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## Artificial Intelligence: The Correlation Between AI Usage And Learning Interest

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**Kata Kunci:**

Kecerdasan Buatan, Minat Belajar, Mahasiswa, Teknologi Pembelajaran, Pembelajaran PAI

**Abstrak** Perkembangan teknologi digital, termasuk kecerdasan buatan (*AI*), memberikan peluang baru dalam proses pembelajaran. Namun, pengaruhnya terhadap minat belajar mahasiswa masih belum banyak diteliti. Tujuan dari penelitian ini adalah untuk mengkaji pengaruh penerapan *Artificial Intelligence (AI)* terhadap tingkat minat belajar mahasiswa Pendidikan Agama Islam (PAI). Penelitian ini menggunakan pendekatan kuantitatif dengan metode *ex-post facto*. Sampel dalam penelitian ini adalah 81 mahasiswa PAI di UIN Raden Intan Lampung yang dipilih secara acak dari populasi 414 mahasiswa. Instrumen pengumpulan data berupa kuisioner skala Likert yang telah divalidasi dan diuji reliabilitasnya. Data dianalisis menggunakan uji normalitas, homogenitas, linearitas, uji-t, dan uji koefisien determinasi. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara penggunaan *AI* dengan minat belajar mahasiswa. Uji-t menghasilkan nilai signifikansi 0,000, yang berarti terdapat pengaruh yang sangat signifikan secara statistik antara penggunaan *AI* dan tingkat minat belajar mahasiswa (karena  $p < 0,05$ ). Nilai koefisien determinasi sebesar 33,5% menunjukkan bahwa penggunaan *AI* berkontribusi dalam menjelaskan variasi minat belajar mahasiswa. Temuan ini mengindikasikan bahwa *AI* dapat meningkatkan aspek-aspek minat belajar seperti keterlibatan, perhatian, ketertarikan, dan perasaan senang dalam belajar. Sebagai tindak lanjut, disarankan agar institusi pendidikan tinggi mengintegrasikan *AI* secara lebih sistematis melalui pelatihan terstruktur, pengembangan kompetensi digital, dan pembaruan kurikulum guna mendukung penerapan *AI* secara optimal dan berkelanjutan dalam kegiatan pembelajaran.

**Keywords:**

Artificial Intelligence, Learning Interest, College Student, Educational Technology, PAI Learning

**Abstract:** The development of digital technology, including Artificial Intelligence (AI), offers new opportunities in the learning process. However, its impact on students' learning interest has not been widely explored. This research seeks to examine the impact of AI utilization on students' interest in learning Islamic Religious Education (IRE). This study utilized a quantitative approach with an ex-post facto method. The sample comprised 81 PAI students at UIN Raden Intan Lampung, randomly selected from a population of 414 students. Data were collected using a validated and reliable Likert-scale questionnaire. Data analysis involved normality tests, homogeneity tests, linearity tests, t-test, and coefficient of determination tests. The results indicate a positive and significant relationship between the use of AI and students' learning interest. The t-test showed a significance value of 0.000, indicating a statistically significant effect of AI use on students' level of interest in learning (as  $p < 0.05$ ). The coefficient of determination was 33.5%, indicating that AI use contributes to explaining the variation in students' learning interest. These findings suggest that AI can enhance various aspects of learning interest, such as engagement, attention, curiosity, and enjoyment in learning. As a follow-up, it is recommended that higher education institutions systematically integrate AI through structured training, digital competence development, and curriculum updates to support the optimal and sustainable implementation of AI in the learning process.

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## INTRODUCTION

Education is a systematic process of acquiring knowledge, skills, values, and attitudes through various learning methods (Fauzi et al., 2025). It is also a conscious effort to transmit culture from one generation to the next (Abd rahman, 2022; Ahmadi, 2022). Furthermore, education involves the delivery of knowledge, beliefs, skills, as well as attitudes and behaviors to the younger generation (Fauziah, 2022; Merri Silvia Basri, 2022; Sumarno & Alrianingrum, 2020). Education plays a vital role in shaping individuals who are morally upright, intelligent, independent, spiritually grounded, and equipped with life skills (Habibullah, 2021; Muhammad Adrika Wahyu, 2025). All of these goals can only be achieved with a high level of learning interest, which serves as a key driving force in absorbing knowledge and the values imparted through education (Astuti et al., 2023; Fitri & Basri, 2022; Prihatini & Ain, 2023).

