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Student' Perception of the Use Artificial Intelligence (AI) Technology in Student Creativity Completing Academic Tasks

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Abstract

In the digital era Artificial Intelligence (AI) can help complete work quickly, especially in the academic field used by students. The purpose of this study is to determine students perceptions and the usefulness of using AI in helping to complete academic tasks. The object of this research is at Universitas Muhammadiyah Surakarta, while the subjects are UMS students. The method in this research is to use mixed method with sequential exploratory approach, the data collection techniques used observation, interviews, documentation (qualitative), and questionnaires (quantitative). The number of informants was 12 students (qualitative), and 157 respondents (quantitative). The results of this study show that the perception of the use of AI is needed to help students complete academic tasks including : articles, proposals, practice reports, citations and bibliographies, transating, making presentation. While the types of AI that are often used by students are ChatGPT, Google Scholar, Canva, Perplexity, Mendeley, Grammarly, Google Gemini, Poe AI, Blackbox AI, and Cici AI. For the usefulness of AI 56,7% for working on articles, 50,3% for working on papers or essays, 33,1% for working on proposals, 32,5% for working on final reports, 26,8% for working on presentations, 26,1% for writing, 0,6% for other tasks.

Keywords: *Artificial Intelligence, Perception, Creativity, Students, Academic Tasks*

Introduction

Higher education is a highter education institution which has a function as a place to create graduates with knowledge and competence in accordance with their fields. In the process of learning activities in lectures will be closely related to the task. This task can be in the form of formal and non-formal tasks, formal tasks are tasks related to academics, for example coursework and thesis. Meanwhile, non formal tasks are related to daily life, such as social tasks, office tasks, and household tasks (Reswita, 2019) . In completing academic tasks, students have obstacles such as time efficiency because too many tasks overwhelm students and as and result the task cannot be completed on time (Dasopang, 2022). In addition, mastery of technology is also important, so that the completion of tasks integrated with technology can accelerate the search for information easily. Throught this technology, it is possible to search for literature, journal articles, electronic books and other relevant sources such as nursing students in completing their thesis (Purnawinadi, 2024). Other obstacles such as making citation and bibliographies in scientific paper tasks that are still manual, this may cause the formatted bibliography to not be completely correct according to the writing (Aransyah et al., 2021). As for the difficulties of English students in writing English texts, most of them still cannot write in correct sentences (Syahira et al., 2023a). Other obstacles such as students tend to have difficulty finding references and use more secondary references, such as citing books or journals without seeing clear sources (Daniel & Taneo, 2019). Along with the times technology then and now also has many changes, for example : to get information directly must be from radio or television, because not all have electronic media (Ariani et al., 2024). In addition, the

teaching and learning process is still monotonous and the lack of interest of students in learning (Kennedy, 2023). As for the company when conducting stock-taking, it still uses drones and the collection of audit evidence using the population (Sari & Putri, 2024).

With these problems, the presence of society 5.0 it is expected to be able to make technology in the field of education without changing the role of the teacher. The concept of society 5.0 is human centered and technology based, where students in learning are able to deal directly with robots (Nastiti & Ni'mal, n.d.). The rapid development of this technology is marked by the emergence of artificial intelligence which is a computer like machine that has human like traits and behaviour (Sabella et al., 2023). Chatbots and virtual assistants may also be used to answer students questions, generate guidance, and provide real-time feedback (Saudagar & Sadikin, 2023). Artificial Intelligence is thus able to improve the efficiency and effectiveness of education by facilitating the learning process, which can attrack student involvement to deepen understanding of the material (Afrita, 2023).

