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Perceptions of PAI Students on the Use of ChatGpt for Writing Scientific Papers at K.H Abdurrahman Wahid State Islamic University

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Abstract:

The development of artificial intelligence (AI) technology has had a significant impact on the world of education. One form of AI technology currently widely used is ChatGPT, an artificial intelligence model capable of assisting users in processing information, answering questions, solving problems, and even composing academic texts. The presence of ChatGPT has generated diverse responses, especially among students who are beginning to utilize it in their learning. This study aims to explore the perspectives of Islamic Education (PAI) students on the use of ChatGPT in the process of writing scientific papers. With the advancement of information technology, artificial intelligence-based tools such as ChatGPT are beginning to be utilized in the academic world. The research method used was qualitative, with data collection through interviews and questionnaires. The results indicate that PAI students have diverse views on ChatGPT. Most students believe that ChatGPT can help them find references, speed up the writing process, and generate new ideas. However, there are also concerns about the authenticity of their work and the potential for plagiarism. This research is expected to provide insights for educators and educational institutions in understanding the impact of technology use in academic writing and provide recommendations for more ethical and effective use.

Keywords: *Artificial Intelligent, ChatGPT, Scientific Papers, Perception*

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Introduction

The development of artificial intelligence (AI) technology, especially in the form of generative language models such as ChatGPT, has had a significant impact on the world of global higher education, including in Indonesia. As one of the AI products based on natural language processing (NLP), ChatGPT is designed to understand, generate, and revise text with the ability to approach human intelligence. Along with the penetration of digital technology in academic practice, ChatGPT is now widely used by students to help in the scientific writing process, from compiling a writing framework, improving grammar, simplifying complex paragraphs, to producing an initial draft of an article. This transformation changed the paradigm of scientific writing from purely cognitive activity to a collaborative process between humans and machines, bringing extraordinary efficiency, but at the same time giving rise to various ethical and academic problems that are urgent to be critically examined.

Recent studies show that the use of ChatGPT by college students has spread across countries and across disciplines. In a global study involving students from different parts of the world, it was noted that more than 77% of users use ChatGPT to improve the readability of texts, while another 22% use it for grammar correction, with the level of dependency increasing year after year (Xu 2025). However, although this tool is able to improve the technical efficiency of writing, researchers also find various concerns, including decreased critical thinking skills, potential plagiarism, loss of originality, and the tendency to receive information without verification (Hannifa Rojwa Thalib 2025). This condition shows the duality of the function of ChatGPT as a productive tool as well as a potential threat to academic values.

In Indonesia, the phenomenon of using ChatGPT among students is also starting to receive academic attention. Research conducted at the University of Education Indonesia, shows that the majority of students feel helped by the existence of ChatGPT, especially in helping to overcome writer's block and develop a logical flow of writing. However, a number of students also expressed concerns about the accuracy of the information produced and the emergence of ethical guilt when using this technology for academic tasks that should be done independently (Yasmine and Hikmawan 2025). Meanwhile, at Makassar State University, noted that ChatGPT has been used to compile essays, theses, and scientific articles, but it was found that most students have not adequately understood the ethics of using AI in academic contexts (Reva Rahman1, Risqy2 2025). This becomes even more complex when the use of ChatGPT is associated with the concepts of academic originality and scientific integrity, two core values in higher education that are now beginning to undergo a shift in meaning due to the presence of this technology.

Interestingly, almost all of the research that has been done so far has focused on the context of general education, information technology, and science. There are still very limited studies that raise how students respond and perceive in the field of Islamic Religious Education (PAI), a discipline that emphasizes the importance of moral values, honesty, and intellectual responsibility in every scientific activity. This is where the gap lies that this research aims to answer. PAI students, especially at UIN K.H. Abdurrahman Wahid, are part of the academic community that upholds scientific ethics and religious values in writing and conveying ideas. The use of technology such as ChatGPT certainly has different implications among them compared to students from the field of science and technology. Therefore, it is important to know how they interpret and respond to the use of ChatGPT in scientific writing, both in terms of its usefulness and the ethical and academic challenges they feel.

