


Acceptance Of Artificial Intelligence Technology By UIN North Sumatra Students

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Article Info	ABSTRACT
Keywords: Artificial Intelligence, TAM, Educational Technology, Muslim Students	This research aims to explore the influence of acceptance of artificial intelligence (AI) technology among Muslim students at UIN North Sumatra, as well as to understand their perceptions of the use of AI technology when it is related to religion. The research method used is quantitative analysis with the TAM model. Data was collected through an online questionnaire with 120 respondents. The results show that religious and ethical values significantly influence Muslim students' attitudes towards AI, with concerns about AI's compatibility with Islamic teachings being an important factor. Nonetheless, perceptions of the ease and usefulness of AI in education reflect positive attitudes towards its use. In conclusion, despite challenges related to religious values, Muslim students at UINSU tend to accept AI as a tool in education.
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INTRODUCTION

The development of artificial intelligence (AI) has experienced growth fast in time short (Diantama, 2023). Artificial Intelligence (AI) is terms used For describe use computers and technology For simulate behavior intelligent and thoughtful comparable criticality with man (Laksono & Candra, 2022). Technology learning Keep going develop along with current development . In learning daily We often find exists implementation learning with utilise technology in the world of education , as is often the case carried out by the teacher or lecturer that is combine tool technology in process learning (Firdaus, Irawan, Mahardika, Gaol, & Prinaryanto, 2024).

Although the potential of deep AI education is huge , adoption technology new often influenced by perception user to usability and convenience use technology (Davis, 1989). Application of AI in education promising various benefits , such as personalization learning , improvement effectiveness learning , and optimization time and resources Power . AI can used For provide personalized learning , improving bait reverse , and automate boring tasks (Alma, 2007; Tabroni, 2015). However , in environment Muslim students religious and cultural aspects can own impact significant in accept technology new , like intelligence artificial (AI). For example , partially Muslim students perhaps feel worry related suitability use of AI with

Islamic values or potential disturbance to implementation practice religious . Therefore that 's important For understand influencing factors acceptance of AI among Muslim students , especially at the North Sumatra State Islamic University.

Study previously show that part big student understand with Good potential big intelligence artificial intelligence (AI) in education , incl improvement access learning , experience customized learning , and optimization method learning (Putri, Ravi, & Zhang, (2023; 2022; 2021)). Students are inclined accept technology intelligence artificial intelligence (AI) in education tall If they feel easy use and view the benefits , as well influenced by attitude to technology the . And factors like trustworthiness , interpretability , transparency , and others influence reception AI technology in the world of education (Goh, Dai, & Zhang, (2023; 2023)). Student respond positive to use AI ChatGPT technology in development self and improvement productivity learning , while also highlighting ChatGPT's weaknesses are deep include references requested by the author (Salmi et al., 2023; Setiawan & Luthfiyani, 2023) .

Apart from that , perception usability and convenience the use of AI influences attitude student to AI technology . Social norms and knowledge about AI also plays a role in intention student For use it (Gado, Kempen, Lingelbach, & Bipp, 2022). From various research conducted , shows that Using AI makes things very easy student , however study about reception AI technology by Muslim students , especially those related with beliefs and teachings Islam , still limited . So from That study This aim For understand Islamic perspective in context use AI technology by students at UIN North Sumatra. Through identification influencing factors reception student to AI technology , limitations in understanding about How religious values , ethics , and internal moral views Islam influence attitude Muslim students against AI technology .

With Thus , research This expected can give deep insight about How influence attitude and acceptance student to deep AI technology context Islamic education . For that , in this article researcher will analyze factor What only you can influence reception AI technology by Muslim students at the North Sumatra State Islamic University.

Literature Review

Artificial Intelligence

Computer programs , Industrial Society 4.0, and Society 5.0 cover definition from Artificial Intelligence (AI). Learning machine , device hardware , and devices soft is field science that concentrates on manufacturing intelligence with use solution device hardware and devices software based on engineering backwards from pattern neurons in the brain man. Application industry 4.0 a lot used in various industry , like development application education and applications daily (Amin, Batubara, Priatmana, Tanjung, & Nasution, 2022) .

