



Lecturers' Perceptions of the Use of ChatGPT in Teaching at Islamic Universities in Indonesia

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Abstract

Advances in generative artificial intelligence are driving the use of ChatGPT in higher education. This study aims to describe faculty members' perceptions of the use of ChatGPT in teaching at an Islamic university in Indonesia. The study employed a descriptive qualitative approach, with six faculty members selected through purposive sampling as informants. Data were collected through semi-structured interviews, analyzed using the Miles, Huberman, and Saldana model, and validated through source triangulation. The results indicate that faculty members hold positive perceptions of ChatGPT because it helps them access information, develop instructional tools, create teaching materials, and support self-directed learning. However, ChatGPT is not viewed as a substitute for faculty members; therefore, the information it generates must be verified using credible scientific sources. This study also identified challenges such as user dependency, the risk of plagiarism, limitations in information accuracy, low digital literacy, and the lack of guidelines for the use of artificial intelligence in higher education institutions. Therefore, ChatGPT must be utilized critically, ethically, and responsibly through institutional policy support and the enhancement of digital competencies to maintain the quality of learning and academic integrity.

INTRODUCTION

The development of digital technology has become one of the main factors driving change in various aspects of society, including education. The integration of technologies such as cloud computing, big data, and artificial intelligence (AI) has transformed the way individuals access information, communicate, and make decisions. These changes indicate that technology is no longer viewed merely as a supporting tool but has evolved into an integral part of organizational activities and daily life across various sectors (O.E.C.D., 2023).

The digital transformation taking place in Indonesia has driven significant changes in the delivery of education at various levels. The use of the internet, digital devices, and various learning platforms has expanded the ways in which educators and students access, manage, and utilize information during the learning process. This trend is further reinforced by education digitization policies aimed at improving the quality of learning, expanding access to learning resources, and strengthening the

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digital competencies of teachers and students (Khoiroh et al., 2026). Among the various innovations emerging, artificial intelligence (AI) has become one of the technologies increasingly utilized in educational settings. Consequently, the use of digital technology is no longer viewed as merely a supplement to the learning process but as a crucial element in building an educational system that is more effective, innovative, and capable of adapting to the demands of the changing times (Lukman, 2025).

Advances in digital technology have driven the development of artificial intelligence (AI) as one of the most widely utilized innovations across various fields, including education. Artificial intelligence is a field within computer science designed to develop systems capable of performing tasks that typically require human cognitive abilities, such as recognizing patterns, understanding natural language, reasoning, problem-solving, and making decisions based on data. Unlike conventional software, which merely executes pre-programmed instructions, AI systems are capable of learning from data, adapting to new information, and improving their performance through continuous learning (Sulistiyowati & Astuti, 2017). The development of this technology began when the term Artificial Intelligence was introduced by John McCarthy in 1956 and has continued to evolve from rule-based approaches (expert systems) toward machine learning and deep learning methods. Based on its level of intelligence, Artificial Intelligence is generally classified into three categories: Artificial Narrow Intelligence (ANI), which has been widely applied across various sectors; Artificial General Intelligence (AGI), which is still in the development stage; and Artificial Super Intelligence (ASI), which remains a theoretical concept to this day (Ardiansyah et al., 2024).

Advances in artificial intelligence continue to give rise to various derivative technologies with different functions and characteristics, including Machine Learning, Deep Learning, Computer Vision, Robotics, Speech Recognition, and Natural Language Processing (NLP). Advances in the field of NLP, supported by the development of Large Language Models (LLMs), have laid the foundation for the emergence of Generative Artificial Intelligence (Generative AI) a technology capable of automatically generating various types of content, such as text, images, audio, video, and program code (Sugiono, 2024). One of the rapidly evolving applications of Generative Artificial Intelligence is ChatGPT, which is built using the Generative Pre-trained Transformer (GPT) architecture. In the context of education, ChatGPT opens up various opportunities to support the learning process from assisting with the preparation of learning materials and facilitating information searches to stimulating the development of ideas and supporting more efficient and responsive learning interactions (Suharmawan, 2023).

