Generative Integration of AI for The Education of Islamic Communication and Broadcasting Students

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Abstract: Generative AI is one of the forms of AI used by people today. In the field of education, the use of Generative AI turns out to pose various challenges. This study aims to explore how Generative AI is used in lectures, describe changes in learning culture and the impact of using Generative AI, and provide suggestions on how to optimize the integration of Generative AI for Communication and Islamic Broadcasting students of UIN Antasari Banjarmasin. This study involved lecturers and students as research subjects. The data collection techniques used were in-depth interviews and documentation. The results showed that students of the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari Banjarmasin use Generative AI to fulfill lecture assignments. The use of Generative AI by KPI UIN Antasari students causes changes in the culture and style of lectures. Students are more active in asking questions and discussing. Generative AI integration also has negative impacts, such as students lacking literacy and critical thinking skills. Students also have to face various challenges with the use of Generative AI. To overcome these challenges and impacts, the use of Generative AI must be optimized. Starting from the role of guidance and direction from lecturers, training in the use of AI, and the need for policies that result in the collaboration of traditional learning culture and modern learning using Generative AI for student education.
Keywords: AI, Generative AI, artificial intelligence, university students, Islamic communication and broadcasting.

Abstrak: Salah satu bentuk AI yang digunakan oleh masyarakat saat ini adalah Generatif AI. Dalam pemanfaatannya di sektor pendidikan, generatif AI menimbulkan berbagai tantangan. Penelitian ini bertujuan untuk mengeksplorasi bagaimana penggunaan generatif AI dalam perkuliahan, menjabarkan perubahan budaya belajar dan dampak penggunaan generatif AI, serta memberikan saran bagaimana mengoptimalkan integrasi generatif AI bagi mahasiswa Komunikasi dan Penyiaran Islam UIN Antasari Banjarmasin. Studi ini melibatkan dosen dan mahasiswa sebagai subjek penelitian. Teknik pengumpulan data yang digunakan yakni wawancara mendalam dan dokumentasi. Hasil penelitian menunjukkan mahasiswa Program Studi Komunikasi dan Penyiaran Islam (KPI) UIN Antasari Banjarmasin menggunakan generatif AI untuk pemenuhan tugas perkuliahan. Penggunaan generatif AI oleh mahasiwa KPI UIN Antasari menimbulkan perubahan dalam budaya dan gaya perkuliahan. Mahasiswa lebih aktif dalam bertanya dan berdiskusi. Integrasi Generatif AI juga menimbulkan dampak negatif seperti minimnya keterampilan literasi dan dan critical thinking *mahasiswa. Mahasiswa juga harus menghadapi berbagai tantangan adanya penggunaan generatif AI. Untuk mengatasi tantangan dan dampak tersebut, optimalisasi penggunaan generatif AI harus dilakukan. Mulai dari peran bimbingan dan arahan dari dosen, pelatihan pemanfaatan AI, serta perlunya kebijakan yang menghasilkan kolaborasi budaya belajar tradisional dan belajar modern yang menggunakan generatif AI bagi pendidikan mahasiswa.*
Kata Kunci: AI, generatif AI, kecerdasan buatan, mahasiswa, komunikasi dan penyiaran Islam.

A. Introduction

Rapid digital development has resulted in many new digital products. Artificial intelligence technology is one of the most advanced digital products in recent decades. The utilization of AI by industry is not only limited to the telecommunications sector but has penetrated various fields that help human life.[1]

The definition of Artificial Intelligence (AI) has many variations. In general, AI can be defined as the ability of machines to mimic some aspects of human intelligence.[2] Essentially, AI refers to the ability of computer systems to perform tasks that would normally require human intelligence, such as speech recognition, decision-making, and translation.

One of the forms of AI used by society today is Generative AI. Generative AI is one of the *machine learning* AI products that can generate new content -such as text, images, music, or videos - by analyzing patterns in existing data.[3] Some applications that represent generative AI include ChatGPT, DeepL, Humata, Slidesgo, Canva, and so on.