AI has impact significant to students , fine positive nor negative among others; Impact positive use of AI (Firdaus et al., 2024) i.e. , AI can help student in do task with level high precision and accuracy , and makes task student become more flexible and needy more time short . Student will own more Lots time free Because the ease of deep AI do task studying . Additionally , AI can used When just and deep term long time . AI does not limited by time ,

so student can use it every moment , even in term long time . This matter become Power pull separately for AI.

With exists impact positive this , the use of AI in education can give significant benefits for student in increase efficiency , accuracy , and availability source Power For supports the learning process they . As for impact negative from using AI (Sulistia, 2023), AI features that make things easier student in finish work can make student become more lazy and trivial assigned tasks . AI can also be used cause decline literacy student Because they No need Again read journal or book . Student tend choose way more easy with using AI. In the use of AI in term can take a long time potential cause addiction , similar with addicted in play online games. Excessive use can result impact negative for individuals .

AI for Education

Development technology has push development intelligence artificial (Artificial Intelligence), which is increasingly important in various sector , incl education (2023) . The digital era brings changes in the world of education , with focus on innovation and utilization maximum information , internet, and technology (Salmi et al., 2023). AI can too used For overcome problem accessibility education . Through AI- powered online learning platforms , education can accessible to remote communities or own limitations physique . It opens door chance education for all layer public (Kuncara et al., 2024) . Intelligence artificial can help and create profile learning every student as well as make material learning in accordance with ability , style learning , and experience every students , true artificial intelligence tools that can used as part from technology information and presence as solution inside education (Subakti, 2024) .

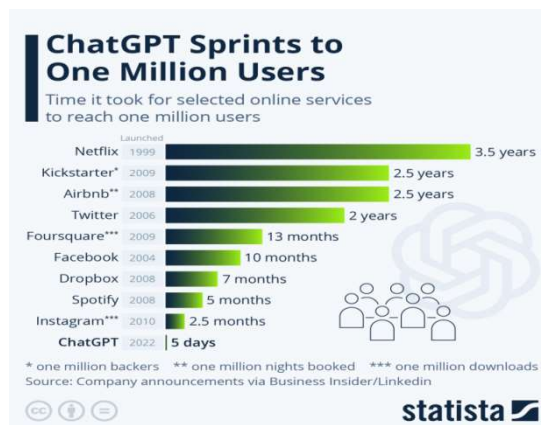
AI can increase efficiency and effectiveness system education through various method , like learning adaptive , analysis predictive , system guidance Study intelligent , processing Language natural , and gamified . Intelligence Artificial (AI) possibility will Keep going develop in the future (Afrita, 2023) .

In the field development system intelligence artificial (AI) for Islamic education , (Bourzane et al. 2021) proposed a learning model purposeful machine For detect error in Reciting AI-Qur'an. The purpose of system This is For help student increase ability Reciting AI-Qur'an. On the other hand , Atiah et al. (2018) have creating a smart virtual tutor designed For teaching recitation (rules reading the Koran) with use technology intelligence artificial . Implementation AI technology in the field education make things easier for educators in various affairs especially in field administrative like determine mark end based on weights and judgments , creating more learning active , as well make it easier teacher's duties or lecturer in activity learning and teaching (Zahara, Azkia, & Chusni, 2023) .

According to Anita Candra Dewi et al. (2023) , usage deep AI technology education student give various significant benefits and also has risk certain , one the benefits is personalization learning , where AI technology can provide experience customized learning with need individual student . Apart from that , AI technology also helps efficiency learning with give answers and bait come back in a way fast . This matter create a learning process become more efficient . In addition , AI technology is also improving accessibility information

and sources Power for students , especially for those who have difficulty with method learning traditional . There are some risk use AI technology that is , reduced interaction social Because use AI technology can reduce interaction stare face , which can influence skills social student . Risk other is information that is not as accurate as possible accepted from AI technology . For overcome matter This is important For validate information from trusted source .