ChatGPT is a Generative Artificial Intelligence-based application that utilizes Large Language Model (LLM) technology and was developed by OpenAI (OpenAI, 2026). The system uses the Generative Pre-trained Transformer (GPT) architecture to process user input in natural language and then generate responses appropriate to the context of the conversation. These capabilities are acquired through a training process using a massive dataset of text, enabling ChatGPT to recognize language patterns, understand context, compose summaries, translate languages, answer questions, and generate various forms of written content. This flexibility has driven the adoption of ChatGPT across various fields including education, research, business, healthcare, and public services as a tool capable of supporting the more efficient completion of various language-based tasks (Dewi, 2025).

In the field of education, ChatGPT offers a wide range of possibilities for supporting the learning process. For instructors, ChatGPT can be used as a tool to create learning resources, develop instructional materials, create assessment

questions, design learning activities, and find initial references on a topic. Meanwhile, for students, ChatGPT can be used as a self-directed learning tool to gain explanations of concepts, discuss course material, summarize information, or receive feedback on academic work (Mukhlis, 2024; Syahrizal & Firdaus, 2026). However, its use requires critical thinking skills, digital literacy, and ethical awareness to ensure that the information generated is verified for accuracy and does not lead to dependency or violations of academic integrity. Therefore, ChatGPT is viewed as a supportive technology that can enrich the learning process and enhance the quality of the learning experience, rather than as a substitute for the role of educators (Nur Dina Salam et al., 2026; Suharmawan, 2023; Supriyono et al., 2024).

Despite the many benefits it offers, the use of ChatGPT in education also faces a number of challenges and obstacles. One of the main challenges is the accuracy of information, as the responses generated by ChatGPT are not always entirely correct, up-to-date, or supported by verifiable sources. This situation requires educators and students to validate all information obtained before using it in the learning process. Furthermore, excessive use of ChatGPT has the potential to diminish critical thinking skills, creativity, and independent learning if users become overly reliant on the answers generated by the system. From an academic ethics perspective, the use of ChatGPT also raises concerns regarding the originality of work, plagiarism, academic integrity, and the clarity of the boundary between technological assistance and the user's own thinking. Other challenges include the digital literacy gap among educators and students, limitations in crafting effective prompts, and the need for institutional policies and guidelines regarding the use of artificial intelligence in educational settings. Therefore, the use of ChatGPT must be accompanied by the strengthening of digital competencies, the application of ethical principles, and adequate oversight so that this technology can be used responsibly and make a positive contribution to the quality of learning (Amadi & Hikmah, 2025; Supriyono et al., 2024).

This phenomenon has also begun to emerge within the Islamic Education Study Program at the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University in Banda Aceh. Based on initial observations, some students have been using ChatGPT to complete their coursework. However, this use is often still limited to quickly searching for answers without verifying the scientific sources cited. This situation indicates that the use of ChatGPT has become part of learning activities while also presenting new challenges for instructors in guiding students to use technology critically, ethically, and responsibly.

In the context of State Islamic Religious Universities, faculty members play a strategic role in determining the success of technology integration into the learning process. This role encompasses not only the delivery of course material but also the design of learning strategies, the selection of media and methods, the conduct of assessments, and the development of students' character and critical thinking skills. With the development of artificial intelligence technologies such as ChatGPT, faculty members need to possess digital competencies to be able to utilize technology effectively, ethically, and responsibly. For faculty members in the Islamic Religious Education Program, this challenge is particularly significant because the use of ChatGPT relates not only to the effectiveness of learning but also to the accuracy of Islamic information such as the interpretation of Qur'anic verses, hadiths, and scholarly references which require verification through authoritative sources. Therefore, it is important to examine lecturers' perceptions regarding the use of ChatGPT, as these perceptions can influence the acceptance, usage patterns, and implementation of this technology in the learning process (Kusumaningrum et al., 2023; Latifah et al., 2026).

Various previous studies have examined the use of ChatGPT in education

from a range of perspectives. One such study was conducted by Lo (2023) using a rapid review method aimed at identifying the impact of ChatGPT in the field of education. The study analyzed 50 scientific publications and found that ChatGPT has the potential to enhance learning effectiveness, support the personalization of the learning process, and assist educators in developing instructional materials. On the other hand, the study also revealed various challenges, such as the accuracy of the information generated, the potential for misuse in terms of academic integrity, and the need to improve educators' competencies and adjust institutional policies regarding the integration of artificial intelligence technology into learning (Lo, 2023).