The various capabilities presented by generative AI open up great potential for AI to be utilized in various aspects of human life. One of them is in the field of communication. Recently, we have seen various uses of generative AI in communication between individuals and public communication. The simplest example of the use of generative AI in public communication is chatbots for general information services found on certain websites, projects, applications, or events.[4] Through *machine learning* and *Natural Language Processing* (NLP) systems, AI also helps the interaction and information exchange process, such as language translation, understanding of word sentiment, and executing commands in real-time through virtual assistant services such as Siri and Google Assistant.

The use of generative AI has also reached the education sector. AI is making a huge impact in education by providing innovative and efficient solutions to improve the quality of learning.[5] Generative AI, such as ChatGPT, is commonplace and is used by students massively. ChatGPT can assist students in various tasks, including information retrieval, answering questions related to specific subjects, and improving writing in multiple languages. As for teachers/lecturers, chatGPT can help create teaching plans, prepare teaching materials, review and grade assignments, and provide student feedback.

However, generative AI also poses challenges in its utilization. Ethical principles such as honesty, responsibility, and respect for science must still be considered. In the educational environment, the utilization of generative AI must be collaborated with providing communication ethics and literacy. It is done so that students can utilize generative AI effectively and efficiently based on Islamic values.

Based on the explanation above, this research aims to explore the use of generative AI in lectures, especially in the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari Banjarmasin. In addition, this study describes changes in learning culture and the impact of using generative AI and provides suggestions on optimizing the integration of generative AI for Communication and Islamic Broadcasting students.

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[1] Kirana Rukmayuninda Ririh et al., "Studi Komparasi Dan Analisis SWOT Pada Implementasi Kecerdasan Buatan (Artificial Intelligence) Di Indonesia," *J@ti Undip: Jurnal Teknik Industri* 15, no. 2 (2020): 122–133, https://ejournal.undip.ac.id/index.php/jgti/article/view/29183.

[2] Fiona Fui-Hoon Nah et al., "Generative AI and ChatGPT: Applications, Challenges, and AI-Human Collaboration," *Journal of Information Technology Case and Application Research* 25, no. 3 (2023): 277–304, https://doi.org/10.1080/15228053.2023.2233814.

[3] Erik Brynjolfsson, Danielle Li, and Lindsey Raymond, "Generatif Ai at Work," *SSRN Electronic Journal* (2023).

[4] Difha Sulistyawati Handayani et al., "Manfaat Dan Potensi Masalah Penggunaan Kecerdasan Buatan (AI) Dalam Komunikasi Publik" 14 (2024).

[5] Faisol Hakim, Ahmad Fadlillah, and M. Nafiur Rofiq, "Artificial Intelegence (AI) Dan Dampaknya Dalam Distorsi Pendidikan Islam," *Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman* 13, no. 1 (2024): 129–144.

B. Theoretical Review

To Help readers understand how the Integration of Generative AI for the education of Islamic Communication and Broadcasting Students, it will briefly explain how an overview of AI system design has developed over the years.

1. Generative AI Integration For Education

The term "AI" is derived from the words "artificial" and "intelligence." Healey defines artificial intelligence (AI) as a computer system-based technology that enables the performance of human activities that require intelligence. The principal advantage of AI in technology is its capacity for intelligent action.[6] The concept of AI was developed to create a system capable of expert reasoning and storing large amounts of data, or, in other words, the ability to "remember knowledge." This stored information can then be transferred and utilized as necessary.

The integration of generative AI in education is not new. In the first wave around the 1950s, generative AI was used manually to encode a wide range of existing knowledge into a set of rules for logic-based decision making. this wave introduced an intelligent tutoring system that could dynamically track students' knowledge and apply contextual teaching strategies in education.[7] However, in this wave AI still struggles to evaluate ambiguous cases and cannot create new solutions that do not exist in its database.

In the late 1980s, a second wave of AI introduced the shift of generative AI from rule-based system to data-driven machine learning system. This wave brought a commercial system for automated formative and summative assessment in education. In fact, since the early 2000s, AI-based automated essay grading systems have been used operationally to grade important exams and provide instant feedback to students.[8] Compared to first-generation AI systems, such systems are more robust in analyzing and evaluating student work. These systems no longer rely on manually created expert rules that cannot cover the richness of real-world situations.

