

Islamic Religious Education Students' Perceptions and Experiences in Using Artificial Intelligence for English Grammar Learning

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ABSTRACT

Purpose – This study aims to explore Islamic Education students' experiences of using Artificial Intelligence tools for English grammar learning and to identify the perceived benefits and challenges of AI-assisted grammar learning from the students' perspectives.

Methods – This study employed an exploratory descriptive qualitative design. Data were collected through classroom observations and semi-structured interviews with 20 students who had experience using AI-based tools, such as ChatGPT, Gemini, Perplexity, Grammarly and QuillBot. The data were analyzed using Miles and Huberman's interactive model.

Findings – The findings indicate that students perceived AI as useful for obtaining grammar explanations, checking sentence errors, generating examples, and supporting independent learning. AI was also reported to increase students' confidence and provide flexible access to learning support. However, students also identified several challenges, including inaccurate or overly general responses, limited contextual understanding, unstable internet access, restricted premium features, and the risk of overdependence.

Research Implications – These findings suggest that AI can support grammar learning when used critically and under lecturer guidance. The study should be interpreted as evidence of students' perceived benefits and challenges rather than direct evidence of improved grammar competence.

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Introduction

The advancement of digital technology has driven significant changes in educational practices, including language learning (A. P. Sari & Munir, 2024). One of the innovations that has increasingly been adopted is Artificial Intelligence (AI), which refers to technology designed to simulate human cognitive abilities in processing information, generating responses, and supporting decision-making processes (Oktavianus et al., 2023). In the field of education, AI has evolved not only as a supporting instructional medium but also as a tool that enables learning processes to become more flexible, adaptive, and personalized according to students' needs (Fahmi & Syifaul Adhimah, 2024). Through its ability to provide instant feedback, adapt learning materials, and facilitate interactive learning experiences, AI has the potential to improve the quality of learning across various disciplines.

In the context of language education, the use of AI has developed through the concept of AI-assisted language learning, which refers to the application of artificial intelligence technologies to support students in developing language skills more independently and effectively (A. S. P. Sari et al., 2026). The emergence of various AI-based platforms allows learners to access explanations, complete exercises, and receive immediate corrections without having to wait for teacher feedback (Fitria, 2021). In English language learning, this technology has been increasingly utilized to support vocabulary acquisition, writing skills development, and mastery of grammar (Anggraeni, 2025).

Although previous studies have demonstrated that AI can improve writing quality, vocabulary acquisition, learner engagement, and overall language performance, grammar has generally been discussed only as one of the supporting features provided by AI applications, rather than as an independent learning process. Consequently, little is known about how students actually utilize AI to learn grammar, how they experience AI-assisted grammar learning in their everyday study practices, what benefits they perceive beyond automatic error correction, and what challenges they encounter during the learning process. This gap is particularly evident among Islamic Education students, whose English learning experiences and academic needs differ from those of English-major students, yet remain underrepresented in the existing literature.

However, for EFL learners, grammar mastery remains one of the most challenging aspects of learning English (Istifadah & Salsabila, 2023). University students often encounter difficulties in understanding abstract and complex grammatical rules, including tense usage, sentence structures, and variations in grammatical rules across different contexts (Herpindo et al., 2023). Furthermore, limited opportunities for practice and insufficient exposure to grammar use in authentic contexts result in learning that tends to remain theoretical and difficult to apply in practice (Simatupang & Tanjung, 2025). These conditions are frequently accompanied by low learning motivation, boredom

toward grammar instruction, and anxiety about making mistakes, which ultimately affect students' confidence in using English in both spoken and written communication (Murti et al., 2024).

These challenges become increasingly relevant in the context of Islamic Education (PAI) students. As EFL learners in higher education, PAI students are required not only to understand Islamic literature but also to develop academic English skills for reading scholarly articles, completing academic assignments, writing research abstracts, and accessing global sources of knowledge. However, the characteristics of learning within Islamic Education programs, which do not specifically emphasize English language mastery, may experience limited exposure to English grammar learning. Therefore, more adaptive learning approaches are needed to support students' academic demands.

To gain an initial understanding of students' learning practices, preliminary semi-structured interviews were conducted with five Islamic Education students in September 2025 prior to the main study. The interviews indicated that although students frequently used AI applications for translation and information searching, they rarely employed AI specifically for grammar learning. These preliminary findings reinforced the need to investigate students' experiences of using AI to support English grammar learning.