Another study conducted by (Kasneci et al., 2023) examined the opportunities and challenges of using Large Language Models (LLMs), including ChatGPT, in the field of education. The study showed that ChatGPT has the potential to improve the quality of the learning experience by providing rapid feedback, supporting personalized learning, and assisting educators in developing learning materials and activities. On the other hand, the study also emphasized that the use of ChatGPT must be balanced with critical thinking skills, digital literacy, and the application of ethical principles to prevent dependency, misuse of technology, or violations of academic integrity (Kasneci et al., 2023).

Furthermore, a study conducted by Tlili et al., (2023) examined the implementation of AI-based chatbots in education, using ChatGPT as a case study. The study showed that ChatGPT has the potential to support a more interactive, adaptive, and learner-centered learning process by providing rapid responses and a more personalized learning experience. However, the implementation of ChatGPT in education requires institutional policy support, clear ethical guidelines, and enhanced digital competencies for educators and students to ensure its use is responsible, safe, and effective (Tlili et al., 2023).

Furthermore, a study conducted by Majid et al., (2020) examined the implications of ChatGPT's use on academic integrity in higher education. The findings indicate that ChatGPT's ease in generating various forms of academic writing has the potential to increase the risk of plagiarism and the misuse of artificial intelligence, as well as to present new challenges in the implementation of assessments and grading systems in higher education. Therefore, the study emphasizes the importance of establishing clear academic policies, providing guidelines for the ethical use of AI, and strengthening AI literacy among faculty and students to maintain academic integrity in the era of generative technology (Cotton et al., 2024).

Based on a review of previous research, it is evident that most studies on the use of ChatGPT in education focus on the potential, benefits, challenges, and ethical implications of using ChatGPT in the learning process. However, research specifically examining lecturers' perceptions of ChatGPT's use remains relatively limited, particularly in the context of Islamic higher education, specifically within the Islamic Religious Education Program at the Faculty of Teacher Training and Education (FTK), UIN Ar-Raniry, Banda Aceh. In fact, the characteristics of Islamic Religious Education (IRE) learning which are oriented not only toward the mastery of knowledge but also toward the formation of values, morals, and character mean that the use of ChatGPT has a different dynamic compared to other fields of study. Therefore, this study was conducted to fill this gap by examining lecturers' perceptions, the perceived benefits, and the obstacles faced in utilizing ChatGPT in the learning process.

The development of ChatGPT has brought significant changes to teaching practices in higher education. In addition to offering opportunities to enhance learning effectiveness and academic productivity, this technology also presents challenges related to information accuracy, academic ethics, scientific integrity, and

educators' digital competency readiness. In this context, faculty members' perceptions are a critical factor, as they influence the level of acceptance, patterns of use, and decisions regarding the integration of ChatGPT into the learning process. In the Islamic Religious Education Program, the use of technology must also align with Islamic ethical values and educational principles. Therefore, this study is essential to provide an empirical understanding of how faculty members view and utilize ChatGPT in the learning process.

Given this urgency, this study aims to analyze lecturers' perceptions of the use of ChatGPT in teaching, identify the perceived benefits, and uncover the various obstacles encountered in its use in the Islamic Education Study Program at the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University, Banda Aceh.

This study is expected to make contributions, both theoretically and practically. Theoretically, this study enriches the body of research on the use of generative artificial intelligence in education, particularly as it relates to lecturers' perceptions within the context of Islamic Religious Education at higher education institutions. Furthermore, this study is also expected to supplement the literature on the implementation of ChatGPT in the context of religious higher education, which remains relatively limited to date. Practically, the findings of this study are expected to serve as a basis for lecturers to utilize ChatGPT effectively, ethically, and responsibly in the learning process. Furthermore, the findings of this study can serve as input for the Islamic Religious Education Study Program at the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University in Banda Aceh, as well as for university administrators in formulating policies, guidelines, or digital competency development programs that support the optimal use of artificial intelligence technology in academic activities.

METHODS

This study employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because the purpose of this study is to deeply understand and describe lecturers' perceptions of the use of ChatGPT in teaching, rather than to statistically test causal relationships between variables (Cresell, 2016; Efendi et al., 2026; Engkizar et al., 2026; Iskandar et al., 2023; Muhlasin et al., 2026) asserts that a qualitative approach is appropriate when researchers seek to understand the meanings constructed by individuals regarding a phenomenon or life experience they have directly encountered. A descriptive approach was chosen because this study is not intended to explain cause-and-effect relationships but rather to depict, as they are, how lecturers understand, perceive the benefits of, and face challenges in using ChatGPT, thereby providing a comprehensive and contextual picture of their perceptions (Akem et al., 2025; Engkizar et al., 2024, 2025; Moleong, 2021; Sugiono, 2024).

