aligns with findings from Jakob, who observed that most students utilize AI for various purposes, including idea generation, sentence structuring, summarizing reviews, and drafting parts of their assignments. Hence, AI usage has evolved from merely supporting learning to becoming an integral component of academic production.[18]

Item C4 aimed to assess the extent to which respondents directly copied AI-generated content into their academic assignments. Unlike the results for Item C3, the analysis for this item showed that most respondents disagreed with this practice. Specifically, 39.0% disagreed, and 27.9% strongly disagreed, making a combined 66.9% of respondents rejecting direct copying of AI input. Only 14.9% of respondents (47 individuals) selected 'agree' or 'strongly agree', while 18.1% were unsure. These findings indicate that most students are aware of the need to responsibly manage AI-generated content by reviewing, adapting, and rephrasing it before incorporation into academic work. For those selecting 'unsure', this suggests that some students might alternate between directly copying and critically adapting AI input depending on the assignment. Therefore, the findings highlight the urgent need for clear ethical guidelines on AI use to ensure students understand the academic responsibilities associated with AI-assisted learning.

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[18] Črček, Nikola. and Jakob Patekar, "Writing with AI: University Students' use of ChatGPT," *Journal of Language and Education* 9.4 (2023), 128-138.

Item C5 assessed respondents' awareness regarding the importance of verifying the authenticity and accuracy of AI-provided information. The findings showed that most respondents selected 'agree' (43.2%) and 'strongly agree' (44.1%), while only 0.6% strongly disagreed and 2.2% disagreed. The high percentage indicates that most students are conscious of the necessity to validate AI-generated information. This is crucial, especially in Islamic Studies, where the authenticity and accuracy of sources are paramount, unlike AI systems that rely on statistical modeling and data pattern recognition, which may include biases, stereotypes, or inaccuracies. In Islamic scholarship, referencing original texts, scholarly commentaries, and adhering to established methodological principles is fundamental. Therefore, students must develop critical awareness of the potential biases inherent in AI-generated content.[19]

Item C6 aimed to evaluate the extent to which respondents utilized AI for answering quizzes and alternative assessments. The findings revealed that 40.6% of respondents selected 'disagree' and 'strongly disagree' (22.5% and 18.1%, respectively). Meanwhile, 34.9% selected 'agree' or 'strongly agree', indicating that some respondents did use AI in completing quizzes and assessments. Additionally, 24.4% selected 'unsure', reflecting respondents' uncertainty regarding the appropriateness or frequency of using AI for such evaluative tasks.

The number of respondents who reported using AI to answer quizzes and alternative assessments indicates a relatively significant proportion. The use of AI in such contexts may be acceptable if permitted by lecturers as an auxiliary tool. However, if AI use is not authorized, this highlights the importance of having clear codes of ethics and guidelines regarding AI usage in academic assessments. The absence of clear regulations or guidelines could lead to misunderstandings or misuse of AI technologies in assessment contexts that require academic honesty.

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[19] Adawiah Hosni, Mohd Farhan Md Ariffin dan Hamdi Ishak, "Isu dan Cabaran Chatgpt Terhadap Pengajian Islam," *Journal Al-Turath: Journal of Al-Quran and Al-Sunnah* 8.1 (2023), 1-17.

Based on these findings, it is appropriate for educational institutions, particularly the base of the Islamic Studies field, to review policies related to AI usage in teaching and assessment practices. Moreover, stricter ethical codes should be implemented to ensure that AI technologies are used responsibly and in alignment with principles of fairness and academic integrity, particularly within the framework of Islamic education. Clear guidelines would help prevent potential misuse and ensure that AI usage remains consistent with the educational objectives.

Lastly, Item C7 aimed to assess the extent to which respondents felt that their knowledge in their field of study had been enhanced through AI-generated information. Based on the data analysis, most respondents expressed confidence that AI could help them improve their knowledge. A total of 45.7% (144 respondents) selected 'agree', while 15.9% (50 respondents) selected 'strongly agree'. This indicates that nearly half of the respondents perceived AI as providing useful information that supports their learning, particularly within their academic disciplines.

Conversely, only 6.4% (20 respondents) selected 'disagree' or 'strongly disagree', suggesting that a small minority did not perceive any benefit from AI use in knowledge enhancement. However, 32.1% (101 respondents) selected 'unsure', reflecting uncertainty or confusion regarding AI's ability to contribute to knowledge development. This phenomenon may be seen as a reflection of the broader ambiguity surrounding the role of AI in enriching knowledge, particularly in disciplines like Islamic Studies that require precision, authenticity, and nuanced interpretation. Such uncertainty could stem from the fact that AI technologies are still evolving and have not yet achieved a level of accuracy fully trusted to provide high-quality, reliable information in highly specialized fields.