The third wave of AI around 2011 saw the introduction of "Deep Learning" system as a subfield of machine learning. Deep Learning system learn from data without requiring explicit feature engineering by domain experts. In the 2010s, the capabilities of these Deep Learning models triggered the development of consumer AI system, such as automatic photo labeling on social media platforms, voice recognition on mobile devices, and automatic translation across languages. As these AI-enabled tools became widely available, they pushed AI into public consciousness. A new type of AI-based self-learning companion in the education industry integrates Deep Learning to offer a more natural interaction between humans and machines. Many students employ artificial intelligence (AI) tools, such as the GPT chat search engine, which assists in addressing issues posed by academic assignments. Another notable example is Canva, an AI-powered graphic design platform. [9]

2. Integration Of Generative AI To Teaching In Islamic Communication And Broadcasting Students

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

Theoretical studies show that Chat GPT enhanced learning helps students to understand complex concepts and elaborate more detailed explanations, thus improving their learning

[6] Rony Sandra Zebua et al., *Fenomena Artificial Intelligence (AI)* (Jambi: Sonpedia Publishing, 2023).

[7] John Anderson et al., "Cognitive Tutors: Lessons Learned," *Journal of the Learning Sciences* 4 (April 1, 1995): 167–207.

[8] Paul Deane and Mo Zhang, "Automated Writing Process Analysis," in *Handbook of Automated Scoring : Theory Into Practice*, 2020.

[9] Zebua et al., *Fenomena Artificial Intellegence (AI)*.

outcomes. [10] AI technology can also encourage student engagement and interaction in discussions thus promoting more interactive communication.[11] Moreover, generative AI in education can encourage collaborative learning environments and innovative teaching practices for educators and lecturers.[12]

Based on the various examples above, it can be underlined that the use of generative AI integration to the learning practices of Islamic Communication and Broadcasting students in this study adapts the theory of Technology-Enhanced Learning. The Technology-enhanced Learning theory (TEL) states that when technology is effectively integrated into educational practices, it can help enhance the learning experience and strengthen learning by providing access to wider and more flexible information resources[13].

Desperate its benefits, the use of generative AI in Islamic Communication and Broadcasting student learning also raises several ethical challenges and considerations such as concerns about the accuracy of AI-generated data and the potential for significant misinformation. Therefore, while generative AI can offer transformative potential in education, especially in Islamic Communication and Broadcasting student teaching, it also requires careful consideration of ethical implications and collaboration between AI experts and educators to ensure effective integration.

Thus far, no evidence suggests that AI can facilitate critical thinking. Critical thinking can be defined as the mental process of imagining, reasoning, and exploring potential responses in situations that are not immediately apparent or predictable. It demonstrates that, although AI has a beneficial impact on education, obstacles and other factors must be considered in utilizing AI in the education sector.

Other challenges associated with the integration of AI in education include the following: (1) limited infrastructure and human resources, (2) concerns about data privacy, (3) dependence on technology, (4) alignment with the education curriculum, and (5) disparities in AI access. Ethical and privacy considerations are paramount when contemplating AI's incorporation in education. Teachers should be actively involved in the design of the application. Moreover, students and the broader society must exercise discernment in their use of AI.[14]

C. Methods

This research uses a qualitative research method with a case study approach to investigate the integration of Generative AI in the education of students of the Communication and Islamic Broadcasting study program at UIN Antasari Banjarmasin. The case study approach was chosen because it allows researchers to conduct an in-depth and detailed analysis of this phenomenon in a specific context.[15] This study focuses on the use of generative AI technology in various aspects of learning. This study involves lecturers and students from the Islamic Communication and Broadcasting study program of UIN Antasari Banjarmasin as research subjects, which aims to provides a detailed analysis of this integration in a specific educational context.

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[10] Vitra Yukadhirza and Muslem Muslem, "Utilisation of Chat GPT in Improving Learning of Islamic Communication and Broadcasting Students at State Islamic University of Langsa," *TASAMUH* 21, no. 2 SE-Articles (December 26, 2023): 235–248, https://journal.uinmataram.ac.id/index.php/tasamuh/article/view/8444.