Apart from that , potential abuse AI technology is also becoming risk necessary security watch out . Therefore the , usage AI technology must done in a way responsible responsible and ethical , especially in the environment academic . Lastly , bias and discrimination also occur necessary risks overcome , where AI technology tends to be shows extreme bias . For reduce matter this , chatbots are a must developed with diverse and tested data to be biased. Technology AI- based such as ChatGPT helps teachers/ lecturers increase skills teaching , development professional , and support in assessment and management learning (Diantama, 2023)



Source : Statista

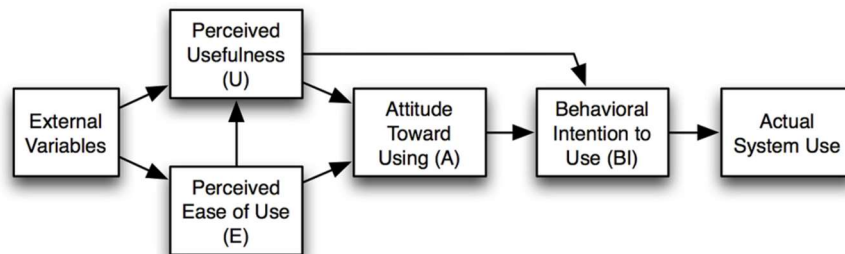
From the picture This show chart time required from a number of online service . As seen from graphics , ChatGPT is the fastest service reach One million user , only in 5 days time . This matter show that ChatGPT (<https://chat.openai.com/>) has very rapid growth and popular among user . ChatGPT (Generative Pretrained Transformer) is AI technology explained as a language model sophisticated capable produce response resemble people and interact in a way experience . ChatGPT can adapt style communication , background behind culture , and specific domain knowledge , so can fulfil various need user (Goh et al., 2023) . ChatGPT can also used For give information about Islam , answered question religious , and provide advice or advice Islam to user . A number of factors that contribute to growth Fast ChatGPT ie from facet accessibility , ChatGPT is available for free and easily accessible through multiple platforms, including web, desktop, and mobile. ChatGPT has superiority in produce appropriate text with context conversational and intent user with OK , because trained with sufficient data big . However , ChatGPT also has shortcomings , such as dependency on context previously and requires sufficient data big For train the model (Setiawan & Luthfiyani , 2023).

Apart from ChatGPT, Islamic Finder is an AI that can used in Islamic education . Islamic

Finder (<https://www.islamicfinder.org/>) is the AI used For provide various related information and services with Islam, such as : Prayer times , directions Qibla , Islamic calendar , reading the Koran, hadith , articles about Islam, and also have chatbot features that can answer question user about Islam. Apart from that , there is also Learn Islam (<https://learnislam.net/>) which is an AI that provides various source Power For studying Islam which includes topics such as the Koran, hadith , and Islamic history . And also provide collection of videos about Islam, ebooks about Islam and has a chatbot that can answer question about Islam. Still many again the AI platform provides information and knowledge about Islam such as , IqraSense (<https://www.iqrasense.com/>), Quran Tutor (<https://qutor.com/>) , etc.

Technology Acceptance Model

TAM (Technology Acceptance Model) is A framework helpful work We understand How user accept and adopt technology new . This model first proposed by Fred Davis in 1986 via thesis his doctorate , "A Technology Acceptance Model for Empirically Testing New End-User Information Systems". Initially , TAM was designed For explain How user accept technology information new , like system information management or device soft . Over time , TAM developed and was applied For various type technology , incl mobile applications , social media , and other internet technology (Wicaksono, 2022). The main objective of the Technology Acceptance Model (TAM) is For become base in understand How factors external influence internal beliefs and attitudes , as well behavior user to technology .



(TAM Model by Davis 1989)

- a. External Variables (Outer Variables) , namely influencing factors beliefs , attitudes , and intentions somebody For use a technology certain .
- b. Perceived Usefulness (Perception Utility)
 Perceived Usefulness (PU) is confidence somebody that use technology , in matter this , AI will increase performance they . In context acceptance of AI by students , PU refers to how much Certain they that AI can help they Study more effective and efficient .
- c. Percieved Ease of Use (Perception Convenience Use)
 Perception convenience use (Perceived Ease of Use) is confidence somebody that use technology will freeing they from big effort . This refers to the level confidence somebody that technology easy understood and used .
- d. Attitude Toward Using (Attitude To Application)
 Attitude To Application (ATU) refers to tendencies somebody For own response

positive or negative to use technology . In context acceptance of AI by students , ATU refers to feelings and opinions they about use of AI in learning .