Given the limited understanding of students' experiences in using AI for English grammar learning, particularly among Islamic Education students, this study addresses the following research questions: (1) How do Islamic Education students experience the use of Artificial Intelligence for English grammar learning? (2) What perceived benefits do students identify from using AI to support their English grammar learning? and (3) What challenges do students encounter when utilizing AI for English grammar learning?

Therefore, this study aims to explore Islamic Education students' experiences in utilizing AI for English grammar learning, identify the perceived benefits, and reveal the challenges of its implementation in supporting their academic needs. The findings of this study are expected to contribute to the development of AI-assisted English grammar learning strategies in Islamic Higher Education Institutions (PTKI).

Methods

This study employed an exploratory descriptive qualitative design. This approach was selected because the study aimed to explore in depth students' experiences, perceptions, and views regarding the use of Artificial Intelligence (AI) in grammar learning within English language courses. The exploratory-descriptive approach enabled the researchers to understand the phenomenon based on participants' real experiences and to describe how the use of AI was interpreted within the learning context without introducing any treatment or intervention (Creswell, 2009).

The study was conducted in October 2025 at the Islamic Education Study Program (Pendidikan Agama Islam/PAI), Universitas Islam Negeri Sunan Kalijaga Yogyakarta. The research took place in an English language course attended by third-semester students. The course was conducted once a week with a duration of 60 minutes per session. During the learning process, students engaged in various AI-based grammar learning activities, such as obtaining explanations of grammar rules, checking sentence structure errors, generating examples of grammar usage, conducting independent practice, and receiving feedback on their responses through AI-based platforms.

The study involved all 20 third-semester students enrolled in the English course. Since the population was relatively small and all students met the predetermined inclusion criteria, the entire population was included in the study (Sugiyono, 2013). The criteria included: (1) actively participating in English grammar classes during the current semester; (2) having experience using AI-based applications or platforms such as ChatGPT, Gemini, Perplexity, Grammarly and QuillBot, or similar tools for learning purposes; and (3) being willing to participate in all stages of the research and openly share their experiences. This approach is consistent with purposive participant selection in qualitative research, where participants are chosen based on their relevance to the research objectives rather than statistical representativeness.

Participants ranged in age from 20 to 22 years and demonstrated English proficiency levels from basic to intermediate. Their experiences with AI also varied, ranging from occasional use for grammar checking to regular use as support for independent learning. The number of participants was determined based on the principle of information richness, meaning that the sample size was considered sufficient once a variety of relevant experiences had been obtained to address the research objectives.

Data were collected through two main methods: observation and semi-structured interviews (Khaerani et al., 2023). Semi-structured interviews were conducted to obtain concise yet focused descriptions of students' experiences, while classroom observations provided complementary contextual information to enrich the findings. The first stage involved direct observation during grammar learning sessions. Classroom observations were conducted by the first author, who acted as a non-participant observer throughout the learning sessions. Observations were conducted across two sessions, each lasting approximately 60 minutes. Observation sheets and field notes were used as data collection instruments. The observations focused on: (1) the types of AI platforms used by students; (2) how students utilized AI to understand grammar concepts; (3) forms of interaction between students and AI systems; (4) AI-assisted learning activities; and (5) students' responses and challenges encountered during the learning process. Observation findings were used to develop follow-up questions for the interview stage.

Interviews were conducted face-to-face and lasted approximately 5–10 minutes per participant. All interviews were audio-recorded after obtaining participants' consent and subsequently transcribed verbatim for analysis purposes. The interview protocol was developed based on the research focus and included students' experiences using AI in grammar learning, frequency and patterns of AI use, perceptions of the benefits and effectiveness of AI, challenges encountered during use, and the influence of AI on grammar understanding and learning motivation. During the interviews, the researchers also employed probing questions to obtain deeper explanations based on participants' responses.

Data were analyzed using the interactive analysis model proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). The data reduction stage involved repeatedly reading interview transcripts and observation notes and selecting information relevant to the research focus. Subsequently, the data were coded and categorized into initial themes that represented students' experiences of using AI in grammar learning. For example, initial codes such as *"asking AI for grammar explanations," "checking sentence errors,"* and *"requesting grammar examples"* were grouped into the category *"AI use practices,"* which later contributed to the broader theme *"students' experiences in AI-assisted grammar learning."*

The categorized data were then presented in descriptive narrative form, supported by representative participant quotations, to illustrate emerging patterns and themes. Interpretations were continuously refined by comparing findings from interviews and classroom observations until consistent conclusions were reached. To enhance the trustworthiness of the findings, methodological triangulation, member checking with several participants, and peer debriefing among the researchers were employed. Ethical principles were observed throughout the study by obtaining informed consent from all participants, ensuring confidentiality through the use of participant codes (P1–P20), informing participants of their right to withdraw at any stage without consequence, and using all collected data solely for academic purposes.