[11] Marlina and Yaza Ulya, "Communication Strategies in Islamic Da'wah Opportunities and Challenges in the Era of Artificial Intelligence," *Feedback International Journal of Communication* 1 (June 21, 2024): 121–130.

[12] Abdullah Hassan Alammari, "Evaluating Generative AI Integration in Saudi Arabian Education: A Mixed-Methods Study," *PeerJ Computer Scienc* (2024).

[13] Marlina and Ulya, "Communication Strategies in Islamic Da'wah Opportunities and Challenges in the Era of Artificial Intelligence."

[14] Davina Naja Sabila, "Tantangan Dan Peluang Dalam Pemanfaatan Artificial Intelligence (AI) Di Pendidikan," in *Peran AI Dalam Dunia Pendidikan* (Bengkulu: Brimedia Global, 2020), 12–15.

[15] Robert Stake and Merel Visse, "Case Study Research," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 85–91.

The data collection techniques used include in-depth interviews and documentation. In-depth interviews were conducted with lecturers, and students to obtain their views, experiences, and responses regarding the challenges and benefits they perceived from integrating AI in learning. These interviews utilized semi-structured guidelines that allowed the researcher to explore topics with sufficient flexibility while focusing on key issues relevant to the research.[16] In addition, documentation involved collecting and analyzing relevant documents such as syllabi, learning modules, evaluation reports, and academic policies that show how generative AI is implemented in the curriculum.[17]

The main research instrument used was an interview guide to extract in-depth and relevant information from participants.[18] Data analysis was conducted using the content analysis method, which allowed the researcher to identify key themes, patterns, and meanings from the data collected.[19] Data from interviews were transcribed, *coded*, and analyzed to find significant categories, while documents were analyzed to understand the context and implementation of AI in learning.[20]

However, this study has some methodological limitations. First, the qualitative and case study nature of this research may limit the generalizability of the findings to a broader context. The findings are very specific to the institution's context and participants studied, so they may not fully represent situations in other universities or study programs.[21] Secondly, limitations in time and resources may restrict the number of participants and data that can be collected, thus reducing the depth and scope of the research analysis.[22] Third, there may be biases in the interviews and data analysis, although these have been minimized through data triangulation and participant validation.[23] Finally, the rapid changes in AI technology may also make the findings of this study obsolete if not followed by follow-up research that continues to update the findings and recommendations. Nonetheless, this research still provides valuable and deep insights into how generative AI can be integrated in Islamic communication and broadcasting education, as well as its challenges and opportunities.[24]

D. Discussion

1. Use of Generative AI in Lectures of Islamic Communication and Broadcasting Students.

Researchers interviewed several informants, namely the Head of the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari Banjarmasin, the

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[16] Sadan Vathsala, "Data Collection Methods in Quantitative Research," *Medknow Publications, Christian Medical College & Hospital* 18, no. 2 (2017): 58.

[17] Udo Kuckartz and Stefan Rädiker, "Documenting and Archiving the Research Process," in *Analyzing Qualitative Data with MAXQDA*, 2019, 283–290.

[18] Büşra Dursun, "A Qualitative Research Technique: Interview," *Eğitim Bilimleri* 7, no. 14 (2023).

[19] Ali Fuad Selvi, "Qualitative Content Analysis," in *The Routledge Handbook of Research Methods in Applied Linguistics*, 2019, 440–452.

[20] Krittinee Nuttavuthisit, "Data Analysis and Interpretation: The Asian Perspectives and Practices," 2019, 239–262.

[21] João Henrique Lopes Guerra, "Case Study Protocol for Qualitative Research in Operations Management," *REPAE - Revista de Ensino e Pesquisa em Administração e Engenharia* 8, no. 1 (April 30, 2022): 16–33, https://www.repae-online.com.br/index.php/REPAE/article/view/270.

[22] Shreya Mishra and Ajoy K Dey, "Understanding and Identifying 'Themes' in Qualitative Case Study Research," *South Asian Journal of Business and Management Cases* 11, no. 3 (October 27, 2022): 187–192, https://doi.org/10.1177/22779779221134659.

[23] Nicolas Jager et al., "Case Study Meta-analysis in the Social Sciences. Insights on Data Quality and Reliability from a Large-N Case Survey," *Research Synthesis Methods* 13 (July 1, 2021).