The urgency of this research is further heightened by the fact that AI technology is no longer optional but has become part of everyday reality in the academic world. ChatGPT, for example, has become a default tool at many universities worldwide, with students actively using it to compose papers, summarize readings, and even answer exam questions. The Atlantic (2025) even referred to the post-pandemic college class as the "AI-native generation" because they have become accustomed to interacting with technologies like ChatGPT from the very beginning of their studies. Without critical understanding and ethical guidelines, the use of AI can blur the lines between personal creativity and automation, between academic endeavors and machine production. This is where building students' critical awareness of the use of AI becomes crucial, especially in the context of Islamic education, which encompasses ethical and spiritual dimensions.

The purpose of this study is to identify in depth how PAI students at UIN KH Abdurrahman Wahid view the use of ChatGPT in their scientific writing activities. This study wanted to explore their perceptions of the benefits of this technology, the extent to which they use it, and how they interpret potential threats to academic values such as honesty, authenticity, and intellectual responsibility. In addition, this study also aims to explore the factors that affect their perception be it religious background, digital literacy, peer influence, or lecturer expectations so that a complete picture can be obtained of their position in facing the era of AI-based education. In the end, the results of this research are expected to contribute to designing institutional policies, ethical guidelines for the use of AI, and a digital literacy curriculum that is contextual and rooted in PAI values.

Scientifically, this article has an important contribution in expanding the discourse on the use of AI in higher education, especially in the Islamic religious college environment. In contrast to most previous studies that were technical and solution-oriented, this article offers a reflective and contextual approach to the utilization of ChatGPT. By raising the perception of students from the PAI discipline, this article gives a voice to academic groups that have been relatively marginalized in AI and education discourses. The perspective of PAI students is important because they not only interact with AI as a technical tool, but also as an entity that needs to be considered ethically and spiritually. In addition, this research also provides an empirical foundation that can be used by Islamic educational institutions in developing policies for the use of AI-based technology that is balanced between technological progress and the preservation of academic values.

Thus, the issues raised in this article are not only relevant, but also urgent for immediate publication. In the midst of the rapid development of AI technology, scientific efforts are needed that are able to balance the euphoria of utilization with ethical and scientific awareness. This article seeks to be part of this effort by offering a distinctive, contextual, and critical perspective of the PAI environment in Indonesia. Not only to answer the challenges of the times, but also to maintain the essence of education that is rooted in values, meaning, and intellectual responsibility.

Methods

This research employs a descriptive qualitative method to explore the perceptions of Islamic Education (PAI) students regarding the use of ChatGPT for writing scientific papers at K.H. Abdurrahman Wahid State Islamic University Pekalongan. This method is chosen to provide an in-depth understanding of students' views and experiences in using this technology as a supportive tool for academic writing. Data collection is conducted through semi-structured interviews and open-ended questionnaires, allowing respondents to express their opinions and experiences more freely and thoroughly.

The primary source of data for this study is PAI students who are currently active at the university, with a purposive sampling approach to ensure the representation of those using ChatGPT in their academic writing. Additionally, several secondary sources, such as articles and previous studies on the use of technology in education, will be integrated to enrich the analysis. The types of data collected include qualitative data in the form of opinions, experiences, and attitudes of students toward the use of ChatGPT, as well as quantitative data from questionnaires containing Likert-scale questions about their attitudes and the impact of this technology.

Data analysis will be conducted using a thematic analysis approach, where the data obtained from interviews and questionnaires will be organized and categorized based on emerging themes. This process involves coding the data to identify patterns and trends in students' perceptions (Heriyanto 2018). The analysis results are expected to provide a clear picture of how PAI students utilize ChatGPT in the scientific writing process, as well as the challenges and benefits they perceive. Thus, this research not only contributes to academic understanding but also offers practical recommendations for integrating technology into higher education.

