THE STUDY OF STUDENTS' ATTITUDES OF USING GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS IN EDUCATION AMONG ENGLISH DEPARTMENT STUDENTS AT UIN SMDD BUKITTINGGI

Rosana[1], Syahrul[4], Irwandi[3], Leli Lismay[4]
[1,2,3,4] Universitas Islam Negri Sjech M. Djamil Djambek Bukittinggi
Alamat E-mail: [1]rosanarsnaa@gmail.com,

ABSTRACT

The rapid development of Artificial Intelligence (AI), particularly Generative Artificial Intelligence (GenAI), has significantly transformed education, especially English language learning. Various GenAI tools such as ChatGPT, Gemini, Grammarly, Perplexity, and Blackbox AI are increasingly used by students to support academic activities including writing, translating, checking grammar, generating ideas, and improving language skills. This research aims to identify students' attitudes through cognitive, affective, and behavioral dimensions and examine factors influencing these attitudes. This study employed a descriptive quantitative survey design. Data were collected from 91 students in the fifth, seventh, and ninth semesters using a closed-ended questionnaire consisting of 26 items. The data were analyzed using mean score analysis. The findings indicate that students demonstrate an overall positive attitude toward GenAI tools. The cognitive component showed a mean score of 3.5, indicating that students perceive GenAI as beneficial and effective in improving academic performance. The affective component reached 3.4, suggesting positive emotional responses such as comfort and enthusiasm. The behavioral component obtained a mean score of 3.5, indicating frequent use and strong intention for future use. Influencing factors include personal experience, social influence, institutional support, cultural values, mass media and emotional factors. The study concludes that GenAI tools positively support English learning, but ethical guidance is essential to ensure responsible and critical use.

Keywords: Generative Artificial Intelligence, students' attitudes, English learning, educational technology

ABSTRAK

Perkembangan pesat Kecerdasan Buatan (Artificial Intelligence/AI), khususnya Kecerdasan Buatan Generatif (Generative Artificial Intelligence/GenAI), telah membawa perubahan signifikan dalam dunia pendidikan, terutama dalam pembelajaran bahasa Inggris. Berbagai alat GenAI seperti ChatGPT, Gemini, Grammarly, Perplexity, dan Blackbox AI semakin banyak digunakan oleh mahasiswa untuk mendukung kegiatan akademik, termasuk menulis, menerjemahkan, memeriksa tata bahasa, menghasilkan ide, dan meningkatkan keterampilan berbahasa. Penelitian ini bertujuan untuk mengidentifikasi sikap

mahasiswa melalui dimensi kognitif, afektif, dan perilaku, serta mengkaji faktor-faktor yang memengaruhi sikap tersebut. Penelitian ini menggunakan desain survei kuantitatif deskriptif. Data dikumpulkan dari 91 mahasiswa semester lima, tujuh, dan sembilan menggunakan kuesioner tertutup yang terdiri dari 26 item. Data dianalisis menggunakan analisis skor rata-rata. Hasil penelitian menunjukkan bahwa mahasiswa memiliki sikap yang secara keseluruhan positif terhadap alat GenAI. Komponen kognitif menunjukkan skor rata-rata 3,5, yang mengindikasikan bahwa mahasiswa memandang GenAI bermanfaat dan efektif dalam meningkatkan performa akademik. Komponen afektif mencapai 3,4, yang menunjukkan respons emosional positif seperti rasa nyaman dan antusiasme. Komponen perilaku memperoleh skor rata-rata 3,5, yang menunjukkan penggunaan yang sering serta niat yang kuat untuk terus menggunakan di masa depan. Faktor-faktor yang memengaruhi meliputi pengalaman pribadi, pengaruh sosial, dukungan institusi, nilai budaya, media masa dan faktor emosional. Penelitian ini menyimpulkan bahwa alat GenAI memberikan dukungan positif terhadap pembelajaran Bahasa Inggris, tetapi panduan etis tetap diperlukan untuk memastikan penggunaan yang bertanggung jawab dan kritis.