- e. Behavioral Intention to Use (Intention Behavior Use)
Behavioral Intention to Use (BIU) refers to probability somebody For use technology in situation certain . In context acceptance of AI by students , BIU refers to the possibility they For using deep AI learning .
- f. Actual System Use (Condition Real Use System)
Actual System Use (ASU) refers to how much often and for how long a person use technology in situation real . In context acceptance of AI by students , ASU refers to how much often and how long they last using deep AI learning .

METHODS

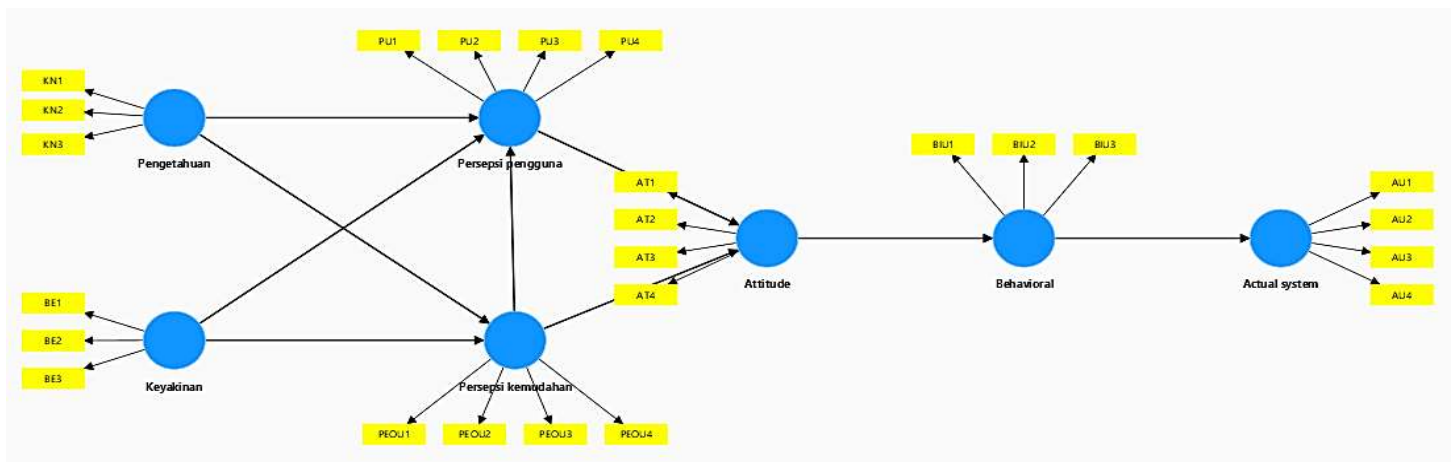
Study This use approach quantitative with using the TAM (Technology Acceptance Model) model for measure level reception AI technology by students . Acceptance model technology has become most theories used For explain reception individual to a system information (Surendran, 2012) . Study This involving 120 students from different faculties and departments . Data collection will done through online questionnaire , for discover and analyze connection between variables studied . Questionnaire will designed with using a Likert Scale for measure constructs in the TAM model, such as perception usability , perception convenience use , attitude , and intention For using AI in the learning process .

Collected data will analyzed use Combined Structural Equation Model (SEM). with application SmartPLS 4.0. SmartPLS (Partial Least Squares) is device soft statistics used For structural equation modeling (SEM) model analysis . Expected study This can give significant understanding about researched phenomena and valuable insights For development knowledge in the field the through method planned research with good and careful analysis. Researcher hope with method This can make strong conclusions and make relevant suggestions based on results data analysis .

RESULTS AND DISCUSSION

In research This Reception AI technology by Muslim students at Uinsu is influenced by 7 variables namely , Knowledge (KN), Belief (BE), Perception usability (PU), Perception Convenience Use (PEOU), Attitude Use (ATU), Intent Using (BIU), and Conditions real Usage (AU). On variables Knowledge is measured with 3 indicators (KN 1, KN 2, KN3). Confidence measured with 3 indicators (BE1, BE2, BE3). With so Perception Utility measured with 4 indicators namely (PU1, PU2, PU3, PU4), for Perception Convenience measured 4 indicators (PEOU1, PEOU2, PEOU3, PEOU4), variables Attitude measured with 4 indicators namely (ATU1, ATU2, ATU3, ATU4), whereas variable Intention measured with 3 indicators (BIU1, BIU2, BIU3), and the last Condition real measured with 4 indicators (AU1, AU2, AU3, AU4).