Students views on Artificial Intelligence in education are still influenced by their own internal factors regarding students knowledge of artificial intelligence. Students consider that the use of AI such as ChatGPT can contribute positive benefits in terms of quality, creativity, knowledge, and skill (Salmi & Setiyanti, 2023). In addition, this use also helps students to increase their writing skills in english (Syahira et al., 2023b). This assumption of AI such as quilbot can be used to reduce plagiarism in academic tasks by using the plagiarism checker feature so that it can paraphrase automatically (Luthfiah et al., 2024). The students stated that the use of of AI based on Augmented Reality (AR) is very influential on learning outcomes and is suitable for Indonesian language subject matter (Wardani & Turahmat, 2024). But inseparable from that the use AI must also be adjusted to its use, according to (Mutaqin et al., 2023) said that the use of AI should be able to improve academic quality by planning innovative learning activities that are adapted to current technological developments. With the combination of learning and AI, it is hoped that the process of receiving knowledge can be received properly according to the conditions and can improve skills or abilities in implementing the knowledge gained.

By adjusting to the learning conditions and optimal application of AI, critical and creative thinking skills can be achieved through carefully designed tasks (Rochmawati et al., 2023). Creativity is a process that arises from a person idea to create something new and is born from various ideas and methods (Wati & Alhudawi, 2023). Creativity does not simply arise from within, but can also be influenced by several factors such as talent, interest, motivation, environments, and education, and can be trained and develop through practice, experimentation, collaboration, and reflection (Febriani et al., 2023). The development of soft skills can be realized with the role of surrounding circumstances that help to be able to explore more to the extent of the abilities possessed, such as time, opportunity, encouragement, facilities, and educational methods, but there factors can also be an obstacle if they are not optimal, such as time that is too short or an environment that is less supportive (Puspitasari & Wibowo, 2022).

Several studies have been conducted to examine the impact of using AI on creativity (Bukhori et al., 2024) said that the use of AI does not have a significant effect on creativity in doing tasks, this is due to the negative impact caused by the unwise use of AI. However, it is inversely proportional to (Hidayanti & Azmiyanti, 2023) that the use of AI has little effect on students creativity, uncontrolled use can lead to reduced income for answers obtained from their own thoughts. The difference between this research and previous research is about how much Artificial Intelligence is useful and the type of AI used for students in helping to increase creativity in completing academic tasks in various study programs.

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This research is important to identify how students of Universitas Muhammadiyah Surakarta utilize Artificial Intelligence in assisting the completing of their academic tasks. In addition, this research also aims to find out how big the role of Artificial Intelligence in increasing student creativity. As in previous research (Djakfar Musthafa, 2024) said that students in completing coursework have utilized Artificial Intelligence technology in the form of ChatGPT and chatbots, this help them in the speed and practicality of working of scientific paper tasks. This is reinforced by research (Siswanto et al., 2024) that AI not only plays a role in learning efficiency but is also able to increase creativity and innovation in compiling materials.

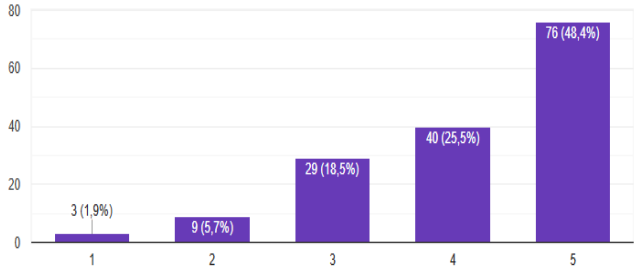
Method

In this study, researchers used a type of combination research or mixed method systematically by combining and bringing together techniques, methods, perspectives, concept from qualitative and quantitative (Creswell & Creswell, 2018) this approach was chosen to gain a more in-depth and comprehensive understanding of the information provided by qualitative and quantitative data. So that the two methods complement each other and strengthen the information obtained, which was conducted through a case design (Parjaman & Akhmad, 2019). This case study was used to provide an in-depth look at the role of Artificial Intelligence for Universitas Muhammadiyah Surakarta undergraduate students in various departements and fakulties in completing academic tasks. Qualitative data collection tecniques through observasion, interviews, and documentation with the subject of 12 students in the Faculty of Teacher Training and Education, Faculty of Geography, Faculty of Islamic Religion, Faculty of Health Sciences, Faculty of Economics and Business, and Faculty of Engineering. While quantitative data collection tecniques through questionnaires or questionnaires distributed using purposive random sampling of 157 student. The research using two methods, the first qualitative and then quantitative. Qualitative data analysis uses stages : Data reduction, data presentation, and conclusion drawing (Pane et al., 2022). Furthermore, this research also uses triangulation of sources and tecniques by comparing data obtained from various sources to get a comprehensive conclusion, while quantitative data analysis uses quantitative descriptive.