Results and Discussion

Chat Generative Pre-Trained Transformer, commonly known as ChatGPT, is a natural language model developed by OpenAI. Its purpose is to provide and generate cohesive, high-quality text using human language. In addition, ChatGPT also has a feature that enables it to interact in conversation mode. By receiving input in the form of questions, statements, or instructions, this model can generate appropriate responses based on its knowledge of language (Merentek, Usuh, and Lengkong 2023).

With its features and capabilities, ChatGPT is widely used in various fields, one of which is the learning process at various levels of education, from kindergarten to state universities. In this context, the advantages of ChatGPT are utilized by students of Islamic Education at the State Islamic University KH Abdurrahman Wahid Pekalongan to assist in the creation of academic papers. However, the use of ChatGPT has elicited diverse responses from individuals who have employed it.

The interview results show that the majority of PAI students had a positive experience using ChatGPT in writing scientific papers. They felt helped, especially in overcoming writer's block or difficulties in structuring their writing. One respondent said that ChatGPT could provide initial ideas and alternative sentences, making the writing process more efficient.

Additionally, students acknowledged that ChatGPT can improve language structure when constructing arguments in a more academic manner. This makes some respondents feel more confident. However, this experience is not without the awareness that ChatGPT only serves as a tool. Some students emphasized the importance of complementing the writing with original academic literature and personal analysis to ensure that the academic work still reflects the author's thoughts.

Reading interest did not differ significantly from one another. This is due to the fact that ChatGPT is an external component, namely a facility. They really like reading and read frequently. Each person has unique tendencies, influenced by their interest in the content they read, their need for knowledge and information, and their reasons for doing so. Of the other factors considered influencing reading interest, the most frequently chosen response was. It is clear that most of these factors are internal. Reading interest drives people to engage in reading (Risatun Nada et al. 2024).

Using ChatGPT requires a stable internet connection. Using ChatGPT becomes difficult and ineffective in areas with limited or unstable internet access. Therefore, for

students without adequate internet access, this can be a problem. Students should go to places with good internet connections, such as local libraries, if they live in areas with poor network support (Jusman, Hajar, and Habibi 2024).

The benefits that students feel from using ChatGPT include: students feel that ChatGPT helps reduce the time needed to write academic papers, especially in the planning and initial writing stages. ChatGPT is able to generate research ideas, writing frameworks, and even sample problem statements that can serve as a starting point for students. Many respondents feel assisted in composing academic sentences, improving grammar, and using more formal vocabulary.

Although not always accurate, ChatGPT is considered capable of providing initial references that can then be verified through journals or books. One respondent provided an example of using ChatGPT in developing the research background. They asked ChatGPT to outline the theoretical framework and relevant issues, then supplemented it with data sourced from academic literature. Another example is using ChatGPT to generate alternative research objectives, which are then adapted to the specific context of each student's research.

In addition to its benefits, students also highlighted several challenges and obstacles, including: Some students felt that ChatGPT's responses were not always contextually appropriate or lacked validity due to the absence of sources. There is concern that excessive use of ChatGPT may reduce the originality of ideas and students' critical thinking skills.

Some respondents mentioned the limitations of the free version of ChatGPT, such as the number of questions allowed or access to the latest data. Some students felt that ChatGPT's language style was not natural enough and needed to be "humanized" to align with academic writing style. To address these challenges, students employed verification strategies by comparing information from ChatGPT with valid academic sources, such as journals, books, or scientific articles. They also sought to develop personal analysis to ensure their writing did not merely replicate ChatGPT's output.

The interview results indicate that students perceive ChatGPT and traditional methods as having their own advantages and disadvantages. ChatGPT excels in terms of speed, efficiency, and breadth of ideas. It facilitates students in finding inspiration, outlining, and improving grammar. However, its drawbacks include lack of accuracy, unclear source reliability, and the risk of plagiarism. On the other hand, traditional methods are superior in supporting depth of analysis, originality, and a more comprehensive understanding of literature. However, this method requires more time and effort compared to ChatGPT.