Result

Based on classroom observations and semi-structured interviews with 20 students, three major themes emerged describing students' engagement with the use of Artificial Intelligence (AI) in English grammar learning: (1) the use of AI in English grammar learning, (2) the influence of AI on improving students' grammar understanding, and (3) challenges and barriers to AI use in learning.

1. The Use of AI in English Grammar Learning

Based on classroom observations and interview findings, students demonstrated a relatively high level of engagement in utilizing AI during English grammar learning. This

engagement was reflected in their frequent use of AI throughout classroom activities, the variety of grammar-related learning tasks they performed, and their active efforts to refine AI prompts when the initial responses did not fully address their learning needs. Students used various AI-based tools according to their own preferences; however, regardless of the platform used, AI primarily functioned as a learning resource that supported grammar learning, provided corrective feedback, and facilitated independent learning.

Classroom observations showed that students regularly used AI to complete a range of grammar-related tasks, including checking tenses, sentence structure, subject-verb agreement, and sentence construction. They also used AI to obtain explanations of grammar rules, generate contextual examples, and revise their written work. During classroom activities, several students modified or reformulated their prompts when the initial AI responses were too general or did not correspond to the intended learning objectives. These behaviours suggest that students interacted actively with AI by exploring and refining the information they received rather than relying solely on the initial responses.

These observations were supported by students' interview responses. Participant P08 explained:

"I usually use AI to check my writing, ask for explanations of grammar rules, and look at correct sentence examples so that I can better understand and apply grammar accurately."

The interview findings also indicated that students developed strategies to obtain more relevant responses from AI by constructing clearer and more specific prompts. As participant P06 stated:

"I use precise prompts so the results match my needs. If the prompt is clear, the explanation from AI becomes easier to understand."

Beyond supporting grammar comprehension, AI was also used as a medium for writing practice and communication. Participant P04 explained:

"I often write paragraphs and ask AI to check my grammar and provide suggestions for improvement. Sometimes I also practice conversations using AI to make my grammar sound more natural."

Although most students used AI as a learning aid, classroom observations indicated differences in how they engaged with AI-generated responses. Some students critically reviewed the feedback by revising prompts and comparing the responses with their own understanding before making revisions, whereas others tended to accept the initial responses without further verification. Overall, these findings indicate that AI served not only as a corrective feedback tool but also as a means of fostering self-directed grammar

learning, although the quality of students' engagement depended on how critically they evaluated and utilized AI-generated feedback.

2. Students' Perceived Contribution of AI to Grammar Understanding

Interview and classroom observation findings indicated that students generally perceived AI as making grammar learning more accessible by providing clear explanations, contextual examples, and immediate feedback. These features enabled students to identify grammatical errors, revise sentence structures, and clarify concepts independently during learning activities. Rather than waiting for lecturer feedback, many students actively consulted AI to verify their understanding before revising their work.

This finding aligns with participant P09's statement:

"AI really helps me understand grammar because it explains rules and mistakes in detail. If I write something incorrectly, it immediately shows what is wrong and why."

Students also described AI as supporting a more flexible and personalized learning experience. The opportunity to ask follow-up questions and receive immediate responses encouraged them to explore grammar concepts according to their own learning pace. As participant P06 explained:

"AI helps a lot because it explains things in language that is easy to understand. If I still don't understand, I can ask again. It feels like having a personal teacher who is available anytime."

Classroom observations further suggested that students appeared to complete grammar exercises more efficiently after consulting AI, as they required fewer clarifications before revising their answers. However, this improvement was not observed equally across all students. Those who benefited most were students who carefully examined the explanations provided by AI, reflected on the reasons behind the suggested corrections, and revised their work accordingly rather than accepting AI-generated responses without evaluation.

Beyond improving grammar understanding, students also reported increased confidence in using English because AI enabled them to verify their work independently before submitting it or participating in classroom activities. As participant P12 stated:

"I used to hesitate when writing because I was afraid of making grammar mistakes. Now I feel more confident because I can check with AI directly and understand the reasons."

Despite these positive experiences, both interview and observation findings indicated that students did not perceive AI as a replacement for lecturers. Participant P15 emphasized:

"AI is helpful, but learning with lecturers is still necessary so we can understand context and the use of grammar in real communication."