Designed Path Diagram



Validity Test

Validation test is very important thing in study For ensure validity of the data and instruments used . Validity test This done with validity testing convergent and discriminant . According to Chin (1998) quoted by Ghazali and Latan (2015) level high validity use mark convergent with mark general loading factor measurements more big or The same with 0.7. However For study stage initial , development scale measurement with factor loadings of 0.5 to 0.6 is felt Still Enough . Therefore it , is used scale mark factor loading more of 0.5.

Validity Convergent

Evaluation validity convergent he did with look at loading factors and Avarage Variance Extracted (AVE). Based on first outer loading results there are 2 indicators with output values below 0.5 include KN2 (0.444), and BE3 (0.404). Invalid indicators are excluded from variable . Therefore That done testing second on factor loadings without invalid indicator . Based on second loading factor , each indicator fulfil recommended value that is more of 0.5. With so , all over valid indicator for testing furthermore . Following This is explanation about formation every variable in validity convergent .

Table 1. Validity Test Convergent

Variable	Indicator	Loading Factor	AVE
1. Knowledge	KN1	0.867	0.585
	KN3	0.885	
	KN2	0.444	
2. Confidence	BE1	0.880	0.700
	BE2	0.860	
	BE3	0.404	
3. Perception User	PU1	0.738	0.739
	PU2	0.583	
	PU3	0.852	
	PU4	0.866	
4. Perception Convenience User	PEOU1	0.790	

Variable	Indicator	Loading Factor	AVE
5. Attitude User	PEOU2	0.804	0.757
	PEOU3	0.668	
	PEOU4	0.854	
	AT1	0.771	
6. Intention Use	AT2	0.834	0.767
	AT3	0.695	
	AT4	0.754	
	BIU1	0.900	
7. Condition Real Usage	BIU2	0.882	0.612
	BIU3	0.793	
	AU1	0.938	
	AU2	0.924	
	AU3	0.645	0.590
	AU4	0.806	

Source : Processed Data from SmartPLS 4.0

Following explanation from the validity test convergent on .

1. Knowledge : Variable This consists from KN1, KN2, and KN3. Based on validity test initial , KN2 is invalid. Therefore that , done testing repeat with eliminate KN2. From the validity test results in the table above , the KN1 indicator has the loading value is 0.867, and KN3 is 0.885. This result show that indicators on variables that knowledge own values above 0.5 are valid .
2. Belief : In variables This consists of 3 indicators namely BE1, BE2, and BE3. From the results of the validity test beginning indicator BE3 is invalid. Validity test results on show that BE1 and BE2 have loading values are 0.880 and 0.860. Based on data processing , BE 2 loading value tall show that student believe that use AI technology does not violate religious teachings .
3. Perception User (Perceived Usability): Variable This consists from PU1, PU2, PU3, and PU4. Based on the validity test in the picture above , the PU1 indicator has loading value is 0.738, PU2 is 0.583, PU3 is 0.852, and PU4 is 0.866. This result show that student believe AI technology helps they in understand material studying with more Good .
4. Perception Convenience Usage (Perceived Ease Of Use): Variable This consists from four indicators , namely PEOU1, PEOU2, PEOU3, and PEOU4. Based on validity test results indicator , PEOU1 has The loading value is 0.790, PEOU2 is 0.804, PEOU3 is 0.668, and PEOU4 is 0.854. Therefore that , every indicator with loading values above 0.5 are considered valid. From the results data processing , PEOU 4 has highest loading value of 0.854, shows that student feel convenience in use AI technology for finish task study and use it in accordance what is desired .
5. Attitude Usage (Attitude): Test results to variable attitude user , shows The loading value is 0.771 for AT1, 0.834 for AT2, 0.695 for AT3, and 0.754 for AT4. Entire indicators tested own more loading value big of 0.5, that is all valid. Based on data

processing shows that student agree that use AI technology is very useful in the learning process Good That in religious studies or general .

