

Indonesia Islamic students' belief towards the performance of artificial intelligence: perceptions, impacts, and anticipations

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ABSTRACT

This research aims to i) determine the belief level of Islamic university students towards AI for learning and ii) what factors related to student confidence in using AI for learning. This study employed a mixed-methods sequential explanatory design. The research subjects were students of the strata 1, Universitas Islam Negeri Syarif Hidayatullah, and students of Universitas Islam Negeri Sunan Kalijaga, totaling 411 students. The research sample was obtained using random techniques. The quantitative data collection method is questionnaire-based, and data in-depth analysis is carried out qualitatively using the focus group discussion (FGD) technique. The quantitative data analysis method was carried out using descriptive statistics, and the qualitative study was carried out thematically. This research found that the majority of students have a high level of confidence in the performance of artificial intelligence (AI) as a tool for them. This level of belief is significantly and positively related to understanding of the AI platform used, lecturer support and guidance, parental support and guidance, and support from fellow students. However, belief in AI cannot be absolute because it is feared that it will result in poor use. AI platform users, especially students, lecturers, researchers, and anyone who uses it, need to recheck and deepen its accuracy and correctness.

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1. INTRODUCTION

The use of this technology has penetrated various aspects of human life, including education [1], [2]. artificial intelligence (AI) is expected to change help-seeking behavior and user experience [3] and transform information search and discovery [4]. The use of AI among students is quite high. The majority of students, around 93.2%, expressed a strong desire to actively use AI to improve their academic performance [5]. AI-facilitated learning can adapt content to student needs, thereby increasing learning effectiveness and satisfaction [6]. AI use is influenced by perceived usefulness, ease of use, and learning motivation [7]. The use of AI in education raises concerns about plagiarism, potential bias, inaccurate results, and the potential for developing bad habits among students [8].

AI technology in various aspects of Muslim life raises ethical and legal issues, thus emphasizing the need for strict regulations to ensure AI applications comply with Islamic principles and do not spread

misinformation [9]. This is exacerbated by the circulation prevalence of hoaxes and false information in the digital era [10]. For example, the development of Quran reading models through AI, often based on limited data sets, does not cover the diversity of reading styles and rules, resulting in potential inaccuracies. Islamic law remains a challenge, to ensure the integrity and accuracy of content [11]. Therefore, there is an urgent need for regulations to ensure that AI applications comply with Islamic principles [12].

The integration of AI in Muslim societies presents unique epistemological and legal challenges, particularly in preserving religious authenticity and ethical compliance. In Islamic higher education, AI tools are often filtered through lenses of Shariah compliance and scholarly authority. For instance, Munshi *et al.* [13] demonstrated the complexity of using AI to automate fatwa issuance, which demands not only technical accuracy but also deep contextual and jurisprudential sensitivity. Similarly, Whyte [14] highlighted how digital platforms are reshaping the landscape of religious authority among Muslims, creating tension between algorithmic output and traditional interpretive methods. These findings underscore the need to consider AI not as a neutral tool, but one situated within contested moral and religious domains.

Much research has been conducted on belief in AI, including research [15]. In particular, belief in AI in the context of students at Muslim universities, especially in countries with Muslim-majority populations, is still not widely implemented. Therefore, this study specifically conducted an exploratory study on student belief in AI for learning among students at two Islamic state universities in Indonesia, namely Universitas Islam Negeri Syarif Hidayatullah Jakarta and Universitas Islam Negeri Sunan Kalijaga, Yogyakarta. Recent developments in the field of AI acceptance highlight the complexity of belief in AI, particularly in educational settings. According to Jacovi *et al.* [16], human belief in AI is determined by three interrelated dimensions: the prerequisites (e.g., transparency and explainability), causes (e.g., performance and reliability), and goals (e.g., effective collaboration and reduced cognitive load). These components provide a more nuanced understanding of how students evaluate AI as a believed partner in learning.