Kata Kunci: *Generative Artificial Intelligence, sikap mahasiswa, pembelajaran Bahasa Inggris, teknologi pendidikan*

A. Introduction

Generative Artificial Intelligence (GenAI) has rapidly transformed educational practices, particularly in higher education, by providing innovative tools that support learning activities such as writing, translation, summarization, and information retrieval. Applications such as ChatGPT, Gemini, and Grammarly have become increasingly popular among university students because they offer instant assistance and personalized academic support. The integration of these tools has significantly influenced English language learning by enhancing accessibility, improving learning efficiency, and supporting independent study processes (Kasneci et al., 2023; Yu et al., 2023).

In English education, GenAI offers considerable benefits for students, including improving writing quality, generating ideas, correcting grammatical errors, and providing explanations for complex concepts. These tools can function as digital learning assistants that facilitate personalized and adaptive learning experiences. However, despite these advantages, the use of GenAI has also raised concerns related to academic integrity, overdependence, reduced critical thinking, and the potential misuse of AI-generated content in academic tasks (Bozkurt & Sharma, 2023; Marr, 2024).

Attitude is a psychological tendency that reflects how individuals think, feel, and behave toward a particular object or situation (Haddock & Maio, 2018). According to Oppenheim (2000), attitude consists of three components: cognitive, affective, and behavioral. The cognitive component refers to students' beliefs, perceptions, and knowledge about the usefulness of GenAI tools in English learning (Azwar, 2007). The affective component relates to students' feelings and emotional responses associated with an individual (Haddock & Maio, 2018). Meanwhile, the behavioral component refers to the aspect of an individual's attitude that encompasses their tendencies, intentions, or willingness to act in relation to an object, person, or situation.(Syahrul, 2019). These three components are interconnected and influence students' acceptance and use of educational technology (Davis, 1989).

Understanding students' attitudes toward the use of GenAI is essential because attitudes influence how students accept, utilize, and benefit from educational technologies. According to the Technology Acceptance Model, students' adoption of technology is strongly affected by their perceptions of usefulness and ease of use (Davis, 1989). Therefore, this study investigates the attitudes of English Department students at UIN Sjech M. Djamil Djambek Bukittinggi toward the use of Generative Artificial Intelligence tools in education and identifies the factors influencing their acceptance and utilization of these technologies.

Several previous studies have discussed students' attitudes toward the use of Generative Artificial Intelligence (GenAI) in education. Sebbah (2025), in "Exploring Algerian EFL Students' Familiarity, Use and Attitudes towards Generative Artificial Intelligence Tools in Education," found that students showed positive attitudes toward AI tools because they helped improve learning efficiency and academic performance. However, the study also highlighted concerns about overreliance, critical thinking, and creativity. Another study by Nwaizugbu et al. (2025) entitled "Attitude of Undergraduate Students' Use of ChatGPT for Academic Work: Attitude and Challenges" revealed

that students perceived ChatGPT as a helpful tool for explaining difficult materials, summarizing information, and assisting academic writing activities. In addition, Zhao et al. (2025) found that AI technologies positively influenced students' writing skills, grammar mastery, and motivation in English language learning.

B. Research Method

This study employed a descriptive quantitative survey design to examine students' attitudes toward the use of Generative Artificial Intelligence (GenAI) tools in education. Quantitative research is appropriate for collecting numerical data to describe and analyze a phenomenon systematically (Gay et al., 2012). The study was conducted at the English Education Department, UIN Sjech M. Djamil Djambek Bukittinggi.

The population consisted of 233 students from the fifth, seventh, and ninth semesters. Using purposive sampling, 91 students who had prior experience using GenAI tools were selected as participants. Data were collected through a closed-ended questionnaire consisting of 26 items, covering cognitive, affective, and behavioral attitude components, as well as factors influencing students' attitudes. The questionnaire used a Likert scale and was adapted from previous studies (Sebbah, 2025; Azwar, 2007).

The instrument was validated using Aiken's V, resulting in a validity coefficient of 0.93, and reliability testing showed a Cronbach's Alpha of 0.955, indicating excellent reliability. The questionnaire was distributed online via Google Forms, and the data were analyzed using descriptive statistics, particularly mean score analysis, to classify students' attitudes into positive and negative categories (Sugiyono, 2013).

C. Finding and Discussion

The findings of this study reveal that English Department students at UIN Sjech M. Djamil Djambek Bukittinggi demonstrate an overall positive attitude toward the use of Generative Artificial Intelligence (GenAI) tools in education. Based on the descriptive statistical analysis, the mean scores of the three attitude components indicate favorable perceptions toward

GenAI. These result are presented in table 1.