This view was consistent with classroom observations, where lecturers occasionally clarified AI-generated explanations and encouraged students to justify their grammatical choices. These findings suggest that while AI enhanced students' grammar learning by providing timely feedback and encouraging independent learning, meaningful learning still depended on students' critical engagement with AI responses and continued pedagogical guidance from lecturers.

3. Challenges and Barriers to Using AI for Grammar Learning

Although students generally perceived AI as beneficial for English grammar learning, both classroom observations and interview findings revealed several challenges that influenced its effective use. These challenges included the accuracy and contextual relevance of AI-generated responses, technical limitations, the risk of overreliance on AI, and the need to validate AI-generated information. Overall, the findings suggest that the effectiveness of AI depended not only on its technological capabilities but also on students' ability to use it critically and reflectively.

One of the most common challenges concerned the accuracy and contextual appropriateness of AI-generated responses. Classroom observations showed that several students reformulated their prompts multiple times because the initial responses were too general or did not fully address the learning tasks. Similar experiences were described by participant P04:

"One challenge of using AI is that sometimes the answers are inaccurate or not suitable for the context. Sometimes the explanations are also too general."

These findings indicate that obtaining useful AI responses required students to construct clearer prompts and critically evaluate whether the generated explanations were appropriate for the learning context, rather than relying on the initial responses without further consideration.

Technical limitations also affected students' learning experiences. During classroom activities, unstable internet connections occasionally interrupted students' access to AI tools, while some features required premium subscriptions, limiting their availability. As participant P08 explained:

"When the internet signal is poor, it becomes difficult to access. Sometimes some features are locked and only available in the premium version."

Another challenge identified through both interviews and observations was the tendency of some students to rely excessively on AI-generated responses. While many students used AI to support their understanding, classroom observations revealed that a few accepted AI-generated corrections without first analysing the grammatical

explanations or attempting to revise their own answers independently. This concern was also expressed by participant P06:

“If I use AI too often, I practice thinking independently less.”

Furthermore, several students recognized the importance of verifying AI-generated information before using it in academic tasks. As participant P05 stated:

“Sometimes the references used by AI are unclear, so I still need to cross-check with other sources.”

This perception was consistent with classroom observations, where lecturers regularly encouraged students to compare AI-generated responses with course materials and other academic references. Such guidance helped students use AI as a complementary learning resource rather than as the sole source of information.

Overall, the findings indicate that AI offers substantial support for English grammar learning; however, its educational value depends on how critically students engage with AI-generated responses. Students who actively evaluated explanations, refined prompts, and verified information appeared to benefit more from AI than those who accepted AI-generated responses without further reflection. These findings highlight the continuing importance of critical thinking and lecturer guidance in ensuring that AI is used effectively to support grammar learning.

Discussion

The first finding indicates that students actively engaged with Artificial Intelligence (AI) to support their English grammar learning. Rather than using AI merely as a source of answers, students employed it to understand grammar rules, obtain corrective feedback, revise written work, and explore alternative explanations that supported their learning process. Their engagement was reflected not only in the frequency of AI use but also in their efforts to refine prompts, compare AI-generated responses, and evaluate the suitability of the information for specific grammar tasks. These findings suggest that AI functioned as a learning partner that encouraged greater learner autonomy and active engagement in grammar learning, reflecting a shift from teacher-centred instruction towards more self-directed learning practices (Anwar, 2021).

These findings can be interpreted through the perspective of Computer-Assisted Language Learning (CALL), which views technology not simply as a delivery tool but as an interactive learning environment that facilitates language acquisition through adaptive feedback and learner interaction (Anwar, 2021). In the present study, AI extended the role traditionally associated with CALL by enabling students to engage in continuous dialogue with the system, receive immediate corrective feedback, and independently explore grammar concepts beyond classroom instruction. Unlike conventional CALL applications

that typically provide predetermined exercises, generative AI allowed students to formulate their own questions, refine prompts, and obtain explanations tailored to their individual learning needs.