This study was conducted in the Islamic Religious Education Program, Faculty of Tarbiyah and Teacher Education, Ar-Raniry State Islamic University in Banda Aceh. This location was chosen because the Islamic Religious Education Program at the Faculty of Tarbiyah and Teacher Education, Ar-Raniry State Islamic University, is one of the programs at Islamic religious universities that has utilized advancements in digital technology in the learning process. Furthermore, to date, research specifically examining lecturers' perceptions of the use of ChatGPT in teaching within the Islamic Religious Education Study Program at State Islamic Higher Education Institutions particularly Ar-Raniry State University in Banda Aceh remains relatively limited. Therefore, this research location was deemed relevant for obtaining in-depth information regarding lecturers' perceptions of the use of ChatGPT in teaching.

The informants in this study are faculty members of the Islamic Religious Education Program in the Faculty of Tarbiyah and Teacher Training at Ar-Raniry State Islamic University in Banda Aceh, selected using purposive sampling. This technique was used because the researcher needed informants with knowledge and experience relevant to the research focus, enabling them to provide in-depth information regarding the phenomenon under study (Sugiono, 2024).

The data collection method used in this study was in-depth interviews. The interviews were conducted in a semi-structured manner, as this allowed the researcher to explore the informants' responses in depth while still adhering to a list of questions designed in accordance with the study's focus. According to (Creswell, 2018), semi-structured interviews allow researchers to gain a deeper understanding of the experiences, perspectives, and meanings constructed by informants regarding a particular phenomenon. In line with this, (Hamid et al., 2026; Moleong, 2021) states that interviews in qualitative research are an effective technique for comprehensively gathering information because they provide space for informants to express their views and experiences more openly.

Data analysis in this study followed the model proposed by (Miles, 2015), which includes data condensation, data display, and conclusion drawing and verification. During the data condensation stage, interview results were transcribed, followed by a coding process to identify information relevant to the study's focus. Subsequently, data sharing similar meanings were grouped into main themes: faculty members' perceptions of ChatGPT usage, perceived benefits, and challenges encountered in its use. The next stage involves presenting the data in the form of narrative descriptions and tables to make the patterns of findings easier to understand. Finally, conclusions are drawn and verified by interpreting all findings and comparing them with the results of observations, documentation, and previous research to arrive at credible conclusions.

The validity of the data in this study was tested using source triangulation, namely by comparing and verifying information obtained from interviews with six faculty members who served as research informants. The comparison was conducted to identify both similarities and differences in the information provided regarding perceptions, benefits, obstacles, and challenges in the use of ChatGPT in learning. Source triangulation was chosen because it allows the researcher to verify the consistency of findings from various informants' perspectives, ensuring that the resulting interpretation is not one-sidedly subjective but is intersubjectively validated (Moleong, 2021; Sugiono, 2024). Through this procedure, the credibility of the research findings regarding lecturers' perceptions of the use of ChatGPT in learning can be methodologically justified.