Interest is a feeling of fondness and attraction toward an activity that arises naturally without coercion and develops over time (Amanda, 2022; Aprianis & Afrianis, 2024; Arifin, 2024; Hapinas, 2025; Rista, 2022). In the context of education, learning interest plays a crucial role in increasing student engagement and has a significant impact on their academic achievement (Adnyana & Yudaparmita, 2023; Framesti & Karnawati, 2025; Kuswanto, 2022; Malvin Dukalang & Sudirman, 2024). A high level of learning interest has a significantly positive effect on academic performance, as greater interest increases the likelihood of active participation in the learning process (Aulia & Umar, 2024; Kurniawan, 2022; Tualaka & Sitompul, 2023). This, in turn, enhances the potential for achieving better learning outcomes (Anggini et al., 2025; Kusumawardani et al., 2023; Malimbe, 2022; Papendang et al., 2025).

Based on the results of a preliminary study conducted through the distribution of an initial questionnaire to students of Islamic Religious Education (IRE) at UIN Raden Intan Lampung in the course "Learning Materials of Akidah Akhlak for Senior High School/Islamic Senior High School (SMA/MA)," initial data were obtained regarding the use of Artificial Intelligence (AI) in the learning process. This preliminary questionnaire employed indicators of the independent variable (AI usage), which included: (1) comfort in using AI, (2) frequency of AI usage to understand Islamic education materials, (3) the effectiveness of AI in completing assignments, (4) improved comprehension of course content through AI assistance, and (5) the ability to select relevant learning resources with the help of AI. The subjects of this preliminary study were students from several active-semester PAI classes who had been equipped with technological tools for learning. The preliminary study was conducted on the UIN Raden Intan Lampung campus to identify the initial conditions of AI usage among students. The results of this preliminary study served as the foundation for designing the main research instrument and exploring the relationship between AI usage and learning interest.



Figure 1  
Preliminary Research Results: Learning Interest Questionnaire

Based on figure 1, data from the preliminary study were obtained through the distribution of a learning interest questionnaire, presented in the form of a pie chart. "Attention" holds the largest portion at 30%, indicating that students' ability to focus on the material plays a significant role in shaping their learning interest. Furthermore, "interest in the learning material" ranks second at 26%, suggesting that the more engaging the material, the greater the students' willingness to learn. "Enjoyment during learning" contributes 24%, showing that a pleasant learning atmosphere can encourage students to be more active and enthusiastic. Lastly, "student engagement in the learning process," such as active participation in discussions or practical activities, accounts for 20%. Overall, the level of learning interest is considered good. However, the chart illustrates that although students are fairly interested and attentive, further efforts are needed to enhance their active participation in the learning process.

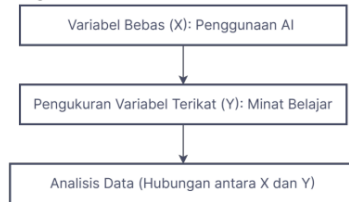
Artificial Intelligence, commonly abbreviated as AI, is the science of developing computer systems that exhibit intelligence in various ways (Hadid et al., 2024; Muhammad Yahya et al., 2023). Dr. Johnson, an expert in educational technology, asserts, "AI has the potential to transform the way we teach languages, making it more accessible and efficient for learners from diverse backgrounds." (Paskalis, 2023). This generation has been accustomed to easy access to the internet and digital technology from an early age (Nisrina Hikmawati, 2023; Siregar & Daus, 2024). As a result, Generation Z holds high expectations for the use of technology in various aspects of life, including education (Hanila & Alghaffaru, 2023; Purba et al., 2025; Sari et al., 2022). In the learning context, they tend to be more attracted to learning methods that incorporate interactive technology, such as AI, which can provide a more engaging and motivating learning experience (Dwi Aulia et al., 2024; Fauziyati, 2023; Suryokta et al., 2023; Utami et al., 2022).

This research is grounded in a range of prior studies examining the correlation between the use of artificial intelligence and university students' learning interest, including research conducted by Handayani (2025), Karolina (2024), Nada (2025), Siar (2024), Sormin (2025). Several previous studies have shown that the use of AI has a positive impact on students' learning interest. However, many of these studies employed only a single type of technology, were limited to specific contexts, and did not adopt a strong quantitative approach. Moreover, most of the research has not specifically examined the correlation between AI usage and students' learning interest in the context of higher education. This highlights the need for more focused research that explores the relationship between AI usage and learning interest through both quantitative and contextual lenses. The urgency of this study lies in the importance of understanding how the use of AI can affect university students' learning interest in today's digital era.