Furthermore, Gerlich [17] emphasizes the cultural embeddedness of AI belief, demonstrating that student belief is not solely based on technological affordances but also on religious, moral, and epistemic values. This is especially relevant in Islamic educational contexts, where belief in AI may be filtered through considerations of Shariah compliance, religious authority, and ethical sensitivity. Such perspectives are in line with recent findings on cross-cultural variations in AI acceptance, which show that societies with strong religious or collectivist values may be more cautious toward adopting AI uncritically [18]. These insights emphasize the importance of a proportional belief approach that balances AI usefulness with ethical and religious considerations. For Muslim students, belief in AI is shaped not only by practical experience and frequency of use, but also by broader cultural and Islamic values that influence how AI-generated information is interpreted and trusted.

In this study introduce the concept of proportional belief to describe a balanced orientation toward AI, where users maintain confidence in its utility while exercising ethical and critical caution. Conceptually, proportional belief aligns with but extends beyond existing models such as belief calibration which concerns aligning human belief with system reliability and overtrust, which refers to excessive reliance on automation [19], [20]. It also contrasts with belief asymmetry, where users are quicker to lose belief than to gain it [21]. In Islamic education, proportional trust combines evaluation of AI performance with ethical and religious considerations. Students' acceptance and intention to use AI are influenced not only by its functionality, but also by cultural, moral, and epistemic beliefs. Self-confidence and perceptions about AI, are significant factors in their belief in AI systems [22]. Belief determines the adoption of GenAI systems and their appropriate use [16]. Lack of belief [23] and blind belief [24] affect how users interact with AI tools and pose risks in human-AI interactions.

Excessive belief can cause students to blindly accept AI advice, mistrust can lead to ineffective use or abandonment of potentially useful tools [15]. What is very interesting about AI is that AI cannot be believed absolutely because it will result in bad use, but AI also cannot be avoided (not believed) because AI can increase productivity and support student learning. Innovation results need to provide certain benefits and advantages [25]. As a result of innovation, belief in AI needs to be redefined in the form of proportional belief in the use of AI to improve the quality of learning/education. The aim of this research is to determine: i) the level of confidence of Islamic university students towards AI for learning and ii) significant factors related to student confidence in using AI for learning. Through this research, it is hoped that it will be able to explain the level of confidence of Islamic higher education students towards the proportional use of AI to improve the quality of learning.

2. METHOD

The research is an exploratory method. Data collection used mixed methods [26]. The research design uses a sequential explanatory design model as explained in Figure 1. In explanatory sequential design,

data collection is carried out through questionnaires. The preparation of the questionnaire was carried out by deriving each variable and indicator based on the conceptual definition and operational definition and then compiling the question items/questionnaire statements. Concept definitions are identified from relevant theories and research results as a basis for developing operational definitions. The preparation of the research grid and instruments involved AI experts and educational technology experts, through a process of study, review, and revision of the instruments. Complete research instruments are attached.

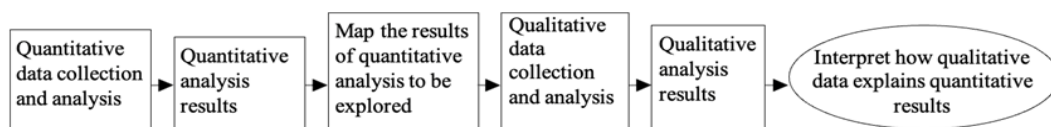


Figure 1. Explanatory sequential design

Before use, this research instrument was tested on 30 respondents with the same characteristics. This trial was carried out randomly on Universitas Islam Negeri Syarif Hidayatullah Jakarta students via the Google Form application. The trial was carried out in early March 2024. The results of this trial were then tested for the validity and reliability of the instrument. The instruments used in this research were proven to be valid in content and construct. This means that the instrument can measure the concept to be measured. Test the reliability of the instrument using the alpha-Cronbach technique.