Results

Student Perceptions of Artificial Intelligence Familiarity for Task Completion

Based on interviews, interesting results were obtained in several perspective from student about this AI, most students are familiar with and have even used this Artificial Intelligence technology in the lecture process. In addition, the use of AI is considered a sophisticated tool in producing various answers to questions. AI is usesd as a platform for students to help them find information quickly with a variety of interesting features that are already available. AI is considered to increase time efficiency because of its practical, fast, and accurate performance. AI is also used as place to exchange ideas with various analyses of the answers sent, another assumption is that AI technology can be used to develop creative thinking with the help of answers responses. Furthermore, AI is seen as an interactive learning media with the help of features in it like talking to humans and flexible use that can be accessed anytime and anywhere, this relates to the expectations of previous research (Rahayu & Hadi, 2023) which says AI is created as an innovative and adaptive learning experience that is able to integrate its features in learning media.

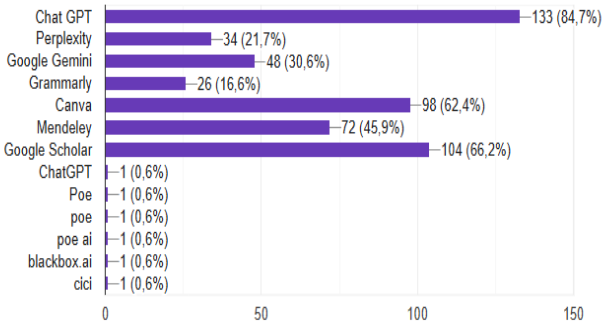


Images. 1 AI Familiarity for University Student

Meanwhile, the quantitative result in figure 1 show that the perception of AI familiarity for student in completing academic tasks is 48,4% of student are very familiar or know about Artificial Intelligence, 25,5% of students are very familiar which Artificial Intelligence, 5,7% of students are not familiar with Artificial Intelligence, 18,5% of students are quite familiar with Artificial Intelligence, 1,9 % of students are very unfamiliar with Artificial Intelligence. Artificial Intelligence plays an important role in fuffilling the needs of students related to the completing of academic task, even this AI is also used by them to help speed up completing task given by lecturers.

Types of Artificial Intelligence Used by Students for Task Completion

Based on the interviews, there were mixed result from the answers of several students about the types of AI that helped them in doing their task. Most students said that the most widely used AI is ChatGPT, this is related to the expectations of previous research (Satunnadira, 2024a) which shows that almost all students use ChatGPT for learning support tolls. However, it does not rule out the possibility that other types of AI are not used in task, some of which are : Google Scholar, Canva, Mendeley, Google Gemini, Perplexity, Grammarly, Poe AI, Blackbox AI, and Cici AI. Each of these types of AI has different uses. Of course. This use is also adjusted to the needs of each student.