6. Intention User (Behavior Intention): Variable This measured with three indicators , namely BIU1, BIU2, and BIU3. The loading values for BIU1, BIU2, and BIU3 are 0.900, 0.882, and 0.793, respectively . Validity test results show that every indicator own more loading value big of 0.5, so all valid. BIU1 has the highest loading value , shows that student often using AI as tool help in finish task them and search their information want.
7. Condition Real Usage (Actual System): Variable This measured with 4 indicators AU 1, AU2, AU3 and AU4. Result of SmartPLS show The loading value is 0.938 for AU1, 0.924 for AU2, 0.645 for AU3 and 0.804 for AU4. The AU1 indicator stands out the most with value 0.938, shows that AI technology often used by students activity learn and also deep look for their information want .

Validity Discriminant

Next, test the validity discriminant which is condition measurement both must fulfilled . Testing objectives with cross loading is For give description that indicator loading value in a way appropriate show correlation to construct and more tall If compared to with correlation to other constructs (Nuryani & Winata, 2023) . Following is validity test results discriminant based on the cross loading test.

Table 2. Cross Loading Test Results

	Actual system	Attitude	Behavioral	Behaviour	Knowledge	Perception convenience	Perception user
AT1	0.619	0.771	0.559	0.455	0.591	0.561	0.334
AT2	0.657	0.834	0.544	0.568	0.579	0.724	0.646
AT3	0.536	0.695	0.545	0.414	0.528	0.397	0.403
AT4	0.445	0.754	0.444	0.490	0.631	0.537	0.424
AU1	0.938	0.633	0.800	0.669	0.597	0.613	0.646
AU2	0.924	0.685	0.812	0.628	0.600	0.629	0.597
AU3	0.645	0.558	0.540	0.386	0.391	0.487	0.514
AU4	0.806	0.619	0.640	0.493	0.592	0.604	0.565
BIU1	0.814	0.627	0.900	0.491	0.600	0.492	0.523
BIU2	0.755	0.591	0.882	0.519	0.641	0.627	0.477
BIU3	0.592	0.539	0.793	0.429	0.605	0.490	0.517
BE1	0.629	0.590	0.598	0.880	0.540	0.588	0.627
BE2	0.522	0.511	0.368	0.860	0.449	0.628	0.498
KN1	0.556	0.668	0.649	0.591	0.867	0.601	0.528
KN3	0.594	0.659	0.602	0.414	0.885	0.676	0.522
PEOU1	0.630	0.628	0.624	0.643	0.564	0.790	0.680
PEOU2	0.443	0.506	0.365	0.513	0.488	0.804	0.459
PEOU3	0.556	0.448	0.425	0.394	0.531	0.668	0.528
PEOU4	0.541	0.689	0.500	0.596	0.681	0.854	0.525
PU1	0.642	0.509	0.628	0.416	0.579	0.471	0.738
PU2	0.370	0.324	0.224	0.380	0.304	0.354	0.583

	Actual system	Attitude	Behavioral	Behaviour	Knowledge	Perception convenience	Perception user
PU3	0.515	0.489	0.437	0.545	0.444	0.629	0.852
PU4	0.582	0.504	0.469	0.621	0.492	0.667	0.866

Source : SmartPLS 4.0

From the results cross loading test (printed ones thick) above show that the loading factor value is more tall from cross loading value . This shows that measurement model has fulfil condition validity discriminant .

Reliability Test

Next, the reliability test aims For ensure consistency and stability results measurement from instrument research (Situmorang & Purba, 2019). Reliability construct assessed through mark Cronbach's alpha and composite reliability. Reliability construct considered Good If mark Cronbach's alpha and composite reliability should each be more tall of 0.6.

Table 3. Reliability Test

No.	Variable	Cronbach's alpha	Composite reliability
AT	Attitude	0.764	0.849
AU	Actual System	0.850	0.902
BIU	Behavioral Intention	0.823	0.894
BE	Behaviour	0.679	0.862
KN	Knowledge	0.697	0.868
PEOU	Perceived Ease Of Use	0.786	0.862
PU	Perceived Usability	0.761	0.849

Source : Processed Data from SmartPLS 4.0

Test results in reliability testing on show that everyone construct own value Cronbach's alpha and composite reliability are more of 0.6. Therefore That all construct has fulfil reliability test requirements and can proceed to stage evaluation of inner models.