Table 1. Total Mean

Component	Mean
Cognitive,	3.5
Affective	3.4
Behavioral	3.5

These results indicate that students perceive GenAI tools as beneficial, engaging, and practical in supporting their academic learning activities.

In the cognitive aspect, students showed strong positive beliefs regarding the usefulness and effectiveness of GenAI tools in English learning. The mean score of the cognitive component reached 3.5, which indicates that students believed GenAI could help them improve writing skills, grammar accuracy, vocabulary mastery, and understanding of learning materials. Most respondents agreed that GenAI tools provide quick access to information and simplify academic tasks such as summarizing texts, translating sentences, and generating ideas for assignments. These findings support Davis' Technology Acceptance Model, particularly the concept of perceived usefulness, where students tend to accept technology if they believe it improves their academic performance.

Furthermore, the findings also indicate that students viewed GenAI as a practical learning assistant that supports independent learning. Many respondents stated that they used AI tools when they faced difficulties understanding lecture materials or completing assignments. GenAI tools enabled students to receive instant feedback and explanations, which enhanced their confidence in learning English. This result aligns with previous studies conducted by Sebbah (2025) and Zhao et al. (2025), which found that students perceived AI technologies as beneficial for increasing learning efficiency and productivity. Therefore, the cognitive responses of students in this study reflect strong acceptance toward the educational value of GenAI tools.

In terms of the affective aspect, students demonstrated positive emotional responses toward the use of GenAI tools. The mean score of this component was 3.4, indicating that students generally felt interested, comfortable, and motivated when using GenAI in their learning activities. Most respondents

expressed enjoyment because GenAI tools made learning easier, faster, and more interactive. Students also reported feeling more confident in completing English tasks with the assistance of AI-generated suggestions and corrections. This positive emotional engagement indicates that GenAI contributes not only to academic support but also to students' motivation and enthusiasm in learning English.

However, despite the positive responses, several students also expressed concerns regarding the excessive use of GenAI tools. Some respondents worried that dependence on AI might reduce their critical thinking ability, creativity, and independent learning skills. In addition, students were concerned about academic dishonesty and plagiarism issues caused by overreliance on AI-generated content. These findings indicate that although students appreciate the benefits of GenAI, they remain aware of the possible negative consequences of uncontrolled usage which reflects the challenges identified in previous studies (Bozkurt & Sharma, 2023).

The behavioral aspect also showed positive tendencies with an average score of approximately 3.5. The findings revealed that students actively used GenAI tools in their daily academic activities. Most respondents stated that they frequently utilized AI tools for writing essays, checking grammar, translating texts, generating ideas, and searching for information related to coursework. In addition, students expressed their willingness to continue using GenAI tools in the future because they considered these technologies practical and efficient. This indicates that positive beliefs and emotions toward GenAI directly influence students' behavior in adopting and integrating AI into their learning process.

Moreover, students' behavioral attitudes reflect the influence of perceived ease of use as explained in the Technology Acceptance Model (TAM). Students believed that GenAI platforms were easy to access and operate, which encouraged them to use these tools regularly. Features such as instant responses, user-friendly interfaces, and accurate language support contributed to students' positive behavioral engagement. Consequently, the findings suggest that ease of use

plays an important role in shaping students' acceptance of educational technology. Students who experience convenience and efficiency are more likely to integrate AI tools into their academic routines.

Regarding the factors influencing students' attitudes, the findings show that several internal and external factors significantly shape students' perceptions toward GenAI use.

Personal experience was identified as the factor that influence students attitude, as students who had positive experiences using AI tools tended to develop more favorable attitudes. Positive outcomes such as faster task completion and improved academic understanding strengthened their trust in these technologies. Social influence also played an important role, as recommendations and usage patterns from peers and lecturers encouraged students to adopt GenAI tools in their studies.

In addition, educational and institutional support influenced students' attitudes. Students who perceived their academic environment as supportive of technology integration showed greater acceptance of GenAI. The presence of lecturer guidance and institutional encouragement helped students use AI more responsibly. Cultural values also shaped attitudes, particularly regarding beliefs about technology use in academic settings and ethical considerations surrounding AI-assisted learning.