The research instruments were all reliable with a reliability index in the range of 0.567 to 0.805. The research was carried out on students of the Universitas Islam Negeri Syarif Hidayatullah Jakarta and Universitas Islam Negeri Sunan Kalijaga, Yogyakarta. The sample uses a random sampling technique through sampling the Google Form application. The implementation of this quantitative data collection was carried out in the middle of s.d. at the end of March 2024. The total sample of 411 respondents was determined based on power analysis for medium effect size ($r = 0.30$) with $\alpha = 0.05$ and power = 0.95, requiring a minimum of 210 participants. Doubling this threshold ensured representativeness across two institutions. The final dataset comprised 223 students from Universitas Islam Negeri Syarif Hidayatullah Jakarta (54.3%) and 188 from Universitas Islam Negeri Sunan Kalijaga, Yogyakarta (45.7%), with 61.6% female and 38.4% male participants. This distribution reflects the gender composition of Islamic universities in Indonesia and supports valid subgroup comparison.

Data collection was assisted by enumerators at the universities that were the research samples. These enumerators had previously been trained in disseminating Google Form links to students. During the data collection process, the research team coordinated and communicated with the enumerators, especially communicating incoming data and coordinating the smooth running of data collection. The communication tools used are the internet applications Zoom, WhatsApp, and telephone. The analysis carried out includes descriptive analysis for the variables studied, as well as the product-moment correlation test which is used to determine the relationship between explanation of the informant's acronym/initials has been included in the method who were respondents to this research. Students participating in the FGD in this research are coded with the initials BU, IR, RF, HZ, CH, NN, ZD, SY, AR, CH, NN, AL, WH, and HB. The preparation of FGD guides and in-depth interviews was carried out based on the results of quantitative data processing [27]. The research data were analyzed using the steps of data collection, data reduction, data presentation, and ending with data conclusion [28]. Qualitative data were coded thematically using Miles and Huberman's interactive model, involving open coding, pattern identification, and axial categorization. Peer debriefing and transcript validation were used to ensure trustworthiness.

Qualitative data collection used FGD techniques and in-depth interviews with student representatives at Universitas Islam Negeri Syarif Hidayatullah Jakarta and Universitas Islam Negeri Sunan Kalijaga, Yogyakarta. Fifteen students were participating in the FGD from each university, making a total of 30 people. These students represent all faculties at the college. This data collection will be carried out in May 2024. It is hoped that this qualitative data can explain and strengthen the quantitative data findings so that the research results are more comprehensive. To enhance transparency, qualitative data were analyzed using a thematic coding matrix guided. Three core themes emerged: i) epistemic belief and AI literacy, ii) pedagogical and institutional support, and iii) ethical and religious concerns. Each theme was coded across both universities and gender groups to identify convergent and divergent patterns.

Moreover, the mixed-methods framework strengthens the study's validity through methodological triangulation. The FGDs and in-depth interviews were guided by structured protocols derived from the quantitative findings, ensuring strong explanatory alignment between data sources. To reduce bias, student participants were selected from diverse faculties, and data collection was mediated by trained enumerators to

ensure consistent administration. This integration of survey and FGD results not only supports internal validity but also enriches the contextual depth of the analysis, a hallmark of high-quality exploratory research in the social sciences [29].

3. RESULTS AND DISCUSSION

3.1. Results

Data on student confidence in AI performance is described based on student perceptions. The data is displayed in the form of frequencies and percentages according to the category of perceived belief that the respondent chose. Data on the level of student confidence in AI performance is shown in Table 1.

Table 1. Levels of student belief in AI for learning (N = 411)

No	Category	f	%
1	Strongly belief	66	16.05
2	Belief	204	49.69
3	Lack of belief	122	29.69
4	No belief	19	4.63

Based on Table 1, there is an interesting data display where the majority of students stated that they believed or strongly believed. This fact shows that more than 70% of students rely on AI to solve problems. The habit of relying on AI can be associated with belief in AI. If don't believe it, of course, students don't have enough interest in using AI. These findings are rational considering that in the current era, AI has become a popular tool and is commonly used by people.

