

## ABSTRAK

### **Strategi Mahasiswi Prodi PAI STITMA Yogyakarta Dalam Membangun Kemandirian Belajar Melalui Pemanfaatan *Artificial Intelligence* (AI)**

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Penelitian ini dilatarbelakangi oleh perkembangan teknologi *Artificial Intelligence* (AI) yang memberikan peluang sekaligus tantangan dalam membangun kemandirian belajar mahasiswi, khususnya pada Program Studi Pendidikan Agama Islam (PAI). Penelitian ini bertujuan untuk menganalisis strategi mahasiswi dalam membangun kemandirian belajar melalui pemanfaatan AI serta mengidentifikasi faktor pendukung dan penghambatnya.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus yang dilakukan pada mahasiswi Program Studi PAI Angkatan 2023 STITMA Yogyakarta. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan teknik analisis data kualitatif.

Hasil penelitian menunjukkan bahwa mahasiswi memanfaatkan AI seperti ChatGPT dan Google Gemini dalam tiga tahapan kemandirian belajar (*Self-Regulated Learning*), yaitu perencanaan, pelaksanaan, dan refleksi. Pada tahap perencanaan, AI digunakan untuk mencari referensi, memahami gambaran umum, dan merancang topik dan kerangka tugas. Pada tahap pelaksanaan, AI dimanfaatkan untuk memahami materi, membandingkan informasi, mengembangkan ide, serta menyusun tugas akademik. Pada tahap refleksi, sebagian mahasiswi menggunakan AI untuk mengevaluasi hasil belajar. Namun, terdapat perbedaan pola penggunaan, yaitu mahasiswi yang menggunakan AI secara strategis (aktif) mampu meningkatkan kemandirian belajar, sedangkan penggunaan secara pasif cenderung menimbulkan ketergantungan. Faktor pendukung meliputi kemudahan akses teknologi, ketersediaan *platform* AI, kebutuhan akademik, motivasi belajar, dan lingkungan yang mendukung, sedangkan faktor penghambat meliputi ketergantungan pada AI, minimnya pemanfaatan AI untuk refleksi dan evaluasi, rendahnya kemampuan verifikasi informasi, dan keterbatasan pemahaman terkait etika akademik.

**Kata Kunci:** *Artificial Intelligence*, Kemandirian Belajar, *Self-regulated Learning*, Mahasiswi PAI

## ABSTRACT

### ***Strategies Of Female Students in the Islamic Education Study Program at STITMA Yogyakarta in Building Self-Regulated Learning Through the Utilization of Artificial Intelligence (AI)***

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*This study is motivated by the rapid development of Artificial Intelligence (AI) technology, which presents both opportunities and challenges in fostering students' self-regulated learning, particularly among students of the Islamic Education Study Program (PAI). This research aims to analyze the strategies employed by students in developing self-regulated learning through the utilization of AI, as well as to identify the supporting and inhibiting factors involved.*

*This research employs a qualitative approach with a case study design, conducted among students of the PAI Study Program, Class of 2023 at STITMA Yogyakarta. Data were collected through interviews, observations, and documentation, and analyzed using qualitative data analysis techniques.*

*The findings reveal that students utilize AI tools such as ChatGPT and Google Gemini across three stages of self-regulated learning, namely planning, implementation, and reflection. In the planning stage, AI is used to search for references, gain general understanding, and design topics and assignment outlines. In the implementation stage, AI is utilized to comprehend learning materials, compare information, develop ideas, and compose academic tasks. In the reflection stage, some students use AI to evaluate their learning outcomes. However, differences in usage patterns were identified: students who use AI strategically (actively) tend to enhance their self-regulated learning, whereas passive use tends to lead to dependency. Supporting factors include ease of access to technology, availability of AI platforms, academic needs, learning motivation, and a supportive environment. In contrast, inhibiting factors include dependency on AI, limited use of AI for reflection and evaluation, low ability to verify information, and limited understanding of academic ethics.*

**Keywords:** *Artificial Intelligence, Self-Regulated Learning, Islamic Education Students (PAI)*