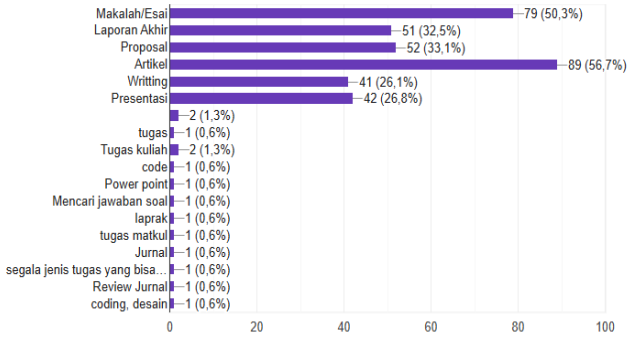
Images 2. Types of AI to Help with Task Completion

Meanwhile, the quantitative results in figure 2 show that the majority of students use ChatGPT to help with their tasks, this is evidenced by 84,7% of respondents using ChatGPT at the top level, on the other hand there are 66,2% of respondents using Google Scholar, 62,4% of respondents using Canva, 45,9% of respondents using mendeley, 30,6% of respondents using Google Gemini, 21,7% of respondent using Perplexity, 16,6% of respondents using Grammarly, In addition there are still 0,6% of respondents who use Poe AI, Blackbox AI, and Cici AI with low levels of use.

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Types of Artificial Intelligence Assisted Task

Based on interviews, it was found that most students utilize Artificial Intelligence for tasks in making scientific papers, such as articles, papers, proposals. However, apart from scientific papers, AI also be used in completing other tasks such as : Writing, presentations, and coding. The answer that AI produces for each of these tasks also depends on the command given to the type of AI.

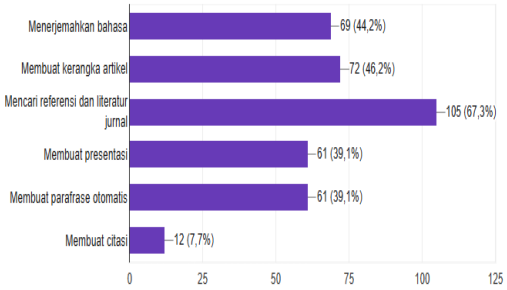


Images 3. Types of Task Completed with AI

Meanwhile, from the quantitative results in figure 3, several types of tasks assisted by AI were produced. 56,7% of respondents used AI to works article, 50,3% of respondents used AI to work on paper or essay tasks, 33,1% of respondents used AI to work on proposal tasks, 32,5% of respondents used AI to work on final report tasks, 26,8% of respondents used AI to work on presentation tasks, 26,1% of respondents used AI to work on writing tasks, and 0,6% of respondents used AI to work on individual tasks such as : Practice reports, journal reviews, coding, design, and finding answers to questions.

Student Activities in the Use of Artificial Intelligence

Based on the interviews, it was found that AI has helped students in their academic tasks. The use of AI is done to perform various activities related to the task. The majority of students use AI assistance to find reference sources and journal literature, this is related to the expectations of previous research (Satunnadira, 2024b) who said that students were helped by the existence of AI in supporting literature searches. This is certainly beneficial for student, because it saves time and limitations in finding physical sources in the library. In addition to this, AI is also used as a tool in helping translate languages, create article outlines, create presentations, create automatic parapharases, and create citations.

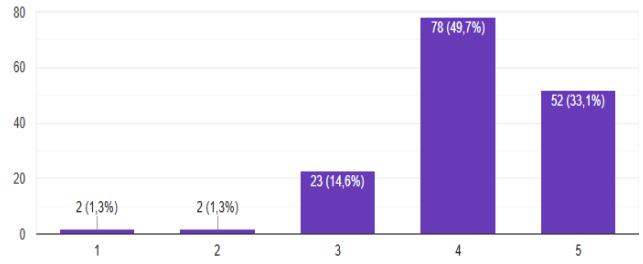


Images 4. Activity in the Use of AI

Meanwhile, from the quantitative results in figure 4, it was found that students tend to use AI for activities to find references and journal literature which accounted for 67,3% of respondents, but there are several other types of activities that are no less frequent, such as : making article outlines which accounted for 46,2% of respondents, translating language which accounted for 44,2% of respondents, making presentations which accounted 39,1% of respondents, making automatic paraphrases which accounted for 39,1% of respondents, and making citations which accounted for 7,1% of respondents.