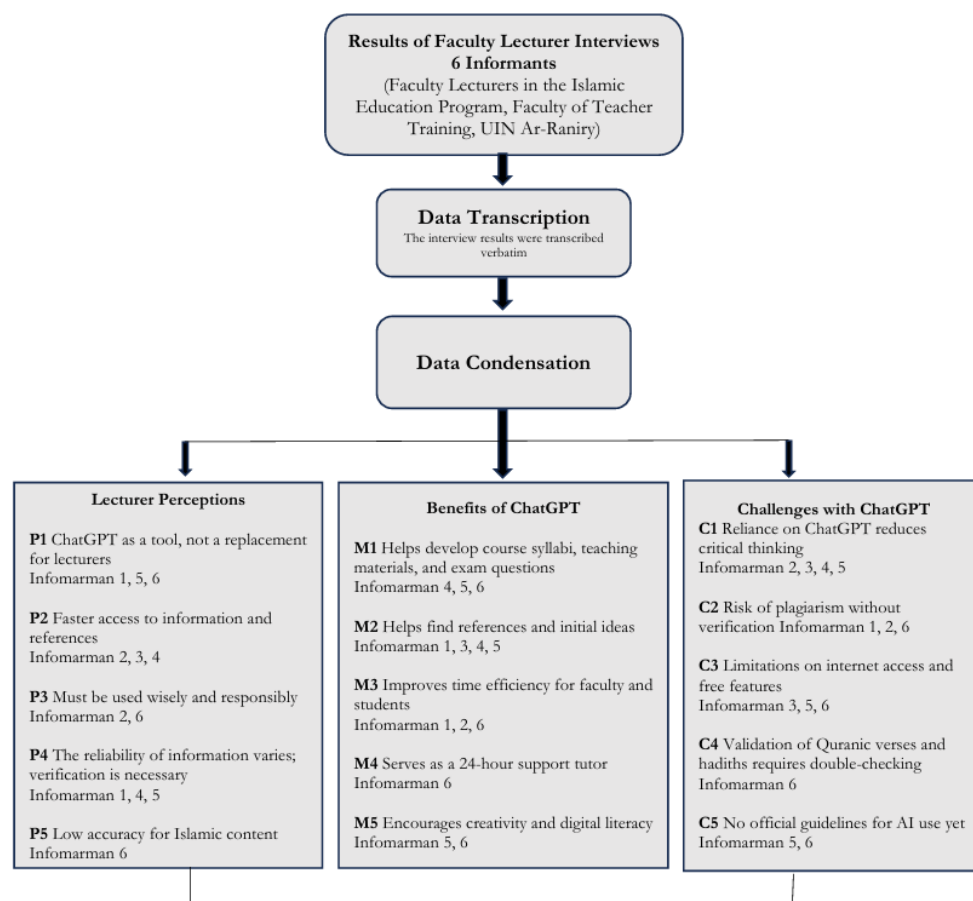


Fig 1. Qualitative Data Analysis Chart

Based on the table above, all informants tend to have a positive perception of the use of ChatGPT in learning. Although there are differences in emphasis among the informants, in general they view ChatGPT as a learning support tool capable of improving efficiency in obtaining information, developing learning materials, and supporting self-directed learning. On the other hand, all informants also highlighted various challenges, such as the potential for user dependency, a decline in critical thinking skills, the risk of plagiarism, limitations in the accuracy of information, and the importance of verifying any information generated by ChatGPT before using it in academic activities.

RESULT AND DISCUSSION

Based on the results of in-depth interviews with six faculty members from the Islamic Religious Education Program at the Faculty of Tarbiyah and Teacher Education, Universitas Islam Negeri Ar-Raniry, Banda Aceh. Through the data reduction process, three main themes emerged: i) faculty members' perceptions of ChatGPT use, ii) the benefits of using ChatGPT, and iii) challenges in using ChatGPT in the learning process. These three themes are described as follows.

Lecturers' Perceptions of ChatGPT Use

Based on interviews with six lecturers from the Islamic Education Study Program, all informants expressed generally positive perceptions regarding the presence of ChatGPT as an artificial intelligence technology in the field of education. Informant 2 explicitly expressed support for the use of ChatGPT, arguing that students need to keep up with the times and must not fall behind technological advancements, while Informant 4 viewed ChatGPT as a natural extension of information-search tools previously used manually, such as consulting a dictionary. Informant 6 offered an interesting analogy, likening ChatGPT to a *kitchen knife* a tool

that is extremely useful when used properly but can have negative consequences if misused.

Although the prevailing perception tends to be positive, all informants agreed that ChatGPT cannot be regarded as the primary source or an absolute reference in learning. This consensus was most strongly expressed regarding academic aspects: Informant 1 and Informant 4 emphasized the need to verify the basic concepts and scientific theories generated by ChatGPT, while Informant 6 specifically noted that ChatGPT's accuracy drops significantly when it comes to religious principles, hadiths, or verses from the Quran, and has even encountered cases of unverifiable hadith references. Thus, lecturers' positive perceptions of ChatGPT are not unconditional but are accompanied by a critical and cautious attitude, particularly in the academic context of Islamic Religious Education.

Table 1. Lecturers' Perceptions of the Use of ChatGPT

Theme	Findings
Lecturers' Perceptions	All lecturers showed a positive acceptance of ChatGPT as a learning support tool rather than a replacement for lecturers. However, they emphasized the importance of verifying the information generated by ChatGPT, particularly when dealing with academic and Islamic concepts.