Correlation Analysis Between Variables
Correlation analysis was conducted to understand the strength and direction of the relationships between two or more variables in this study. Pearson's correlation coefficient (Pearson's r) was used, as the data collected was linear and quantitative in nature. The main objective of this analysis was to determine the extent to which

awareness of AI use (Section A), students' perceptions toward AI (Section B), and the application of AI technologies in learning (Section C) were interconnected. The strength and direction of relationships in Pearson's correlation analysis were evaluated according to the following scale:

Table 15: Inference Data Evaluation Scale

Correlation Coefficient Range	Strength of Relationship
0.81–1.00	Very strong
0.61–0.80	Strong
0.41–0.60	Moderate
0.21–0.40	Weak
0.00–0.20	Very weak

Table 16: Full Results of Correlation Between Variables B and C with A

	Section B: Students' Perceptions Toward AI in Learning	Section C: Application of AI Technologies Among APIUM Students
Section A: Awareness of AI Usage in Learning	0.138*	0.342**

*Correlation is significant at the 0.05 level (2-tailed).
*Correlation is significant at the 0.01 level (2-tailed).

The table above presents the results of the Pearson correlation analysis. All analyzed variables demonstrated a significant positive relationship at confidence levels of 0.05 and 0.01. Based on the results, the application of AI technologies among APIUM students exhibited the strongest relationship with awareness of AI usage in learning, with a correlation coefficient of r = 0.342. This suggests a moderate relationship between AI awareness and the application of AI technologies in learning. Meanwhile, the application of AI technologies showed a weaker relationship with students' perceptions of AI usage, with a correlation coefficient of r = 0.138.

This indicates a weak but positive relationship between awareness (Section A) and perception (Section B) in this study. These findings suggest that respondents' awareness of AI use impacts and influences their perceptions of AI usage and application in learning contexts. In other words, the higher the students' awareness of the potential and functions of AI

technology, the more likely they are to have positive perceptions regarding its use and application in the learning process.

Table 17: Full Results of Correlation Between Variable B With A and C

	Awareness of AI Usage in Learning	**Application of AI Technologies Among APIUM Students**
Students' Perceptions Toward AI in Learning	0.138*	0.309**

*Correlation is significant at the 0.05 level (2-tailed).
Correlation is significant at the 0.01 level (2-tailed).

      The table above explains the relationship between the variables in Section B and those in Sections A and C. All variables showed a significant positive relationship at confidence levels of 0.05 and 0.01. The application of AI technologies showed a stronger correlation with students' perceptions toward AI (r = 0.309) compared to its correlation with AI awareness (r = 0.138). Although the correlation between perception (Section B) and awareness (Section A) is weak, the findings still indicate the existence of a meaningful relationship between the two variables. Furthermore, these results demonstrate a significant relationship between students' perceptions of AI and their application of AI technologies in learning.

      Although the correlations are not particularly strong, they highlight an interdependent relationship where perceptions, awareness, and application mutually influence each other. The findings suggest that even if some students hold negative perceptions of AI use in education, they may still choose to utilize AI technologies due to the perceived practical benefits in facilitating the learning process. Thus, it can be concluded that students' perceptions of AI influence their use of AI technologies in learning, while respondents' awareness of AI use also plays a role in shaping their perceptions of the technology. This indicates a clear interdependence between awareness, perception, and AI applications in the educational context.

Analysis of the Relationship Regarding Respondents' Perception of AI Replacing the Role of Teachers

As part of the effort to identify patterns in the relationship between perceptions of AI's role and the tendency to use AI as an information source, the crosstabulation between Item B1 and Item B6 is presented in Table 18.

Table 18: Crosstabulation Between Item B1 and B6

Variable Item	(B6) I am more inclined to use AI for obtaining information rather than referring to books or consulting lecturers.
(B1) AI can replace the role of teachers in the teaching and learning process of my field.	29 respondents (Agree and Strongly Agree)

The analysis of the relationship between respondents' perceptions of "AI's ability to replace the role of teachers in teaching and learning" revealed a tendency among some respondents to envision AI as a substitute for traditional instructional roles. The findings from the crosstabulation between items B1 and B6 showed that 29 respondents agreed or strongly agreed with both statements. This indicates that these respondents not only believe that AI could replace the role of teachers within the field of Islamic Studies but are also more inclined to "use AI as their primary source of information rather than referring to books or consulting lecturers."

The data, as presented in the table, highlights a notable association between the two items, with 29 respondents expressing agreement with both perceptions. This reflects a 'shift' in students' information acquisition methods, where AI technology is increasingly perceived as a more efficient and immediate tool in the learning process. Although the traditional roles of teachers and reference books remain critical in fostering deep conceptual understanding, these findings suggest that the use of AI in education is increasingly perceived as having the potential to substitute certain aspects of traditional educational processes, especially those involving the delivery of basic information.

However, it must be emphasized that while AI offers convenience and efficiency in information delivery, it cannot fully replace the wisdom, experience, and pedagogical guidance provided by human teachers in the deeper learning journey. Thus, although this trend points toward the potential of AI in education, it should be viewed as a complementary tool that enhances and supports the role of teachers, rather than a complete replacement.

Analysis of the Relationship Between Respondents' Awareness of the Authenticity of AI-Generated Information
The relationship analysis between Item B8 and Item C5 aimed to examine the connection between respondents' knowledge of how AI systems operate and their awareness of the importance of verifying the authenticity and accuracy of AI-generated information. Findings from the crosstabulation analysis revealed that 197 respondents selected 'agree' or 'strongly agree' for both items.