Most students concluded that ChatGPT should not replace traditional methods but rather serve as a complement to accelerate the writing process. Most students believe that the use of ChatGPT has a significant impact on the quality of their academic work. This impact is particularly evident in terms of consistency, clarity of structure, and ease of developing the text. However, quality is still largely determined by the student's ability to process, verify, and analyze information.

One respondent stated that the quality of their work improved because it was more structured, but emphasized that without additional literary verification, the writing would lose analytical depth. Thus, ChatGPT is only effective when used as a tool, not a replacement. Almost all respondents expressed concerns about ethical aspects, particularly plagiarism. Students are aware that copying ChatGPT results without reworking them will cause serious academic problems. Therefore, they strive to use

ChatGPT only as a support for ideas or frameworks, then add personal analysis from valid references.

This awareness indicates that PAI students sufficiently understand the principles of academic integrity, where the originality of ideas and honesty in writing remain the top priorities. The use of ChatGPT has proven to change how students approach writing. Steps that typically take time, such as outlining the background, creating a framework, or improving language, have become easier and faster. However, this change also brings new challenges, such as the potential for dependency, which could reduce motivation to read literature directly.

ChatGPT is seen as a new breakthrough that can help students write academic papers more easily. This finding is in line with research by (Rizki Andya et al. 2023) and (Aulia Trianggara et al. 2024), which emphasizes that artificial intelligence can speed up the writing process while enriching students' ideas. ChatGPT also functions as a creative catalyst, generating new ideas that were previously difficult to formulate.

Despite its benefits, students are aware of ChatGPT's limitations. The phenomenon of AI hallucinations output that is convincing but inaccurate often arises in their experiences. This aligns with the findings of (Dwike Zaira Nurmila et al. 2024), which highlight that reliance on AI may potentially diminish students' analytical skills. Therefore, PAI students emphasize the importance of verifying and critically analyzing every piece of information generated by ChatGPT.

Students' awareness of plagiarism is a key finding of this research. They recognize that ChatGPT should only be used as a tool, not as a replacement for the writer. This principle aligns with academic integrity standards that emphasize originality, traceability of sources, and author responsibility. This attitude demonstrates a sufficient level of digital literacy. They are able to use ChatGPT proportionally, leveraging its advantages while maintaining academic integrity.

Faculty members should guide students in the wise use of ChatGPT, including providing digital literacy and academic ethics training. In this way, ChatGPT can be used as a learning tool, not merely a shortcut. Additionally, the use of ChatGPT opens up opportunities for developing new teaching methods, such as AI-based writing exercises combined with critical discussions. In this way, students can learn to balance technological efficiency with intellectual originality.

Overall, PAI students view ChatGPT as an "academic assistant." It is useful for accelerating the initial stages of writing but cannot replace traditional methods that are richer in analytical depth. This balanced perspective is crucial to ensure that the use of ChatGPT does not hinder but rather supports the development of students' scientific writing skills.

Conclusion

Based on the research findings, it can be concluded that the use of ChatGPT by Islamic Education students at the State Islamic University KH Abdurrahman Wahid Pekalongan contributes positively to the process of writing scientific papers. ChatGPT assists students in generating initial ideas, outlining the structure of their writing, improving grammar, and boosting confidence in their writing abilities. The primary benefits reported by students include time efficiency, access to alternative ideas, and the ability to present academic language in a more structured manner.

However, PAI students are also aware that ChatGPT serves only as a tool, not as the primary source of knowledge or research. Scientific works must still be supported by existing data, valid academic literature, and personal analysis to reflect the originality of the author's thoughts and accuracy in line with the research conducted. Thus, ChatGPT

can be utilized optimally when used wisely, critically, and accompanied by good information literacy skills.

This finding clearly indicates that artificial intelligence technologies like ChatGPT have significant potential in supporting learning and academic writing processes, but they should be used as companions rather than primary sources. Academic integrity and critical thinking skills remain the primary aspects that must be maintained. Of course, ChatGPT also has diverse impacts on users, whether it is used selectively and positively or misused for negative purposes.

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