Quote from Informant 2

"In my opinion, the information provided by ChatGPT should not be trusted completely. Users should still verify the information and cross-check it against the original scientific sources cited. That way, the truth and accuracy of the information obtained can be ensured."

Benefits of Using ChatGPT

The interview results show that ChatGPT is considered to provide various concrete benefits in supporting both lecturers' academic tasks and students' learning processes. Regarding the development of teaching materials, Informant 4 and Informant 5 consistently mentioned that ChatGPT helps them prepare Semester Learning Plans (SLPs), exam outlines, and assessment rubrics more quickly. Informant 6 even detailed three specific roles ChatGPT plays in their classroom: as a tool for brainstorming ideas for term papers, as a "tutor" accessible to students 24 hours a day outside of class hours, and as a medium for creating practice questions and case studies that are later discussed together in class.

Regarding reference searches, Informant 1 explained that ChatGPT helps provide an initial framework for discussion when they do not yet know how to begin a paper, while Informant 3 emphasized its benefits in facilitating the collection of data and references for academic purposes. In terms of work efficiency, Informant 2 and Informant 5 agreed that ChatGPT saves faculty members time in preparing materials and completing various academic tasks. Furthermore, ChatGPT is also seen as capable of fostering the development of teaching ideas, for example, in designing contemporary case studies such as discussions on the Islamic jurisprudence of cryptocurrency or the status of AI from an Islamic perspective, as stated by Informant 6. Thus, ChatGPT is viewed as a supportive technology capable of enhancing lecturers' productivity when used wisely.

Table 2. Benefits of Using ChatGPT

Benefits	Findings
Preparation of Teaching Materials	Helps lecturers prepare course plans (RPS), learning materials, test blueprints, and assessment rubrics more efficiently.
Reference Searching	Facilitates the identification of relevant discussion frameworks and preliminary references before conducting

	more in-depth studies.
Work Efficiency	Improves lecturers' time efficiency in preparing learning materials and completing academic tasks.
Idea Development and Simulation	Helps generate alternative teaching ideas, illustrations of contemporary cases, and simulations of questions or case studies.

Quote from Informant 5

"ChatGPT offers many benefits for learning. For students, this technology can help them understand difficult theories, provide explanations in simpler language, help them generate ideas, and support the writing of papers. For instructors, ChatGPT can be used to develop teaching materials, create questions, draft course syllabi, and develop various learning ideas."

Challenges in Using ChatGPT

In addition to the perceived benefits, all informants also mentioned various challenges in using ChatGPT in the learning process. The most frequently cited challenge relates to the accuracy of information. Informant 6 specifically estimated that ChatGPT's accuracy rate is in the 70–80% range for general knowledge, but drops sharply when it comes to Islamic studies, including a tendency toward "hallucinations" such as references to texts that do not actually exist and viewpoints that remain influenced by Western perspectives and do not yet accommodate the local context of Aceh.

The second challenge relates to the potential decline in students' independent thinking. Informant 2, Informant 3, and Informant 4 consistently highlighted the tendency of students to copy ChatGPT's answers verbatim without reading or analyzing them, which leads to a decline in the habit of reading books and journals and a weakening of critical thinking skills. Informant 6 even referred to this phenomenon as "covert plagiarism," since some students regard ChatGPT's output as their own work.

Other challenges mentioned include limited internet access and data quotas (Informant 3), ChatGPT's tendency to be influenced by previous search history which risks producing formulaic writing (Informant 1) and the uneven distribution of digital competencies among faculty members, particularly senior faculty (Informant 2). Specifically regarding the validity of Quranic verses and hadiths, Informant 6 emphasized that every piece of evidence generated by ChatGPT must be re-verified using hadith texts or commentaries as primary sources, given that cases of incorrect hadith citations and verse numbers have been found. Therefore, all informants agreed that ChatGPT should be positioned as a tool, not as the primary source in learning.

Table 3. Challenges in Using ChatGPT

Challenges	Findings
Information Accuracy	The accuracy is estimated at approximately 70–80% for general knowledge but tends to be lower in Islamic studies. Therefore, the information generated should be verified using credible sources.
Potential for Plagiarism	Some students consider ChatGPT-generated content to be their own work, which may compromise academic integrity if misused.
Dependence and Reduced Student Independence	The tendency to copy answers without consulting primary sources may reduce students' reading habits and critical thinking skills.