[24] Bingyi Han et al., "Ethical and Pedagogical Impacts of AI in Education," in *Artificial Intelligence in Education*, 2023, 667–673.

Secretary of the Study Program, lecturers, and several KPI students regarding using generative AI in lectures. Researchers found the results of interviews with lecturers as follows:

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

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

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

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

> "Generative AI has basically existed since long ago. For example, the Google Search Engine is generative AI too. It answers our instructions with information that generates a wide variety of information options. It's just that what is currently developing is a more detailed form of generative AI in providing answers to information according to user directions" (Interview with Head of the KPI Study Program, 1-07-2024)

The development of AI is not a new thing. Even in education, AI has been applied from adaptive learning to automated assessment. But the development of technology and understanding of the potential of AI that continues to grow, of course, also opens up new opportunities in transforming education.[25] The interview results revealed that students have often used generative AI for lecture purposes.

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

> "I use generative AI to search for material from lecture materials I don't understand. Besides that, I also look for answers to questions in class. Both during presentations and when working on problems". (Interview with 6th semester KPI student, 30-06-2024).

Based on the results of the interview above, it can be seen that students use generative AI in fulfilling college assignments. Artificial intelligence technology such as generative AI can be said to be quite helpful to lighten student assignments and help the efficiency of assignment time.[26] Generative AI helps students structure essays, provide writing ideas, and find relevant references. In addition, generative AI is also an alternative for students in understanding concepts that are difficult to understand and then summarizing them.

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

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

The interview results show that the use of generative AI is a natural thing to do in today's lectures. The younger generation (GenZ) students are a generation that is easy to accept

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[25] Hakim, Fadlillah, and Rofiq, "Artificial Intellegence (AI) Dan Dampaknya Dalam Distorsi Pendidikan Islam."

[26] Adinda Arly, Nanda Dwi, and Rea Andini, "Implementasi Penggunaan Artificial Intelligence Dalam Proses Pembelajaran Mahasiswa Ilmu Komunikasi Di Kelas A," in *Prosiding Seminar Nasional*, 2023, 362–374.

technological novelty. Not only used in the fulfillment of theoretical tasks. Generative AI is also used by KPI students in practicum tasks, such as making designs and videos.

> "*Bagi mahasiswa KPI, generatif AI yang berfungsi dalam kreatifitas seperti desain grafis ataupun videografi, mereka lebih luwes dalam penggunaan AI tersebut. Justru lebih semangat jika diberikan tugas tersebut.*" (Interview with KPI secretary, 1-7-2024)
> "For KPI students, generative AI that functions in creativity such as graphic design or videography, they are more flexible in using the AI. In fact, they are more enthusiastic if given the task." (Interview with KPI secretary, 1-7-2024)

The use of generative AI to fulfill the practical tasks of KPI students, for example, is making powerpoints using *Slidesgo* and *GammaApp.* Students can directly access powerpoint templates with an attractive appearance as material when presenting in front of the class. In addition, powerpoints for lecture discussion materials can also be made through *Canva.* Based on the results of interviews, almost all students use Canva. Canva is equipped with various conceptual features that are very easy to use and assemble by general audiences from various levels of education and workers.[27] The existence of various generative AI platforms that are massively used certainly impacts students' learning process, especially in the KPI study program.

2. Changes and Impact Usage Generative AI in lectures of Islamic Communication and Broadcasting students.

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

> "*AI seperti pedang bermata dua, ada yang digunakan dengan baik dan sebaliknya. AI merambah dalam dunia akademik adalah zamannya. Kita yang harus pandai dalam menggunakan AI agar tidak dikuasai teknologi.*" (Interview with KPI lecturer 1-07-2024).
> "AI is like a double-edged sword; some are used well and vice versa. It is time for AI to penetrate the academic world. We must be good at using AI so that we are not controlled by technology." (Interview with KPI lecturer 1-07-2024).