The Usefulness of Artificial Intelligence for Students in Completing Task

Based on interviews, it was found that the majority of students admitted that they got great benefits from the existence of Artificial Intelligence because the ease of getting the information needed could shorten the time in doing task. This is related to previous research (Arly et al., 2023) which explains that students prefer to use Artificial Intelligence to shorten the time to complete the task. Students who previously took a long time to find answers and do research can now be faster with this technology. In addition, another benefit is being able to improve understanding of the material and as a source of information, so that students will find it easy to develop and argue. The next benefit is that students are able to see more complex answers, so students can enrich their perspectives without worrying about language constraints.



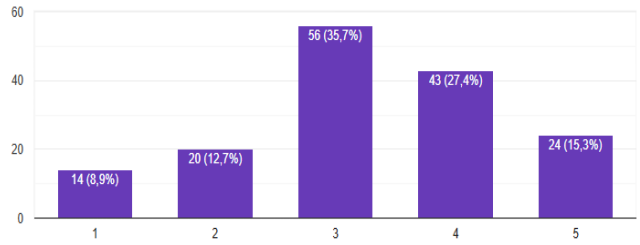
Images 5. The Usefulness of AI for Students

Meanwhile, from the quantitative results in figure 5, the results show that most students claim to be helped and get a great beneficial effect for them in completing their academic task. As many as 49,7% of respondents in using AI are useful for overcoming difficulties in doing task. On the other hand, there were 33,1% of respondents who claimed to have a very big influence on the existence of AI, this could possibly be due to the experience of users who were already very familiar with AI. Furthermore, 14,6% of respondents claimed to have a moderate or moderate influence in using this AI according to their needs. Conversely, there were also 1,3% of respondents who claimed to be very little influenced by AI.

Intensity of Plagiarism Checking by Lecturers Against the Use of Artificial Intelligence

Based on the interviews, it was found that most students said that they often experienced plagiarism checking of task carried out by lecturers, and this checking is important to realise because not all of them have to use AI to get answers quicly while also having to use their own thoughts as a complement to the answers.

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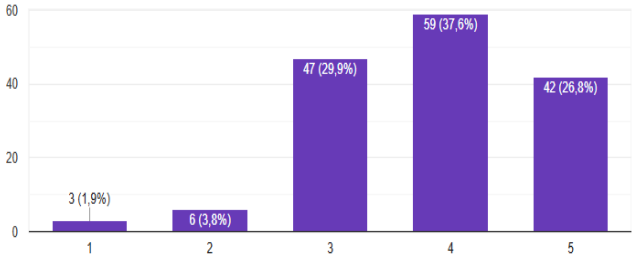


Images 6. Plagiarism Checking by Lecturers

Meanwhile, from the quantitative results in figure 6, it was found that 35,7% of the majority of respondents claimed that lecturers checked plagiarism quite often, 27,4% of respondents claimed that lecturers often checked plagiarism, 15,3% of respondents claimed that lecturers checked plagiarism very often, 12,7% of respondents claimed that lecturers rarely checked plagiarism, but there were also 8,9% of respondents who claimed that lecturers very rarely checked task.

The Effect of Artificial Intelligence on Student Creativity in Completing Tasks

Based on interviews, it was found that the majority of students admitted that the existence of AI was able to influence their creativity in completing tasks. However, this influence can be both good and bad. The good influence felt by students is being able to increase their creativity in terms of critical thinking. This is related to previous research (Aisyah, 2022) which explains that the use of AI technology can increase efficiency and creativity in encouranging student skill development. But on the other hand, the use of AI is also able to provide a sense of dependence or addiction to technology and reduce the sense of thinking. This is also related to previous research (Lukman et al., 2024) said that the risk of student dependence on AI hinders personal skills, especialy critical thinking.