Limited Access and Digital Competence	Challenges include limited internet access and data availability, as well as disparities in digital competence among lecturers, particularly senior lecturers.
Validity of Quranic Verses and Hadith	Cases of AI hallucination were identified, including inaccurate hadith references or verse numbers. Therefore, such information must be verified against the Quran, hadith collections, or other authoritative Islamic sources.

Quote from Informant 6

"For example, I once asked for evidence regarding tolerance, but ChatGPT provided a hadith that was not entirely reliable or cited an incorrect verse number. Therefore, all information provided by ChatGPT must first be verified through primary sources."

The research results show that the majority of lecturers in the Islamic Education Study Program have a generally positive perception of the use of ChatGPT as a learning aid. This perception stems from the lecturers' experience of tangible benefits in preparing teaching materials, searching for references, developing instructional ideas, and increasing efficiency in carrying out academic tasks. However, this positive attitude is tempered by caution, particularly regarding the accuracy of information generated by ChatGPT and the validity of Islamic sources such as Quranic verses and hadiths.

These findings align with perception theory, which explains that perception is an individual's process of receiving, organizing, and interpreting information based on their experiences, knowledge, and needs. In this study, lecturers' positive perceptions were influenced by their experiences using ChatGPT to support learning activities, while the emergence of critical attitudes toward this technology was influenced by their academic knowledge and professional responsibility as educators to maintain the quality and validity of the information used in the learning process.

The results of this study are also consistent with Lo, (2023) research, which states that ChatGPT has the potential to enhance learning effectiveness, support personalized learning, and assist educators in developing instructional materials. However, Lo also highlights challenges related to information accuracy, academic integrity, and the need to improve educators' competencies in utilizing artificial intelligence technology. These findings are consistent with the results of this study, in which faculty members acknowledged the benefits of ChatGPT but continued to emphasize the importance of verifying the information it generates before using it in the learning process.

The findings of this study also reinforce the results of the research by Kasneci et al., (2023), which show that Large Language Models (LLMs), including ChatGPT, are capable of enhancing the quality of the learning experience by providing rapid feedback, personalizing learning, and supporting the development of learning materials. However, its use must be balanced with critical thinking skills, digital literacy, and the application of ethical principles to prevent dependency on or misuse of the technology. This is reflected in the interview results, where faculty members view ChatGPT as a tool, not as a substitute for critical thinking or a primary source of scientific information.

Furthermore, the results of this study align with the research by Tlili et al., (2023), which states that ChatGPT is capable of supporting more interactive, adaptive, and learner-centered learning. However, its implementation requires institutional policy support, clear ethical guidelines, and the enhancement of digital competencies for both educators and learners. In the context of the Islamic Religious Education Program, these needs become even more critical because faculty members are responsible not only for delivering course content but also for ensuring the accurate use of Islamic sources in the learning process.

Furthermore, the results of this study also support the findings of Cotton et al., (2024), which reveal that the use of ChatGPT has the potential to pose challenges to academic integrity, such as plagiarism, misuse of artificial intelligence, and changes in assessment practices at universities. These findings align with the results of interviews with informants who expressed concerns that students might become overly reliant on ChatGPT and fail to develop critical thinking skills if the technology is used without faculty supervision and guidance.

Overall, the results of this study indicate that the use of ChatGPT in the Islamic Religious Education program has great potential to support the effectiveness of the learning process when used wisely. The implications of this study underscore the importance of enhancing faculty members' digital competencies, developing guidelines for the ethical use of ChatGPT, and strengthening students' digital literacy so that the use of artificial intelligence technology can proceed responsibly, uphold academic integrity, and not neglect the verification process for Islamic sources that form the foundation of Islamic Religious Education.

CONCLUSION

Based on the research findings, ChatGPT is viewed positively by Islamic Religious Education faculty members as a technology that supports learning and can assist in the preparation of teaching materials, searching for references, developing ideas, and improving the efficiency of academic tasks. However, its use still requires critical thinking skills and the verification of information, particularly regarding material related to the Qur'an and hadith. In addition, there are several challenges, such as the risk of plagiarism, a decline in independent learning, limited access to technology, and a digital skills gap. Therefore, the use of ChatGPT in higher education must be supported by clear guidelines, improved digital literacy, and a strengthening of academic ethics and integrity so that this technology can be used wisely, responsibly, and effectively to support learning.

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