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

> "*Jika dahulu kita harus pergi ke perpustakaan mencari buku-buku yang relevan sebagai sumber ilmu. Dengan adanya AI seperti google book kita sudah bisa memperoleh ratusan bahan bacaan. Namun, banyaknya informasi yang telah disajikan generatif AI menimbulkan fenomena dimana saat ini mahasiswa cenderung hanya 'membaca' apa yang mereka dapatkan.*" (Interview with Head of the KPI Study Program, 1-7-2024)
> "In the past, we had to go to the library to look for relevant books as a source of knowledge. We can already obtain hundreds of reading materials with AI such as google books. However, the amount of information presented by generative AI has caused students only to read what they get." (Interview with Head of the KPI Study Program, 1-7-2024)

One of the changes in student culture is the impact of generative AI related to student literacy. Students' dependence on digital technology erodes literacy skills and understanding of

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[27] Arly, Dwi, and Andini, "Implementasi Penggunaan Artificial Intelligence Dalam Proses Pembelajaran Mahasiswa Ilmu Komunikasi Di Kelas A."

reading. Moreover, students who are Generation Z use too much technology in learning. literacy which includes the ability to communicate, collaborate, think critically, creatively and innovatively will be more difficult to realize if they only rely on online technology.[28]

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

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

Based on the results of interviews with lecturers and the secretary of the KPI Study Program at UIN Antasari Banajrmasin, it is reaffirmed that the cultural shift and the impact of generative AI is literacy. Students tend to have many reading lists, but cannot express and explain the main idea of the information found by generative AI. It also shows that the impact of the massive use of generative AI is related to reading ability and critical thinking skills.

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

> "Students today are indeed smarter in theory and breadth of thinking after the existence of generative AI. However, in terms of critical thinking such as thinking deeply, students seem increasingly underdeveloped. Therefore, it must be taught and assisted so students can think critically. So that students' imagination and creativity are not limited by AI technology" (Interview with KPI lecturer 1-07-2024)

The above opinions show that generative AI has a negative impact. But it should be underlined that the negative impact of AI itself is not why generative AI is prohibited in student lectures. Because the evidence is theoretical and understanding, KPI students admit that AI affects their learning process.

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

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

Based on the interview results above, generative AI increases student participation during lectures. Generative AI has a positive relationship with student engagement in the learning process. Students tend to be more actively involved and participate in learning that involves AI technology. [29] It is because students are easy to access learning materials

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[28] Fatah Yasin Al Irsyadi, Aziz Prasuci Priambadha, and Yogiek Indra Kurniawan, "Game Edukasi Bahasa Arab Untuk Siswa Kelas IV Di Sekolah Dasar Islam Terpadu Nahdlatul Ulama Cepogo," *Jurnal Manajemen Informatika (JAMIKA)* Volume 10, no. April (2020): 12.

[29] Muhamad Rizki Firdaus et al., "Tantangan Teknologi Artificial Intelligence Pada Kegiatan Pembelajaran Mahasiswa," *IJEDR: Indonesian Journal of Education and Development Research* 2, no. 1 (2024): 379–384.

widely, easily understand foreign languages and terms and can ask questions at any time on generative AI so that it helps the learning process for students. [30]

In addition to generative AI's impact, KPI students face various challenges in its use. Fiona and her colleagues describe four perspectives on the challenges of using AI: ethical, technological, regulatory policy, and economic.[31] The challenges that have the potential to be faced in lectures, including lectures in the KPI study program, include:

a) Harmful content
   Answers from generative AI may contain harmful content such as violence, discrimination, and pornography. Although AI has set up policies, these harmful contents may appear for algorithmic reasons.

b) Information bias
   Generative AI tends to produce unfair responses and recommendations. For example, the dominance of language models or stereotypes of gender, race, and culture.

c) Dependency
   The convenience and power of the generative AI resulted in students' overreliance. It could lead to complete trust in the information provided by generative AI, even including information containing harmful and biased content.

d) Data privacy and security abuse;
   Data security refers to the practice of protecting information from unauthorized access. This challenge can be triggered by information being exposed to the public. If generative AI is always used by students in their daily lives and important and even confidential information is included, then data security may be at risk of being breached.

e) The digital divide
   This challenge is often attributed to people having and not having access to computers and the internet as the main door to using generative AI. Factors such as age, culture, geography, and economy usually cause this gap.