Data describing students' confidence in AI performance was then confirmed and explored in more depth through FGDs at Universitas Islam Negeri Syarif Hidayatullah Jakarta and Universitas Islam Negeri Sunan Kalijaga, Yogyakarta. The initial substance discussed was the origin of students' perceptions of AI performance. In the FGD process, several things were discovered that could provide deeper meaning to the quantitative findings. Several facts found are that perceptions of AI performance are influenced by scientific background. One of the most visible is the explanation from students of the information technology study program who stated that learning with AI is part of their daily lives. The lecturer gave instructions that the learning process at this time cannot be separated from AI. This habit makes students more familiar with AI.

However, the frequency of AI use does not necessarily have a linear relationship with students' confidence in AI performance. Students who have been introduced by their lecturers to using AI actually have better AI literacy. The frequency of using AI makes students understand the performance of AI from various angles, including the accuracy of AI in helping find answers. IR respondent stated, "I realize that the answer given by AI is not completely correct". The meaning of this statement is that students need clarification and confirmation of the information produced by AI.

AI users need to understand how the AI platform works, including its formulas or algorithms. With this understanding, users can formulate and give appropriate commands so that AI can process and produce information as expected. When exploring understanding AI algorithms, especially ChatGPT (an AI platform often used by students), all informants stated that they did not understand the algorithm. On the other hand, each AI platform has a different formula or algorithm. Students also don't care about this, so they enter data/commands into the AI platform as is. As a result, often getting data/information from AI platforms does not meet expectations. This is why they are not completely confident that AI can be used for learning.

The level of confidence in using AI is analyzed from the aspects: i) intensity of use of the AI platform; ii) belief that AI can make it easier to understand lecture material; iii) AI can provide instructions/references in studying lecture material; and iv) student perceptions regarding the use of AI can improve learning achievement. The data for these four aspects are explained in Table 2. Table 2(a) presents the frequency distribution of AI use indicators, while Table 2(b) presents students' perceptions of the helpfulness of AI.

Quantitative data shows an interesting thing, namely that the development of AI means that more than 97% of respondents have experience using AI, and even more than 80% admit that they often use it. However, this intensity does not contribute to belief in AI. The frequency distribution of answers to the intensity of AI use is not linear, with the belief that AI can make it easier for students to understand lecture material, AI can guide in studying lecture material, and students' perceptions of the use of AI in improving learning achievement. These findings are interesting because the intensity of AI use does not necessarily

make students believe that AI can be a tool that helps and strengthens learning achievement. These findings were then confirmed with students through FGD.

Table 2. Indicators and frequency distribution of student confidence in AI-assisted learning:
(a) frequency of AI use and (b) perceived helpfulness of AI

(a)				
Indicator	Very frequently (%)	Often (%)	Seldom (%)	Never (%)
Intensity of using AI.	25.79	62.29	9.49	2.43
Belief that AI can make it easier to understand lecture material	0.00	36.98	37.71	25.30
AI can provide instructions/references in studying lecture material	20.44	38.20	37.71	3.65

(b)				
Indicator	Very helpful (%)	Helpful (%)	Less than helpful (%)	Not helpful (%)
Student perceptions regarding the AI can improve learning outcome	19.95	21.17	40.14	18.74

The FGD tried to explore the reasons for each student's confession regarding the intensity of AI use. More than 80% stated that they often do so because they feel that using AI is the result of using AI which has become a necessity in campus activities, such as searching for references, translating, or summarizing references. Some students often use AI for their side jobs as content creators. They often use AI because they already understand how to use it well, which they learned themselves through in-depth research from various sources on the internet. According to these students, the number of students who have the ability and creativity to utilize AI is still relatively low.

Then, why are there still students who say they rarely use AI in the current era? students admit that using this device is necessary when there is a lecture assignment from the lecturer. They also admitted that they did not understand the optimal use of AI, even when asked about the algorithm of an AI platform that they often use, no one could explain it. More specifically, the reasons for this group's lack of intensity in using AI are as follows.