Structural Model Evaluation

According to Ghozali and Latan (2015) , para testing the structural model , we need see connection between the constructs . This is done with inspect mark significance and R-Square value for each independent latent variable , which indicates how much strong model in do predictions . Structural model tested with count t value of coefficient path and R-square value at level significance 5% or 0.05. This t value used For test hypothesis study with compare them with t table value (1.96).

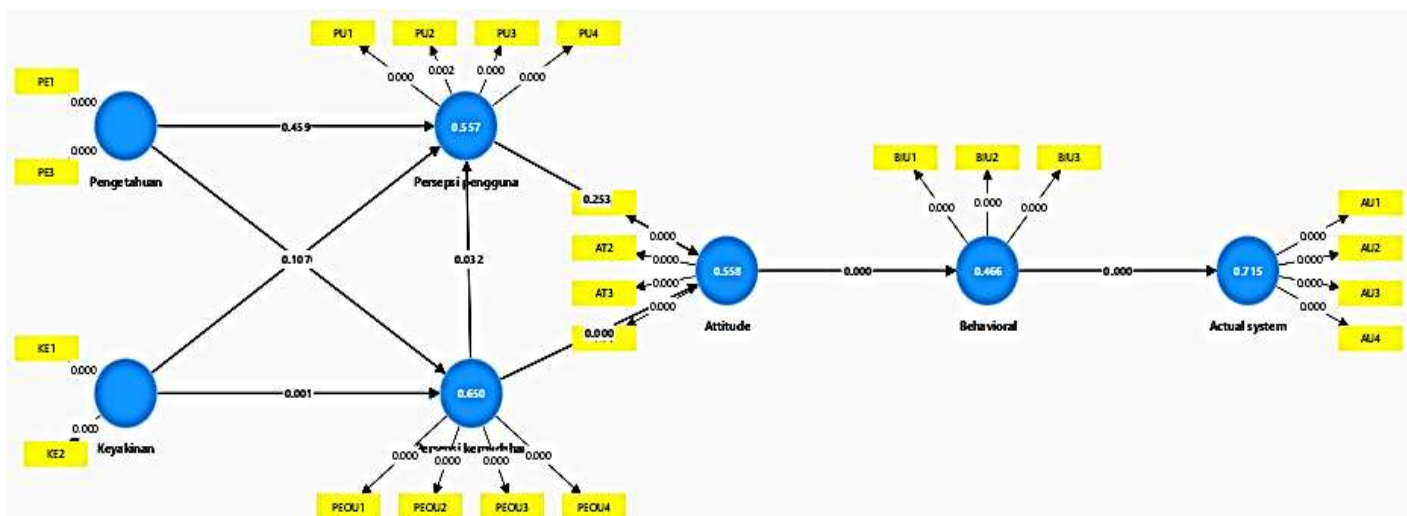


Figure 2. Path diagram of data bootstrapping results
 Source : SmartPLS 4.0 Data Processing Results

After testing the validity and reliability of the measurement model finished done , step furthermore is carry out the bootstrapping process in the SmartPLS program For obtain t value . Calculated t-value the Then compared to with t- table value of 1.96.

Table 4. Data Bootstrapping Results

	Original sample (O)	T statistics	Conclusion
AT -> BIU	0.683	10,216	Positive significant
BIU -> AU	0.846	19,961	Positive significant
TO -> PEOU	0.417	3,257	Positive significant
TO -> PU	0.286	1,612	Not significant
PE -> PEOU	0.492	3,878	Positive significant
PE -> PU	0.140	0,741	Not significant
PEOU -> AT	0.626	5,149	Positive significant
PEOU -> PU	0.406	2,140	Positive significant
PU -> AT	0.158	1,142	Not significant

Source : SmartPLS 4.0 Data Processing

Based on table above , 6 lanes influential latent variables significant Because t-value is more from 1.96. The first latent variable is track Perception convenience (PEOU) heading Perception users (PU) who have t value is 2.140. The second latent variable that is track Perception ease (PEOU) towards Attitude (AT) with mark amounting to 5,149. Variable third namely the Knowledge Path (KN) towards Perception convenience with mark amounting to 3,878. Variable fourth that is track Belief (BE) towards Perception convenience with value 3,257. Furthermore latent variable Intention (BIU) against the Actual system (AU) with t value is 19.961. And the last variable Attitude going to Intention with mark amounting to 10,216. Path of Faith going to Perception User , path Knowledge going to Perception User , path Perception User going to Attitude use , have relationship that is not significant Because the

t- values are 1.612, 0.741, and 1.142 respectively small from t- table value of 1.96.