The application of technology in education is becoming increasingly relevant in promoting student engagement in the digital era. The combination of artificial intelligence and interactive media has been shown to create more personalized, engaging, and competitive learning experiences. Nevertheless, most previous research has focused on individual technologies in isolation and has been limited to primary and secondary education levels. Hence, further investigation is needed to assess the impact of integrating various technologies in the context of higher education. This effort is crucial to addressing existing research gaps and providing a more comprehensive understanding of technology's effectiveness in education, particularly in enhancing dimensions of learning interest, such as curiosity and engagement, so that students can participate more actively and sustainably in academic processes. Therefore, this study aims to fill that gap by investigating the correlation between the use of AI and university students' learning interest.

## METHOD

This study employs a correlational approach using an ex-post facto design. The ex-post facto design was chosen because the research deals with variables that have already occurred, thus eliminating the need to manipulate the variables being studied. This research was conducted in May 2025, during the first semester of the 2024/2025 academic year. The dependent variable in this study is the learning autonomy of Islamic Religious Education (IRE) students at the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Raden Intan Lampung. The ex-post facto design is used to investigate the correlation between the use of AI and students' learning interest. The research delves deeper into identifying the correlation between AI usage and learning interest.



**Figure 2**  
**Ex-post facto research design**

The correlation is analyzed to understand and assess the statistical relationship between the use of AI and learning interest. The research instrument used is a non-test instrument in the form of a questionnaire, consisting of a set of statement items distributed via Google Forms. The questionnaire, which uses a Likert scale, contains 20 items. The research instrument was a 20 item questionnaire based on indicators of AI usage including indicators of comfort, frequency, comprehension, effectiveness, and resource selection and indicators of learning interest, comprising indicators of enjoyment, engagement, curiosity, and attention, all adapted to the learning context of Islamic Religious Education. In terms of content, the questionnaire was validated for both content and construct validity. The respondents in this study are students enrolled in the course Teaching Materials for Akidah Akhlak in Senior High School/Islamic Senior High School (SMA/MA). The population includes students from 13 classes of the PAI program, with 3 classes designated for the pilot test and the remaining 10 classes used for the main study.

Following the pilot test, the researcher conducted validity and reliability testing to determine which statements were valid. The tests were performed using SPSS 25, with decision-making criteria for validity based on the r-table value/significance level of 0.05, and for reliability based on a Cronbach's Alpha coefficient of 0.6. The results showed that 11 out of 16 items for AI usage and 13 out of 15 items learning interest were valid. The questionnaire was then distributed to a population of 414 students. The sample size was determined using the Slovin formula, resulting in a sample of 81 students.

This study employed a simple random sampling technique, which was chosen due to the homogeneous nature of the population, allowing each member to be randomly selected to participate in the study. The statistical tests used in this research include: Normality Test, Homogeneity Test, Linearity Test, t-Test, and Coefficient of Determination Test.

## RESULTS AND DISCUSSION

## RESULTS

This study was conducted at UIN Raden Intan Lampung with the aim of examining the extent to which digital literacy correlates with students' learning independence in the Fiqh instructional material course for Senior High School/Islamic Senior High School (SMA/MA). Before distributing the questionnaire to 414 students as research samples, the instruments, namely the digital literacy and learning independence the questionnaires were initially trialed on 64 students to verify their validity and reliability.



Figure 3

## Photo of research implementation

The indicators used to measure the use of AI are as follows: 1) The level of comfort in using AI technology, 2) The frequency of using AI to understand the principles of Islamic Religious Education (IRE), 3) The number of lecture materials better understood with AI explanations, 4) The effectiveness in completing Islamic Education assignments using AI, and 5) The success in selecting relevant learning resources with the help of AI. Meanwhile, the indicators used to measure learning interest include: 1) Enjoyment, 2) Engagement, 3) Curiosity, and 4) Attention."

After undergoing a process of testing and refinement, the questionnaire was distributed to all respondents. The results obtained from the analysis of the questionnaire data are as follows.

## 1) Normality Test

A normality test was carried out to assess if the data collected from the study variables conformed to a normal distribution (Ali et al., 2022). Data is regarded as normally distributed when the significance value (Sig.) exceeds 0.05. Ensuring data normality is crucial, as normally distributed data indicates that the research sample adequately represents the population (Herawati et al., 2021). The findings of the normality test are shown in the section below. A description of the normality test results for AI usage and learning interest among Islamic Religious Education (IRE) students is shown in Table 1.