The results of other interviews with the secretary of the KPI study program and KPI study program lecturers indicate that students should not be limited in terms of utilizing generative AI. The presence of AI technology facilitates learning. Lecturers can take a role at a level that provides enlightenment with substantial keywords.[32] Therefore, AI's negative impacts and challenges can still be stemmed with assistance in its utilization for education.

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

Integrating AI, especially generative AI, in lectures for KPI students certainly brings many benefits. Based on the previous discussion, student participation in class becomes more active. Students can create more personalized, adaptive, and interactive learning with generative AI.[33]

Optimizing the integration of generative AI certainly does not have to be done by students. Lecturers are the main actors who must provide direction in education in the generative AI era. AI integration can help the lecturer's workload in compiling the curriculum, determining the right

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[30] Kharisma Agustya Zahra Salsabilla et al., "Pengaruh Penggunaan Kecerdasan Buatan Terhadap Mahasiswa Di Perguruan Tinggi," in *Prosiding Seminar Nasional Teknologi Dan Sistem Informasi*, vol. 3, 2023, 168–175.

[31] Fui-Hoon Nah et al., "Generatif AI and ChatGPT: Applications, Challenges, and AI-Human Collaboration."

[32] Salsabila Rheinata Rhamadani Putri Supriadi, Sulistiyani Usman Haedi, and Muhammad Minan Chusni, "Inovasi Pembelajaran Berbasis Teknologi Artificial Intelligence Dalam Pendidikan Di Era Industry 4.0 Dan Society 5.0," *Jurnal Penelitian Sains dan Pendidikan (JPSP)* 2, no. 2 (2022): 192–198.

[33] Firdaus et al., "Tantangan Teknologi Artificial Intelligence Pada Kegiatan Pembelajaran Mahasiswa."

teaching method, and providing administrative tasks such as correcting assignments and reports on teaching and learning activities.[34]

While AI has great potential in education, there are challenges in integrating it in higher education. One of them is the lack of AI literacy among students and lecturers in Indonesia.[35] UIN Antasari's Communication and Islamic Broadcasting study program is no exception. Several lecturers have not paid much attention to the benefits and importance of generative AI in lectures.

> "*Agar penggunaan generatif AI dapat memberikan manfaat dan hasil yang maksimal baik secara teoritis maupun etika, perlu adanya pendampingan dari dosen bagi mahasiswa yang mengunakan AI. Dosen dan tenaga pendidik harus terbuka dengan adanya teknologi AI. Tenaga pendidik tidak boleh skeptis dengan AI dan menutup diri dengan penggunaan AI. AI harus digandeng, sebab mahasiswa pasti menggunakan itu. Apabila tidak ada pendampingan, justru AI akan menjadi momok bagi perkuliahan ditengah perkembangan zaman yang semakin pesat*".* (Interview with KPI Secretary, 1-7-2024).

> "For the use of generative AI to provide maximum benefits and results theoretically and ethically, lecturers need assistance for students who use AI. Lecturers and educators must be open to the existence of AI technology. Educators should not be skeptical about AI and close themselves to the use of AI. AI must be cooperated with, because students must use it. Without assistance, AI will become a scourge for lectures amid the rapid development of the times.". (Interview with KPI Secretary, 1-7-2024).

Lecturers' lack of AI-related knowledge is a big challenge for students' utilization of generative AI. It was said earlier that lecturers are facilitators in providing policies and ethical boundaries for using generative AI for students. Students need policy through mentoring and optimal use of generative AI.

> "*Saya memerlukan pelatihan terkait penggunaan AI, dosen perlu mengarahkan bagaimana cara menggunakan AI dalam perkuliahan*" (4th semester student interview 2-7-204).

> "I need training related to the use of AI, lecturers need to direct how to use AI in lectures" (4th semester student interview 2-7-204).

Based on the opinion of the interview above, there is a need for assistance and training for students by lecturers regarding the use of AI. Although there are many tutorials on using AI on social media, lecturer guidance and training certainly has its value. Some educational institutions have proven success in training the use of AI for educators. For example, a workshop on applying ChatGPT and Prosa.ai in learning for lecturers in East Nusa Tenggara. This workshop succeeded in providing a good understanding of the integration of AI in preparing lectures and increasing enthusiasm for its proper implementation.[36]

Transforming the role of lecturers into facilitators in experiential learning is an integral part of lectures that utilize generative AI.[37] Students still need assistance and guidance in developing *critical thinking,* which AI cannot replace.