- Understanding of AI platforms is still relatively low. Most respondents are only familiar with the ChatGPT. However, almost all respondents do not understand the algorithm used by ChatGPT.
- Lecturer support and guidance regarding the use of AI is still very low. Generally, lecturers don't care and tend to ignore the use of AI for lectures. Only a small number of lecturers are open to exploring and recommending the use of AI, and there are even lecturers who prohibit the use of AI in lecture process.
- Specific outreach regarding the use of AI platforms in higher education has never been carried out.
- Rules regarding the use of AI, especially for academic purposes, are still unclear.
- Most students still feel hesitant about using AI, especially to support lectures, and doing assignments, especially when doing scientific papers.

In Table 2(a), the second indicator, is the question "Can using an AI platform help you understand lecture material?". In contrast to the intensity data, which the majority said they often used, in this indicator less than 40% of students found AI often helped them understand lecture material. The results of the deepening through FGD showed that almost half of the students stated that the material provided by lecturers was often incomplete, for example, detailed explanations and examples of specific implementation of concepts. In this way, students deepen the material by utilizing AI (the majority convey it using ChatGPT).

However, AI tools to complement information from lecturers do not necessarily become universal solution for understanding all the material. Many students feel that AI is not helpful enough in understanding lecture material, especially in social sciences. This is because the information or material in the social sciences provided by AI is less contextual. For example, when discussing social phenomena or social movements in society, the use of ChatGPT (AI) cannot be answered completely. The students also realized that ChatGPT (AI) was a computational agent that was unable to understand what the user wanted. AI response is very dependent on mastery of the data owned by the AI platform. There are also informants (BU) who know about the diversity of AI platforms. According to this informant, it may not be satisfactory to get information/responses from one AI platform, but from other AI platforms, more complete information can be obtained. The informant gave examples of ChatGPT, Google Gemini, Github Copilot, Canva AI, and other platforms having their respective advantages.

In Table 2(a) at point 3 there is a trigger question, namely "Can AI provide guidance or references in studying the lecture material?". Around 60% of students admit that AI rarely or does not provide instructions

or references in studying lecture material. Why is this confession made by students? In the FGD via IR informants, one of his duties as a teaching assistant was to collect student assignments to be submitted to the lecturer. He often pays attention to the assignments of his friends. It was found that several of these assignments were obtained from AI results as a whole without any modification, addition, or analysis by the student. The students' assignments did not appear to be comprehensive and in-depth. Some substances are not answered completely and without being equipped with various in-depth and contextual explanations. Based on these findings, the phenomenon appears that AI is used for the formality of completing assignments, but has not been used as a tool to search for various references so that it is easy for users to understand the material.

Point 4 in Table 2(b) explains student perceptions through the question "Can using an AI platform help improve learning achievement?". Most students (above 60%) stated that AI had no impact on improving learning performance. Based on the FGD findings which stated that AI cannot necessarily make things easier for students and provide guidance in understanding the material, it means that not all students have the perception that AI can make them smarter and more capable. Student learning achievement in this case is associated with the student's intelligence and skills so that they can solve various problems given by the lecturer.

To provide a deeper meaning to the quantitative data, the data was tested using Pearson product-moment correlation. Several variables were chosen, namely an understanding of the AI platform, lecturer support, and support from parents and friends which were correlated with the level of student confidence in AI performance. Table 3 displays data from the correlation analysis.

Table 3. Pearson correlations between belief and supporting factors

No	Variable	r	Sig.	No	Variable	r	Sig.
1	Understanding AI platforms	.223**	<.001	3	Parental support	.417**	<.001
2	Lecturer support	.341**	<.001	4	Friends support	.354**	<.001

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

Based on Table 3, it is known that the level of confidence in using AI is positive and significant. The results of the deepening through FGD show that students easily adapt to developments in AI technology. As Gen Z, all students can operate and adapt to developments in AI platforms. This convenience can increase students' confidence in using AI to support improving their learning achievements. It is only acknowledged that almost all students do not understand the AI platform algorithms used. One factor is the lack of accurate information obtained from the AI platform, due to limited understanding. On the other hand, most students only know about a certain type of AI platform, namely ChatGPT. This AI platform is better known and often used by students.