Table 1. Results of the Normality Test for AI Usage and Learning Interest

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
penggunaan AI	,122	30	,200 <sup>*</sup>	,968	30	,477
minat belajar	,128	30	,200 <sup>*</sup>	,968	30	,477

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk method applied because the number of respondents is fewer than 100, the table above shows that the data for the AI usage variable is normally distributed, with a significance value (Sig.) of 0.477. This value is greater than the standard threshold of 0.05, indicating that the data do not significantly deviate from a normal distribution. Similarly, the data for the learning interest variable is also normally distributed, with a Sig. value of 0.477.

## 2) Homogeneity Test

The homogeneity test is conducted to assess whether the variance in the data distribution is consistent (homogeneous) or inconsistent (non-homogeneous). Data is deemed homogeneous when the significance value (sig.) exceeds 0.05. The following is a description of the homogeneity test results for digital literacy and learning independence among Islamic Religious Education (IRE) students.

Table 2. Results of the Homogeneity Test

Penggunaan AI		ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	63,067	8	7,883	1,007	,460	
Within Groups	164,400	21	7,829			
Total	227,467	29				

Description of the homogeneity test results for AI usage and learning interest among Islamic Religious Education (IRE) students. Based on the table, the homogeneity test yielded a significance value greater than >0.05, indicating that the data for AI usage and learning interest among PAI students are homogeneous. Specifically, the significance value obtained was 0.460, which is greater than 0.05. Therefore, according to the decision criteria for the homogeneity test, it can be concluded that the variances of the data for AI usage and learning interest are equal, or homogeneous.

## 3) Linearity Test

To determine whether there is a linear relationship between the independent and dependent variables, a statistical procedure called the linearity test is used. (S. Permadi et al., 2020). In other words, this test aims to determine whether the relationship between the two variables can be represented by a straight line. The data is considered to have a linear relationship if the significance value (Sig.) is greater than >0.05.

Table 3. Results of the Linearity Test

		ANOVA Table				
	Sum of Squares	df	Mean Square	F	Sig.	
Minat Belajar * X1	Between Groups (Combined)	3524.691	1	3524.691	2.183	.152
	Linearity	100.332	1	100.332	4.126	.045
	Deviation from Linearity	3424.359	0	3424.359	2.157	.147
	Within Groups	204.667	7	29.238		
Total	3729.358	8				

The output shows a deviation from linearity significance value of 0.107, which is above the threshold of 0.05. This indicates that a significant linear relationship exists between the AI Usage variable (X) and the Learning Interest variable (Y).

#### 4) t-Test

The correlation coefficient is conducted to evaluate the relationship between two variables, whereas the t-test is used to examine whether the independent variable influences the dependent variable.

Table 4. Results of the T-Test

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	14.032	3.323		4.222	.000
	Penggunaan AI	.636	.101	.578	6.302	.000

a. Dependent Variable: Minat Belajar

Based on the data in Table 4, since the significance value (sig) is 0.000, which falls below the 0.05 probability threshold, it leads to the rejection of the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ) is accepted, meaning that there is an effect of AI usage (X) on learning interest (Y).

#### 5) Coefficient of Determination Test

The coefficient of determination test (R-squared) is a statistical test used in regression analysis to measure the extent to which the variation or change in the dependent variable can be explained by the independent variable(s) within a regression model.

Table 5. Results of the Coefficient of Determination Test

Model Summary <sup>a</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 <sup>b</sup>	.335	.326	5.605

a. Predictors: (Constant), Penggunaan AI  
b. Dependent Variable: Minat Belajar

Based on the SPSS output table 'Model Summary' above, the R Square value is 0.335 or 33.5%. This value indicates that AI usage contributes to 33.5% of the variance in learning interest, while the remaining 66.5% is influenced by other factors not examined in this model. In other words, approximately one-third of students' learning interest can be explained by AI usage, whereas the rest is attributed to external factors beyond the scope of this study.

## DISCUSSION

Based on the data analysis of the variables concerning the use of Artificial Intelligence (AI) and students' learning interest in Islamic Religious Education (PAI), this study identifies AI usage as a significant contributing factor to positive outcomes. These findings were derived from detailed responses provided by participants through distributed questionnaires. Through

statistical data processing, this research successfully demonstrates that the use of AI has a significant influence on the learning interest of PAI students at UIN Raden Intan Lampung. <sup>33</sup>

Further statistical analysis revealed that AI usage positively affects students' learning interest. The conducted T-test yielded a significance value of 0.000, which is less than 0.05. This indicates a significant relationship between the two variables: AI usage and learning interest. These findings confirm that the application of AI enhances students' interest in learning.