Another significant factor was mass media and digital exposure, which introduced students to the capabilities and practical benefits of GenAI tools. Frequent exposure to information about AI through social media, educational platforms, and online discussions increased students' awareness and familiarity with these technologies. Lastly, emotional factors, including curiosity, confidence, and enjoyment, positively influenced students' willingness to engage with Generative Artificial Intelligence tools. On the other hand, anxiety related to possible misuse and academic dishonesty created some hesitation among certain students.

D. Conclusion

This study concludes that English Department students at UIN Sjech M. Djamil Djambek Bukittinggi demonstrate an overall positive attitude toward the use of Generative Artificial Intelligence (GenAI) tools in education. This positive attitude is reflected in the cognitive, affective, and behavioral components, which indicate that students perceive GenAI tools as useful, engaging, and practical for supporting English language learning. Students believe that GenAI enhances learning efficiency, provides academic assistance, and helps them complete tasks more effectively.

The findings also reveal that students' attitudes are influenced by several factors, including personal experience, social influence, institutional support, cultural values, digital exposure, and emotional factors. Positive experiences with GenAI and supportive academic environments encourage greater acceptance and usage of these tools. However, concerns regarding overdependence, reduced critical thinking, and academic integrity remain important challenges that need attention.

Therefore, while GenAI has significant potential to improve English learning, its implementation should be accompanied by ethical guidance and critical awareness. Educational institutions and lecturers are encouraged to provide clear regulations and support to help students use GenAI responsibly and effectively in academic contexts. Future research is recommended to explore the long-term impact of GenAI integration on students' learning outcomes and critical thinking development.

REFERENCES

Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. A. (2016). *Introduction To Research In Education* (10th Ed.). Cengage Learning.

Azwar, S. (2007). *Sikap Manusia: Teori Dan Pengukurannya* (2nd Ed.). Pustaka Pelajar.

Bozkurt, A., & Sharma, R. C. (2023). *Challenging The Status Quo And Exploring The New Boundaries In The Age Of Algorithms: Reimagining The Role Of Generative Artificial Intelligence In Education. Asian Journal Of Distance Education,* 18(1), 1–8.

Davis, F. D. (1989). *Perceived Usefulness, Perceived Ease Of Use, And User Acceptance Of Information Technology.*

MIS Quarterly, 13(3), 319–340. Https://Doi.Org/10.2307/249008

Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies For Analysis And Applications*. Pearson.

Haddock, G., & Maio, G. R. (2018). *The psychology of attitudes and attitude change* (2nd ed.). London: Sage Publications.

Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeiffer, F., Poquet, O., Sailer, M., Schmidt, A., Seidel, T. Kasneci, G. (2023). *Chatgpt For Good? On Opportunities And Challenges Of Large Language Models For Education. Learning And Individual Differences*, 103, 102274. Https://Doi.Org/10.1016/J.Lindif.2023.102274

Marr, B. (2024). *Generative AI In Practice: 100+ Amazing Ways Generative Artificial Intelligence Is Changing Business And Society* (Vol. 11, Issue 1).

Nwaizugbu, N. A., et al. (2025). Attitude of undergraduate students' use of ChatGPT for academic work: Attitude and challenges. Journal of Educational Technology and Learning.

Oppenheim, A. N. (2000). *Questionnaire Design, Interviewing And Attitude Measurement*. Continuum.

Sebbah, L. (2025*). Exploring EFL Students' Attitudes Toward Generative Artificial Intelligence Tools In Higher Education.* Journal Of Educational Technology Research, 14(2), 45–61.

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.*

Syahrul, S. (2019). *The Contribution of Students' Attitude and Familiarity Degree on English Loanwords in Bahasa Indonesia Toward their English Vocabulary Mastery. Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing,* 2(1), 1-14. https://doi.org/10.31540/silamparibisa.v2i1.240

Yu, H., Guo, R., & Chen, X. (2023). *Applications Of Generative Artificial Intelligence In Language Learning: Opportunities And Challenges. Computers And Education: Artificial Intelligence*, 4, 100118. Https://Doi.Org/10.1016/J.Caeai.2023.100118

Zhao, X., Li, Y., & Wang, H. (2025). *Students' Perceptions And Attitudes Toward Generative Artificial Intelligence In Academic Learning. International Journal Of Educational Technology,* 12(1), 22–39.