Lecturer support and guidance for students in using AI is important. The results of in-depth research with students admit that most lecturers still don't care, and tend to tolerate the use of AI for lectures. In other words, the lecturer does not prohibit or recommend it. According to IR informants, a small number of lecturers who are open to exploring AI, recommend the use of AI. A small number of lecturers also provide guidance; you need to be careful about using AI correctly. There are also lecturers who prohibit using AI. According to RF informant, in certain faculties, many lecturers do not understand the use of AI. The reason is that they consider the use of AI to be a fraudulent method, not pure from oneself. According to most informants, lecturers should be more open, so that the use of AI is more flexible.

Specifically, regarding the content of religious sciences, most lecturers in Islamic religious sciences emphasize the need to be careful in using sources about religious sciences. Islamic religious material should be based on the Koran. IR informants HZ, CH, and NN admitted that lecturer guidance was very helpful in increasing confidence in using AI to improve lectures. Students admit that parents' awareness of AI varies. In exploring with students when answering the question "What is the family's support towards AI"? The answer is that most parents don't understand and don't understand, only a small number of parents understand AI.

Students fall into the Gen Z category. They are generally very literate in information and communication technology, including AI. In using AI for learning, the results of the FGD with students acknowledged that the support of college friends is very necessary and mutually reinforcing. Forms of support include: exchanging information about AI platforms, discussing search results via AI, sharing internet credit packages, and other forms. Collaboration like this is recognized by all students as very helpful in using AI for lectures.

The results of the Pearson correlation test (see Table 3) statistically confirm that student belief in AI is significantly related to platform understanding, lecturer support, parental guidance, and peer encouragement. Among these, parental support shows the strongest correlation ($r = .417$, $p < .001$), suggesting that family perception of technology may shape students' affective responses to AI. Interestingly, this aligns with FGD findings where students revealed varying degrees of family support and differing levels of awareness of AI use in academic settings. As one participant (IR) stated, "My parents don't understand AI, but they keep asking if what I use is trustworthy", reflecting a form of indirect ethical filtering through parental concern.

Furthermore, although intensity of use was high (over 80% used AI often), this did not show a strong correlation with learning belief indicators such as "AI helps understanding" or "AI improves achievement" (Table 2). This gap between usage and perceived utility was further explained in qualitative data, where students admitted that AI was often used as a shortcut to finish tasks, rather than a tool for deep learning. This behavior exemplifies what Jacovi *et al.* [16] describe as instrumental belief, users believe the tool enough to use it, but not enough to rely on it for critical reasoning.

2.2. Discussion

The level of confidence of students in using AI for lecturing/learning has been statistically proven to vary [15], namely, some are high, medium, and low. This diversity can also be analyzed based on certain aspects based on the findings of quantitative data and qualitative data presented previously. These aspects include: i) understanding of the AI platform used; ii) support for the learning environment, especially lecturers; and iii) scientific studies undertaken by students.

2.2.1. Understanding of artificial intelligence

The level of student understanding of AI platforms varies. Most of the understanding is relatively low. Generally, students use AI through self-study via existing platforms. The results of in-depth research through FGD showed that the dominant AI platform used by students was ChatGPT. The reason is that this platform appeared first and was popular among students. According to students, the ChatGPT platform can also be used for various scientific disciplines. In the FGD it was also discovered that almost all students did not know the algorithms or business processes of AI platforms including ChatGPT. The low level of understanding of this platform contributes to the level of belief and use of AI for learning. According to informant ZD: "before we use AI, we should learn about AI."