Table 19: Crosstabulation Between Item B8 and C5

Variable Item	(C5) I first verify the authenticity and accuracy of information provided by AI.
(B8) I understand how AI retrieves and delivers information.	197 respondents (Agree and Strongly Agree)

Item B8, which pertains to respondents' understanding of how AI retrieves and delivers information, indicates that those who possess a stronger understanding of AI processes are also more likely to prioritize verifying the authenticity and accuracy of the information generated by AI (Item C5). This relationship reflects a heightened awareness among respondents regarding the critical need to check and authenticate AI-sourced information, aligned with their understanding of AI's operational mechanisms. These findings are consistent with earlier results discussed in Section B, where respondents agreed that the use of AI in Islamic Studies must prioritize ethical values such as honesty and justice. By understanding how AI systems work, respondents are more cautious in their use of AI outputs, ensuring that the information

they rely on is accurate, authentic, and aligned with the ethical principles of their field of study.

This suggests that a deep understanding of AI technology plays a crucial role in regulating its use, ensuring that the information obtained through AI is of high quality, reliable, and ethically accountable.

Analysis of the Relationship Regarding the Need for an Ethical Code and Guidelines Aligned with Islamic Studies

A crosstabulation analysis was conducted between Item B3 and Item B4 to assess respondents' views on the necessity of having a code of ethics for AI usage, particularly within the field of Islamic Studies at APIUM. The analysis revealed that 272 respondents selected 'agree' or 'strongly agree' for both items.

Table 20: Crosstabulation Between Item B3 and B4

Variable Item	(B4) I agree that the use of AI in Islamic Studies should prioritize ethical values such as honesty and justice.
(B3) I believe there is a need for an ethical code when using AI in learning.	272 respondents (Agree and Strongly Agree)

The results clearly indicate a strong consensus among respondents regarding the importance of establishing ethical codes for AI usage, especially in the context of Islamic education. Most respondents not only recognized the general need for ethical guidelines in AI use but also strongly agreed that the application of AI in Islamic Studies must emphasize core ethical values such as honesty, fairness, and justice. These findings reflect a profound understanding among students of the critical need to ensure that technological integration into Islamic education adheres to the moral and ethical standards of the discipline. The overwhelming agreement also supports the recommendation for educational institutions to formulate specific, Islamically-grounded ethical guidelines that govern AI usage, ensuring its role remains supportive of, and never in conflict with, the scholarly and moral traditions of Islam.

Item B3, which relates to the need for an ethical code governing AI use in learning, received strong positive responses, followed closely by Item B4, which emphasized that AI usage in Islamic Studies must prioritize ethical values such as honesty and justice. These findings reflect a high level of understanding and agreement among respondents regarding the importance of developing specific guidelines or ethical codes for the use of AI in education, particularly within the context of Islamic Studies. The analysis also indicates that respondents are aware of the necessity to establish ethical codes to ensure that the use of AI remains responsible, within appropriate boundaries, and aligned with Islamic ethical principles.

While such ethical codes can function as regulatory frameworks for the responsible use of technology, it is equally important to recognize that religious internalization (spiritual conscience) plays a critical role in guiding students to avoid excessive or irresponsible use of AI technologies. As a recommendation, educational institutions should consider developing a dedicated ethical code to guide students in the responsible use of AI. This code should ensure that AI usage is conducted with full accountability, ethical sensitivity, and in accordance with the moral values and teachings of Islam.

Conclusion

This study demonstrates that students from the Islamic Studies stream at the Academy of Islamic Studies, Universiti Malaya (APIUM), exhibit a good level of awareness regarding the use of AI technologies in their learning processes. Most respondents acknowledged the benefits of AI as a supportive tool in completing academic tasks, particularly using generative applications such as ChatGPT. Nevertheless, respondents also expressed concern about ethical issues, the authenticity of information, and the necessity of verifying the credibility of AI-generated content.

Correlation analysis revealed a positive relationship between students' awareness, perceptions, and levels of AI usage in learning. Although most students demonstrated positive attitudes, there remains a knowledge gap concerning the mechanisms through which AI retrieves and processes information. This highlights an urgent need for universities to

strengthen digital literacy among students. Furthermore, the findings indicated that students recognize the need for vigilance when using AI in Islamic Studies, as this field demands authenticity of transmission (sanad), the preservation of scholarly integrity, and adherence to traditional academic values. Although a small portion of respondents appeared at risk of over-relying on AI, the overall student body continued to perceive the role of teachers and traditional references as critical components of the learning process.

Accordingly, this study recommends the development of a specific code of ethics for AI usage within the context of Islamic education. Such guidelines should emphasize proper etiquette when using technology, the importance of fact verification, and the positioning of AI as a supportive tool rather than a replacement for the rich scholarly traditions of Islam. This approach would not only regulate the responsible use of AI but would also ensure that its application remains aligned with the core principles of Islamic scholarship and ethics.

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