Images 6. The Effect of AI on Creativity

Meanwhile, from the quantitative results in figure 6, the results show that 37,6% of respondents admitted that AI can have an effect on creativity in completing tasks, 29,9% of respondents admitted that it has a moderate effect on creativity, 26,8% of respondents admitted that it has a great effect on creativity in completing tasks, 3,8% of respondents admitted that has no effect on creativity in completing tasks, and 1,9% of respondents admitted that it has very no effect on creativity in completing tasks.

Discussion

Student Perceptions of Artificial Intelligence Familiarity for Task Completion

Artificial Intelligence plays an important role in fulfilling the needs of students related to the completion of academic tasks. The results show that students view Artificial Intelligence as a sophisticated technology that can play a role in overcoming difficulties in lecturers. They also

use AI to help speed up the completion of task given by lecturers. With this, students do not need to take a lot of time to get the information or answers they need. Before the existence of this AI, students usually had to go to the library first to find answers from books. However, this AI comes as a solution to this problem by simply opening a smarthphone and entering the question you want to ask, besides that the features in it are also diverse, this makses students feel helped because they can access answers in any form. This is reinforced by the findings of (Budiyono et al., 2024) that AI helps in student learning to be more effective and efficient because the learning process can be adapted to the abilities, learning styles, and experiences. In line with (Cahyani et al., 2024) who said that the most frequently applied AI technology is the education sector where it can be used in improving the learning process.

The use of AI is also beneficial for students because it is practical, flexible, and can be accessced at any time. With this, students do not need to worry about tasks that cannot be completed on time. In addition, AI is also a tool used to develop creative thinking in response to the answers given, this answers responses can vary, so students can modify the answers with additional thoughts of their own to complement and clarify the existing answers. The availability of these features in AI makes students like talking in real life, for example AI provides answers with voice responses that are used to answers the questions given. This can certainly increase the effectiveness of learning for students because it can provide a broader understanding of the material. This is in line with (Labobar, 2024) who said tgat students with AI are able to provide great potential to increase the effectiviness and efficiency of the learning process. However, behind the convenience provided by AI there are also risks faced by students, such as : dependence of AI, this perception arises whe students feel dependent on AI so that it reduces critical thinking skills, high risk of plagiarism because student do not check and adjust their own writing, lack of in-depth understanding because it only focuses on the final result so that students lose in-depth understanding of concepts. In addition, students also believe that training and ethical guidelines are necessary in using AI as a learning support tool.

Types of Artificial Intelligence Used by Students for Task Completion

Artificial Intelligence provides various types of tools that can be used according to the needs of its users, especially students. The results show that there area several types of AI that students use ChatGPT to help with their tasks, this is evidenced by 84,7% of respondents using ChatGPT at the top level, this expression means explaning that students most often use ChatGPT in completing tasks. This is in line with (Rizki & Fernandes, 2024) who said that the majority of students use ChatGPT as a reference search tool for academic tasks. However, it does not rule out the possibility that other types of AI are not used to support the completion of their tasks. On the other hand, there were 66,2% of respondents using Google Scholar, and 62,4% of respondents using canva with moderate usage preferences, 45,9% of respondents using mendeley, 30,6% of respondents using Google Gemini, 21,7% of respondent using Perplexity, 16,6% of respondents using Grammarly. In addition, there are still 0,6% of respondents who use Poe AI, Blackbox AI, and Cici AI with a low level of use. However, all of there types of AI contribute well to students to accelerate task completion. ChatGPT (Generative Pre-training Transformer) is an artificial intelligence used as an information provider tool that works using a conversational format, the language model used by ChatGPT is a development of Open AI, where students are able to get information in the form of answers to the question asked. In addition, this platform also provides opportunities for students to deepen their knowledge, get advice, and can explore various interesting phenomena. Google Scholar is a search engine with the help to artificial intelligence in helping researchers to find relevant literature and as a place to register research scientific publications in accordance with the research field. Canva is a online design and visual communication place where everyone can create any design anywhere. Perplexity is