The level of belief in an AI platform is influenced by educators' understanding of the platform [30]–[32]. This belief is often related to how well the user understands the functionality and decision-making process of the AI system [33]. Students' belief in AI when they understand how decisions are made [34]. The accuracy of the information produced from the AI platform is determined by the completeness of the data held by the AI [35], [36]. On the other hand, users need to understand the platform's algorithm, so they can provide the right stimulus or command to produce the expected information. This is what most students experience, in fact, they believe in the capabilities and sophistication of AI technology. However, low understanding of the platform, creates doubt and a lack of belief in the information produced. Likewise, confirming information from other sources requires effort, time, and abilities that are often overlooked by students.

2.2.2. Support learning environment, especially lecturers

As a student, the environment provides a significant relationship to the use of information and communication technology (ICT) [37] in this case AI for lectures. This environment includes guidance and supervision from teachers and parents, as well as college friends [38]. The results of the FGD with students revealed that there was a diversity of lecturers in responding to and utilizing AI in lectures. Lecturers who are IT literate tend to encourage their students to use ICT [39], [40], especially using AI. Lecturers also must guide how to use AI, especially for learning.

According to the informant's testimony (IR), he was impressed by one of the lecturers who often guided students to use AI for learning. One of the tasks he gave, the lecturer gave lecture assignments to be done based on AI. In this way, IR is motivated to explore several AI platforms, including trying to understand the algorithms. With lectures like that, he also increasingly believes and often uses AI for lectures and other learning purposes. Educators play an important role in their acceptance and belief in AI [32], [41]. Lecturers are required to have the competence to utilize AI. These abilities include the ability to design and carry out lectures, guide students, carry out research, and also carry out community service based on AI technology.

Campus environmental support in the infrastructure aspect is very necessary [42]. In the FGD it was found that campus infrastructure, especially the provision of internet networks, was still lacking. Likewise, almost all of the students using the AI platform use the free platform. This affects the level of accuracy and

speed of information produced by AI. It would be better for campuses to provide paid AI platforms that are relevant to the science or study program on each campus. Support from friends and parents is also important. Nowadays, parents generally understand the internet, so their guidance focuses more on using cell phones and the like to help with lectures. This aspect of parental attention in using the internet indirectly reminds us of the correct use of AI, especially to support success in lectures.

2.2.3. Scientific relevance and Islamic content

The use of AI is related to understanding and capability of the AI platform. Several study programs that are relatively familiar with information technology [1], such as computer science [43], are close to the ease of using and understanding AI. Likewise, in the lecture process, certain scientific knowledge makes you more familiar with this technology. This happens not only to students but also to lecturers. The results of the FGD with students revealed that lecturers in the scientific field of science are more literate and often use AI for learning. On the other hand, in the social and religious sciences, it is relatively rare. Although individually this could happen, lecturers in social sciences have AI skills and literacy compared to lecturers in scientific sciences.

Specifically in religious sciences, according to testimony from informants who are studying Islamic religious sciences, they find it difficult to get data/information about the Islamic religion from the AI platform. "I (informant SY), majoring in Islamic law, really have difficulty finding information/data about Islamic law on the AI platform." This condition was experienced by other students in the religious sciences study program (AR, CH, NN, AL, WH). For example, looking for information about Islamic law, discussions of the Koran and hadith, and other religion-related content is difficult to find, and even tends to be inconsequential.

In the Ushuluddin science study, students found it difficult to learn with the help of AI. Therefore, according to informants (AL, WH), AI is not recommended to use it, because AI is considered inconsequential (not suitable) in terms of providing information about the Islamic religion (AI-Quran), it is not recommended, because there are concerns about the information it will be misleading, or we have to keep confirming or checking and checking again. Informant HB stated more firmly: "When using AI, don't use it to seek knowledge about the Islamic religion, but for general theories/sciences, it is recommended to use AI." Religious content on AI platforms is limited. According to the respondent (IR), an IT student who has tried to learn more about AI platform algorithms, AI developer limits data/information about religious content, because it is very sensitive. This condition gives AI less confidence in certain sciences, especially religious sciences. Therefore, if understand this algorithm, information about religion does not have to go to AI.