Previous studies have consistently reported that AI supports grammar learning by providing immediate feedback and personalized learning experiences (Lalira et al., 2024; Nikmatuz Zuhriah et al., 2024). However, the present study extends these findings by demonstrating that students in an Islamic Education context engaged with AI in a more adaptive and reflective manner. Rather than relying solely on AI-generated answers, many participants refined prompts, compared alternative responses, and evaluated AI-generated explanations before applying them to grammar tasks. At the same time, the findings also revealed that some students accepted AI-generated responses without further verification, indicating that AI-supported grammar learning involved both critical engagement and potential overreliance (Muzakir, 2025). This combination of adaptive and problematic AI use represents an important contribution of the present study, highlighting that the educational value of AI depends not only on its technological capabilities but also on how learners critically interact with AI-generated feedback.

The second finding indicates that students perceived AI as positively contributing to their grammar understanding. Participants described AI as helping them understand grammar rules through immediate feedback, simplified explanations, contextual examples, and opportunities to ask follow-up questions whenever clarification was needed. Rather than replacing classroom instruction, AI appeared to complement the learning process by enabling students to regulate their own learning pace and revisit grammar concepts independently. These findings suggest that students perceived AI not merely as an information provider but as a learning support that encouraged greater confidence and autonomy in grammar learning (Anggraeni, 2025).

These findings can be interpreted through the perspective of Self-Regulated Learning (SRL), which emphasizes learners' capacity to plan, monitor, regulate, and evaluate their own learning processes (Judijanto, 2025). In this study, AI supported several dimensions of self-regulated learning by enabling students to identify grammatical errors, seek additional explanations, monitor their understanding through immediate feedback, and revise their work independently. The ability to interact repeatedly with AI until concepts became clearer illustrates how students exercised greater control over their learning process. Therefore, AI functioned not only as a feedback provider but also as a tool that facilitated students' metacognitive regulation during grammar learning, consistent with previous discussions on AI-supported self-regulated learning (Ayu, 2026).

Previous studies have reported that AI-assisted learning environments enhance students' confidence and grammar performance by providing immediate corrective feedback and personalized learning support (Alhamam, 2025). While these studies

primarily emphasize the positive impact of AI on learning outcomes, the present study offers a more nuanced perspective. The findings suggest that students benefited from AI only when they actively engaged with the feedback by examining correction explanations, revising their work, and reflecting on grammatical choices. Conversely, students who accepted AI-generated responses without further evaluation appeared to gain fewer learning benefits. This finding highlights that the educational value of AI is determined not only by the availability of intelligent feedback but also by learners' cognitive engagement in interpreting and applying that feedback during the learning process.

The third finding indicates that although students perceived AI as beneficial for grammar learning, they also experienced several challenges related to the accuracy of AI-generated responses, technical limitations, and the risk of overreliance on AI. These findings suggest that AI-supported grammar learning involves not only opportunities but also limitations that require critical evaluation by learners. Importantly, grammatical accuracy provided by AI does not always guarantee appropriateness in context. While AI may generate grammatically correct sentences, the suggested language may not always match the communicative purpose, audience, or situational context of a particular learning task. Therefore, effective grammar learning requires students to evaluate both the correctness and contextual suitability of AI-generated responses rather than accepting them uncritically (Murti et al., 2024).

These findings can be understood through the perspective of Digital Literacy, which extends beyond the ability to access digital technologies to encompass the capacity to evaluate the credibility, relevance, and appropriateness of digital information critically (Zaini et al., 2025). In the context of AI-assisted grammar learning, digital literacy involves questioning AI-generated explanations, comparing them with reliable academic sources, and determining whether the suggested grammatical forms are appropriate for specific communicative contexts (Sarmila & Rukli, 2025). The present study indicates that although many students used AI effectively, some still tended to regard AI-generated responses as inherently reliable without sufficient verification. This finding suggests that successful AI integration in grammar learning depends not only on technological access but also on students' critical digital literacy skills.

The findings also reflect the concept of Cognitive Offloading, which refers to the tendency for individuals to transfer parts of their cognitive processes to external technologies, thereby reducing active mental effort during learning (Maghfiroh & Widhiastuti, 2025). In the present study, this tendency was reflected in students who accepted AI-generated corrections without examining the grammatical reasoning behind them or exploring alternative explanations. While AI increased learning efficiency, excessive reliance on automated feedback may reduce opportunities to develop metalinguistic awareness, analytical thinking, and independent problem-solving skills in grammar learning (Ulfah, 2024). Therefore, the educational value of AI depends on

maintaining an appropriate balance between technological support and learners' active cognitive engagement.

Unlike previous studies that primarily emphasize the effectiveness of AI in improving grammar performance, the present study demonstrates that students' experiences were more complex. Participants not only benefited from AI through adaptive learning strategies such as prompt refinement and response comparison but also encountered challenges related to overreliance, insufficient verification, and contextual interpretation of AI-generated responses. These findings suggest that AI-supported grammar learning should be understood as a dynamic process in which technological advantages coexist with the need for critical reflection and responsible use.