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a search engine or chatbot with the help of artificial intelligence that is able to answers questions quickly and accurately for its users. Grammarly is a artificial intelligence that can be used to correct grammatical errors, improve manuscript quality, and writing style. Mendeley is an AI-assisted reference management engine and automatic citation and bibliography maker that is costomised according to user needs. Poe AI is a platform using the OpenAi model that works by creating its own chatbot to obtain the desired information. Blackbox AI is an artificial intelligence system that works in a unknown way but provides the requested conclusion or decision without providing clarity on what is obtained. It is also used to analyse code generation and how to improve performance. Cici AI is an artificial intelligence in the form of a chatbot that is able to provide answers and ideas by its users.

Types of Artificial Intelligence Used by Students for Task Completion

As a students of course you are familiar with the academic tasks that are assigned to him to complete. The presence of Artificial Intelligence is welcomed by students, where they utilize this tool to help complete collage tasks. The results show that they are several types of tasks owned by students, including papers or essays, finar reports, proposals, articles, writing, presentations, practical reports, coding, design, and so on. Each of these tasks certainly has its own way of solving it. However, the majority of students use AI to help with article writing tasks. This is evidenced by the fact that 56,7% of respondents were helped by the use of AI as an alternative in working an articles, as for several other types of tasks that are also frequent in using AI, it plays an important role in helping them, for example : 50,3% of respondents use AI to work on paper or essay task, 33,1% of respondents use AI to work on proposal task, 32,5% of respondents use AI to work on final report tasks, 26,8% of respondents use AI to work on presentation tasks, 26,1% of respondents use AI to work on writing task, 0,6% of respondents use AI to work on individual tasks such as : practice reports, journal reviews, coding, design, and finding answers to questions. But this is inversely proportional to (Mumtaz et al., 2023) who said that the task that is often done with the help of AI is resume. Overall, this shows that AI can provide significant benefits to students in helping them complete various type of academic tasks. AI is also a practical and efficient tool, and increases productivity. It also shows that the integration of AI in education and work is going from strength, making the technology an ongoing part of today's digital learning process.

Student Activities in the Use of Artificial Intelligence

In using artificial intelligence, it is adjusted to the type of task being completed, different types of tasks, different types of AI are used. The results show that they are several types of student activities in utilizing AI, including : searching for references and journal literature, creating article outlines, translating languages, making presentation, making automatic parapharases, and making citasions. Each of these types of activities has a different level of use. However, most students tend to use AI for the activity of finding references and journal literature which accounts for 67,3% of respondents, but they are several other types of activities that are no less frequent, such as : creating article outlines which accounted for 46,2% of respondents, translating languages which accounted for 44,2% of respondents, making presentations which accounted 39,1% of respondents , making automatic paraphrases which accounted 39,1% of respondents, and making citations which accounted for 7,1% of respondents. This explains that regardless of the type of student activity, the existence of AI still provides high benefits with the various conveniences offered. This is in line with (Firdaus et al., 2024) who explained that the use of AI that is adapted to student condisions helps in learning effectively.

The Usefulness of Artificial Intelligence for Students in Completing Task

The emergence of Artificial intelligenceis able to have a big impact, especially on students. The results show that most students claim to be helped and get the influence of great benefits for them in completing their academic tasks. As many as 49,7% of respondents in the use of AI are useful for overcoming difficulties in working on tasks. On the other hand, there were 33,1% of respondents who claimed to have a very big influence with the existence of AI, this could possibly be due to the experience of users who were already very familiar with AI. Furthermore, 14,6% of respondents claimed to have a moderate or moderate influence in using this AI according to their needs. On the other hand, there were also 1,3% of respondents who claimed to have very little influence by AI, perhaps due to their knowledge or unfamiliarity the AI technology that is currently developing.