R-square test

According to Chin (1998) quoted by Ghazali and Latan (2015) , a structural model considered strong If the R² value reaches 0.67. An R² value of 0.33 is categorized as moderate, whereas value 0.19 incl in category weak .

Table 5. R-square test results

	R-square
Actual System	0.715
Attitude	0.558
Behavioral	0.466
Perception Convenience	0.650
Perception User	0.557

Source : SmartPLS 4.0

From the results of the R-square test above show that the Actual system has The R-square value of 0.715 shows that this model is very robust , due to 71.5% variability in actual system acceptance can be achieved explained by variables existing independent in models. It means Muslim students real use AI technology . The Attitude variable has The R-square value of 0.558 shows that this model Enough strong , due to 55.8% variability in attitude to AI technology can explained by variables independent in models. Behavioral with The R-square value of 0.466 shows that this model is at in category moderate , due to 46.6% variability in behavior related AI technology can explained by variables independent in the model. Next on Perception convenience The R-square value of 0.650 shows that this model Enough strong , due to 65% variability in perception convenience use AI technology can explained by variables independent in models. And the last variable Perception user with The R-square value of 0.557 shows that this model Enough strong , due to 55.7% variability in perception user to AI technology can explained by variables independent in models.

By Overall , the R-square test results show that model is used in study This own varied abilities from currently until strong in explain reception AI technology by Muslim students . This indicates that variables independent used in the model is sufficient effective in explain variability in variables dependent related reception AI technology . It means Muslim students accept AI technology as tool look for information or as servant finish task studying .

Discussion

Analysis results quantitative in study This show that religious and ethical values own influence significant to perception reception AI technology by Muslim students at the North Sumatra State Islamic University (UINSU). Student show worries related suitability use of AI with Islamic teachings , which include moral and ethical aspects in use technology . This matter in line with study earlier that showed that student tend more accept technology If they feel that technology the No contradictory with their religious values . Perception Muslim students against use deep AI technology context education at UINSU in general positive .

Student confess benefits of deep AI increase accessibility education , experience customized learning , and efficiency in finish task studying .

Religious perspective significant influence reception technology among Muslim community , with consideration ethics and morals play a role important . Muslims are encouraged For involved in discourse more religious wide about principles modern technology for overcome challenges posed by paradigms technology new (Harriguna & Wahyuningsih, 2021) . The Technology Acceptance Model (TAM) has implemented For learn Internet use for information religion among Muslims , revealed that convenience use and perceived usefulness is factor key in reception (Isaac, 2014) . Analysis results in study This show that perception usability and convenience the use of AI contributes to attitudes positive student to technology This . Apart from that , confidence student to AI's ability to supporting the learning process also plays a role important in form attitude them and some big connection between variable is significant . AI or intelligence artificial own different meaning for each person. However , everyone agreed that AI will own significant impact on employment people , education , and life social in the future (2024). By overall , research This show that Muslim students at UIN North Sumatra have positive reception to AI technology as tool help in the learning process . With increase knowledge , confidence , and convenience use AI technology , institutions education can more effective in facilitate acceptance and use technology this is among student .

CONCLUSION

From the results study this , got it concluded that religious and ethical values play role important in influence reception AI technology by Muslim students at UINSU. Although there is worries related AI suitability with Islamic teachings , students in a way overall show attitude positive to use technology This in education . Perception they about the ease and usefulness of AI becomes factor key in adoption technology This . Therefore that 's important for institution education For consider aspect religious and ethical values in designing integration strategies AI technology , so you can facilitate more acceptance good among Muslim students . With Thus , research This give deep insight about How attitude and acceptance student to AI technology can influenced by religious and cultural contexts , as well How technology This can utilized For increase quality education at UINSU.

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