The role of AI in Islamic jurisprudence is still a matter of debate, from automating fatwas to analyzing complex legal cases. AI does not have the full set of traits necessary for natural legal capacity, although it can be considered to have an artificial personality that justifies its use in certain legal contexts [44]. AI risks creating information anarchy and undermining traditional religious authority [45]. To reduce the potential risks associated with AI, strict supervision and appropriate regulations are needed to ensure accountability and ethical use [46], including the Islamic finance sector and other sectors [47]. AI must incorporate public policy tools to maintain accountability and reduce bias [48]. Ethical and legal issues in AI require a Sharia-compliant approach to prevent conflict and ensure compliance with Islamic principles [49]. Therefore, Islamic content AI platforms need to abide by the guidelines of the Koran, ethical considerations, and the Islamic legal framework.

The reality is that AI is only a tool. The use of AI in a legal context cannot replace the cognitive and psychological aspects of human judges [50], and cannot replace human arbitrators [51]. As a tool, the results are determined by the user, how to give instructions or commands to the tool. Are the commands/tools in line with the algorithms on the AI platform? If they are in line, you will get accurate data and information. On the other hand, if it is not/suitable, it will be possible to produce misleading data/information. This is the essence of belief in AI as a tool in learning/lecturing. Belief in AI is not absolute, but rather a functionality belief. Functionality belief is influenced by understanding AI's practical utility and ease of use, having a greater impact on usage intention than human-like belief [18]. Therefore, the perspective of belief in AI to improve academic achievement needs to be strengthened by understanding and capability of the AI platform used. Therefore, to create a level of belief in AI in lectures, conducive environmental support is needed on campus.

This study offers practical implications for educators, policymakers, and developers. Educators should enhance AI literacy through guided and ethical use, particularly for Islamic content verification. Policymakers need clear AI regulations in Islamic universities that balance innovation with religious values. Developers are encouraged to design culturally responsive AI systems aligned with Islamic epistemology.

However, the study is limited by its restricted sample and self-reported data. Future research should involve broader populations and longitudinal approaches to examine changes in AI-related beliefs over time.

4. CONCLUSION

The majority of students have a high level of confidence in the performance of AI to help them. This level of belief is significantly and positively related to understanding the AI platform used, lecturer support, parental support, and support from fellow students. In the learning process, AI can store, process information, and enhance learning quality. However, belief in AI cannot be absolute because it is feared that it will result in poor use. Data/information produced by AI tends to be inconsistent with religious norms. Therefore, belief in AI is a form of proportional belief. AI platform users, especially students, lecturers, researchers, and anyone who uses it, need to recheck and deepen its accuracy and correctness. Practically, this model can serve as a guideline for higher education institutions in planning and evaluating AI-based learning implementation, particularly in strengthening lecturer readiness, curriculum alignment, and technological infrastructure support. Further research may also integrate governance and ethical readiness variables to strengthen the applicability of the model in supporting responsible AI adoption in higher education.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : **C**onceptualization

M : **M**ethodology

So : **S**oftware

Va : **V**alidation

Fo : **F**ormal analysis

I : **I**nterpretation

R : **R**esources

D : **D**ata Curation

O : **O**rganizing - **O**rganizing

E : **E**dit - **E**dit

Vi : **V**isualization

Su : **S**upervision

P : **P**roject administration

Fu : **F**unding acquisition

CONFLICT OF INTEREST STATEMENT

The author declares that there are no known conflicts of interest associated with this publication. There are no financial or personal relationships that could inappropriately influence or bias the content of this work.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

Indonesia islamic students' belief towards the performance of artificial intelligence ... (Yuni Sugiarti)

DATA AVAILABILITY

The data that support the findings of this study are available from the corresponding author, [YS], upon reasonable request.

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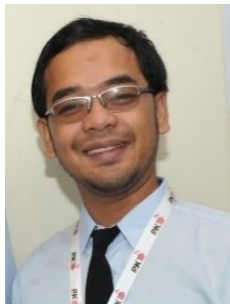
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