These findings also have important pedagogical implications for English grammar instruction. Rather than positioning AI solely as a correction tool, lecturers should design learning activities that encourage students to justify AI-generated corrections, compare AI responses with grammar references, refine prompts, and reflect on the reasons underlying grammatical revisions. Such activities can help students develop critical thinking, digital literacy, and self-regulated learning while minimizing the risks of excessive dependence on AI.

1. Ethical Implications of AI Use in Grammar Learning

Beyond the pedagogical challenges discussed above, the findings also raise important ethical considerations regarding the responsible use of Artificial Intelligence (AI) in English grammar learning. The tendencies identified in this study, particularly students' reliance on AI-generated responses, the need to validate AI outputs, and the risk of reduced critical engagement, indicate that effective AI integration is closely associated with ethical as well as pedagogical considerations. Therefore, AI should be viewed not only as a technological tool but also as a learning resource whose use requires responsibility, transparency, and academic integrity (Silaban et al., 2026).

Although most participants reported using AI to understand grammar rules, obtain explanations, and revise their writing, classroom observations also showed that some students accepted AI-generated responses without further evaluation. This finding suggests that AI may gradually shift from functioning as a learning aid to becoming a substitute for students' own thinking processes if its use is not accompanied by critical reflection. Such practices may weaken students' intellectual engagement and reduce opportunities to develop independent grammatical reasoning (Djaga, 2026).

The findings also highlight the importance of establishing clear boundaries regarding appropriate AI use in academic learning. Based on participants' experiences, using AI to request grammar explanations, obtain corrective feedback, check sentence structures, generate language examples, and support paraphrasing can be considered legitimate learning practices because students remain actively involved in interpreting

and revising their own work. In contrast, relying on AI to generate complete assignments or submitting AI-generated work without substantial personal contribution raises concerns regarding authorship, academic integrity, and responsible AI use (Fitri et al., 2025).

Another ethical consideration concerns data privacy and responsible digital behaviour. Although this issue did not emerge as a major concern among participants, increasing reliance on AI platforms requires students to be aware of the potential risks associated with sharing personal information, institutional data, or unpublished academic work. Developing such awareness forms an important component of responsible digital literacy in AI-supported learning environments (Dewantara & Dewi, 2025).

These findings also imply that lecturers play a broader role than simply introducing AI into grammar instruction. They should design learning activities that encourage students to justify AI-generated corrections, compare AI feedback with grammar references, reflect on why particular grammatical revisions are appropriate, and acknowledge AI use transparently when required. Such instructional practices can help students develop critical thinking, academic integrity, and responsible AI use while maximizing the educational benefits of AI-assisted grammar learning (Hulwan et al., 2026).

Conclusion

This study found that students in the Islamic Education Study Program (PAI) perceived Artificial Intelligence (AI) as a valuable tool for supporting English grammar learning. Students used AI to obtain grammar explanations, receive corrective feedback, identify sentence structure errors, generate language-use examples, and support independent learning. Rather than functioning solely as a source of information, AI facilitated students' learning by enabling them to explore grammar concepts, revise their work, and receive immediate feedback. The findings suggest that students perceived AI as supporting more autonomous and flexible grammar learning while also encouraging active engagement with the learning process.

However, these findings should be interpreted within the scope of the study. This research explored students' perceptions, experiences, and engagement with AI rather than objectively measuring improvements in grammar competence through pretest-posttest assessments. In addition, the study involved a relatively small number of participants from a single Islamic Education Study Program, was conducted within one institutional context, and was based on classroom observations over a limited period. Therefore, the findings are not intended to be generalized but rather to provide an in-depth understanding of students' experiences using AI in English grammar learning.

The study also identified several challenges, including inaccurate or overly general AI responses, limited contextual understanding, technical constraints, and the risk of overreliance on AI-generated outputs. These findings imply that integrating AI into grammar learning requires appropriate pedagogical guidance, the development of students' digital literacy, and clear guidelines for responsible AI use to support academic integrity and critical thinking. Future research is recommended to employ mixed-method or quasi-experimental designs involving larger and more diverse participant groups, incorporate pretest-posttest grammar assessments to examine learning outcomes, and compare students' experiences across different AI platforms to provide a more comprehensive understanding of AI-assisted grammar learning.

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