Moreover, the research findings show that 33.5% of students' learning interest can be explained by AI usage, as indicated by the coefficient of determination ( $R^2$ ) value. This means that a substantial portion of students' interest in learning is influenced by the level of AI usage, while the remaining percentage is affected by other factors not examined in this study. This highlights the importance of utilizing AI to support more independent learning among students.

The results indicate a positive correlation between AI usage and students' learning interest. This study aligns with previous research, which found that AI can assist students in increasing their motivation and engagement in learning Handayani (2025), Karolina (2024), Nada (2025), Siar (2024), Sormin (2025). However, despite its positive impact, several challenges remain, such as limited access to technology, lack of technological literacy, and digital divides among students.

While AI usage has a favorable impact on learning interest, students still face challenges. Some students struggle to access technology due to limited devices or lack of training. Additionally, insufficient knowledge about effective technology use and existing digital disparities among students serve as barriers that must be addressed.

To maximize the benefits of AI, greater efforts are needed to overcome these challenges. One approach is to enhance AI utilization among students through targeted training or by integrating AI-related content into the curriculum. These initiatives are expected to raise students' awareness of responsible AI usage and foster their interest in the learning process (Mulyadi & Afriansyah, 2022). <sup>11</sup>

In the development of AI, several challenges were found to hinder its optimal use. Some students still experience difficulties in using technology due to a lack of training or access to adequate devices. Furthermore, limited awareness of wise and ethical AI usage also poses a concern. Therefore, additional efforts are necessary to promote AI among students, either through specialized training or by embedding digital literacy content into the curriculum.

The application of technology in Islamic Religious Education facilitates broader access to learning resources such as classic texts, Qur'anic interpretations, hadiths, and other Islamic literature (Zulkifli et al., 2024). With the help of digital media, students can access these materials easily and quickly, even from remote locations. Additionally, technology enables more dynamic interaction between lecturers and students through online platforms, discussion forums, or even game-based learning, which is both entertaining and educational (Muhammad Adrika Wahyu, 2025).

Although many studies have examined the correlation between AI usage and learning interest, there remains a lack of understanding regarding its specific impact on self-directed learning, particularly in the context of teaching Akidah Akhlak in Senior High School/Islamic Senior High School (SMA/MA) material for university students. Many previous studies focused on school-aged learners, with fewer exploring the connection between AI use and learning interest in university-level students. Therefore, this study aims to bridge that gap by investigating the correlation between AI usage and the learning interest of PAI students specifically in the Akidah Akhlak subject for Senior High School/Islamic Senior High School (SMA/MA).

These findings carry significant implications for future research. This study opens opportunities to further explore the factors influencing AI usage and learning interest, such as the role of teaching methods in AI application and individual student factors, including motivation and technological competence. Future research could also explore how AI development can be integrated into higher education curricula to enhance students' learning interest particularly in programs that emphasize self-directed learning, such as Islamic Religious Education. Furthermore, more in-depth studies could identify more effective strategies for optimizing technology use in higher education. Thus, this research not only underscores the importance of AI in fostering learning interest but also provides insights for improving educational practices in the future.

## CONCLUSION

Based on the data analysis of the variables related to Artificial Intelligence (AI) usage and the learning interest of students in the Islamic Religious Education (IRE) program, this study reveals that AI use has a significant influence on enhancing students' learning interest. This finding was derived from questionnaire results and statistical analysis, which demonstrated a positive correlation between the intensity of AI usage and various aspects of learning interest, such as enjoyment, engagement, curiosity, and attention during the learning process. The study aligns with previous research asserting that AI can assist students in better understanding course material, completing assignments, and selecting relevant learning resources more effectively and efficiently.

However, despite the positive impact of AI, several challenges remain for students. Some students face difficulties in accessing technology due to limited availability of adequate devices, lack of proper training, and low awareness regarding the responsible use of technology. Based on these findings, there is a need to enhance students' competencies in using AI through structured training programs and by integrating AI-related content into higher education curricula to ensure more optimal and responsible usage.

While this study confirms a positive influence of AI usage on students' learning interest, its generalizability is limited by the single-institution scope and purely quantitative design, highlighting the need for future research with more diverse samples and mixed-method approaches to gain deeper insights into AI's role in enhancing student engagement. This study opens up opportunities to explore other factors that influence students' learning interest in a digital context, such as the role of lecturers in facilitating technology-based learning and the individual readiness of students to navigate digital transformation. Further research could delve deeper into the integration of AI in Islamic studies courses to identify the most effective strategies for maximizing AI's role in the learning process. Thus, the results of this study provide valuable insights for the development of adaptive and innovative learning models aimed at improving learning quality and sustaining students' interest in learning.

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