The benefits obtained by students also vary, such as : AI is able to help students find information or answers quickly, instantly, and anywhere, AI is able to understand the language or commads asked of it, AI is able to work like humans where we can interact flexibly with the various features provided, AI is also able to process data quickly and accurately, AI is able to provide broad access to material, and AI is able to understand concepts in a visual and interactive way. In general, AI for students is very beneficial, especially in completing tasks with the various platform profided. This is reinforced by the findings of (Siregar & Munthe, 2024) who said that AI has a significant impact on effective learning.

Intensity of Plagiarism Checking by Lecturers Against the Use of Artificial Intelligence

Students tend to do coursework with the help of AI, which in the process of getting answers is relatively instant and fast. This triggers lecturers concern about the originality and the results of students own thoughts. So to anticipate this, lecturers check the plagiarism of tasks done by students. The results showed that 35,7% of the majority of respondents claimed that lecturers checked plagiarism quite often, but there were also 8,9% of respondents who claimed that lecturers rarely checked tasks, this may be due to lecturers fully trusting the responsibility and ability of students without plagiarism, as well as policies from the campus that there is no plagiarism check. This is in line with (Baj et al., 2023) which explains that the lack of strict sanctions from lecturers or campuses makes students more lax in committing academic fraud. Therefore, this certainly needs to be done to improve the quality of education, as well as to encourage students to be more responsible and realise that the preparation of tasks must be done intensively and in-depth research according to personal understanding.

The Effect of Artificial Intelligence on Student Creativity in Completing Tasks

The role of artificial intelligence for students tends to be large, as well as the influence felt. The utilization of AI in learning gets different responses from each student. The results show that 37,6% of respondents admitted that AI can affect creativity in completing tasks, 29,9% of respondents admitted that it has a moderate effect on creativity, 26,8% of respondents admitted that it has a great effect on creativity in completing tasks, 3,8% of respondents admitted that has no effect on creativity in completing tasks. Conversely, 1,9% of respondents claimed to have very little effect on creativity on completing tasks, this may be due to the fact by the using AI, students will become more dependent or addicted to it. With instant and fast results, it can reduce the sense of critical thinking of students and cause laziness to be able to explore other answers. Student will only copy answers from AI without changing or paraphrasing in their own language. This is in line with (Ma'wa, 2024, p. 2023; Sari Prabandari & Suhardianto, 2024) who said the uncontrolled use of AI can reduce the sense of critical thinking and creativity that tends to direcly follow AI answers without deeper thought. However, on the contrary, the use of AI can also encourage and trigger creativity for students, because with the guidance or description of the answers provided by AI, they can be modified or develop other ideas. Just like what was

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said (Prastika et al., 2024) that the use of AI in learning can improve critical thinking skills, creativity, and problem solving.

Artificial intelligence can indeed be used as a solution for students in completing tasks, but the impact is also proportional to how the technology is utilised. The convenience offered also makes it a weakness for students to control its proper use. This study is important because it relates to the full nature of human who actually have minds that must be used and developed in various ways, not only depending on increasingly sophisticated technology. The limitations in this study are that the interviews process was not fully intensive and in-depth to obtain consistent answers from respondents. In addition, the research focus is still related to the role of artificial intelligence technology for students in completing academic tasks which are only carried out at one educational institution. Based on the results of the research limitations, suggestions for future research are to conduct a broader study of how the role of AI for students by adding other variables such as learning outcomes, mobility, and achievement. In addition, it can compare AI in two different educational institutions, as well as what further impacts or risks are caused by unwise use of AI for students.

Conclusion

Artificial Intelligence (AI) plays an importing role increasing the creativity and effectiveness of students academic task completion. In social fields, students tend to use AI such as ChatGPT and Google Scholar, and ChatGPT, Google Scholar, Canva for non social fields. Although AI makes it easier to complete tasks such as articles, proposal, practical reports, citations and bibliographies, translation, and presentation creation. Overuse is risk, so self-awareness in controlling its use is needed. This study extends the scientific knowledge about the benefits of AI technology for students, especially in supporting the quality of learning, but has not discussed in depth the risks of unwise use of AI.

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