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[34] Abd Aziz, Clarisya Amalia Sholehah, and Poppy Rachman, "Dinamika Transformasi Pendidikan Agama Islam: Sinergitas Artificial Intelligence Dalam Peningkatan Pemahaman Keagamaan," *Bahtsuna: Jurnal Pendidikan Islam* 5, no. 2 (2023): 169–177, file:///C:/Users/62831/Downloads/ahmad-muzammil-pba-1.pdf.

[35] Gerlan Apriandy Manu et al., "Pendidikan Dan Kecerdasan Buatan: Workshop Penerapan Chat GPT Dan Text to Speech Prosa.Ai Untuk Meningkatkan Keterampilan Dosen Di Nusa Tenggara Timur," *Pengabdian Masyarakat Ilmu Pendidikan* 3, no. 2 (2023): 16–21.

[36] Manu et al., "Pendidikan Dan Kecerdasan Buatan: Workshop Penerapan Chat GPT Dan Text to Speech Prosa.Ai Untuk Meningkatkan Keterampilan Dosen Di Nusa Tenggara Timur."

[37] Haris Haris et al., "Analisis Dampak Literasi AI Terhadap Perubahan Norma Dan Etika," *Jupiter: Jurnal Pendidikan Terapan* 02, no. 01 (2024): 66–77, https://journal.diginus.id/JUPITER/article/view/200/159%0Ahttps://doi.org/10.61255/jupiter.v2i1.200.

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

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

The above opinion shows that generative AI, which humans make, certainly has limitations. Understanding its limitations is one way to ensure proper use of generative AI. Although it has the term artificial intelligence and is capable of generating text and executing commands well, generative AI cannot replace human interaction in complex decision-making.[38] Therefore, users should use generative AI only as a tool for students and lecturers during the lecture process.

The emergence of various generative AI developments has the potential to challenge long-held paradigms of traditional teaching and learning. However, it is reiterated that generative AI such as ChatGPT is emerging as a potential in learning innovation and student engagement.[39] Optimizing the integration of generative AI also involves various actors; students, lecturers, policymakers, and institutional leaders. The KPI academic community still needs to improve its creativity, critical thinking, and communication skills during the lecture process. So that all parties can be prepared to develop science, especially the sciences surrounding Islamic Communication and Broadcasting, which are always related to technological development innovations.

E. Conclusion

Artificial intelligence (AI) technology is one of the most advanced digital products in recent decades. Society uses AI in various aspects of life. One of how society utilizes AI is in the education sector. Based on the results of the research conducted, it can be concluded that students of the Islamic Communication and Broadcasting (KPI) Study Program at UIN Antasari use generative AI to fulfil lecture assignments, search for lecture materials, explore discussion materials, and assist in making creative design and videography works. Some lecturers in the KPI study program are open to using AI by students.

The use of generative AI by KPI UIN Antasari students has led to changes in the culture and style of lectures. Students are more active in asking questions and discussing. Students also have extensive knowledge about the discussion material during lectures. However, some impacts must also be considered, such as the lack of reading skills in understanding and conveying information from the results of generative AI searches and decreased critical thinking skills. In addition, students face various challenges when integrating AI into lectures. These include malicious content, dependence on AI, misuse of privacy and security data, and digital silos in accessing Generative AIs.

To deal with the impacts and challenges of using generative AI, it is necessary to optimize its integration. Among them are; 1) direction and guidance from lecturers to students; 2) holding training on the use of generative AI for both students and lecturers; and 3) collaboration between the academic community in elaborating traditional learning cultures, and modern learning using generative AI which needs to involve policy makers and leaders of campus institutions.

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[39] F X Risang Baskara et al., "ChatGPT and Personalized Learning: Reshaping Pedagogical Approaches in the VUCA Age," *Jurnal Educative: Journal of Educational Studies* 8, no. 2 (2023): 167–184.

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