

Analysis of the Use of AI for Learning Malay on the Learning Interest of Phatnawitya Yala School Students

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Article Info

Article history:

Accepted: 06 July 2024

Published: 02 August 2024

Keywords:

Effectiveness,
artificial intelligence,
and language learning

Abstract

This study explores the Use of AI for Malay language learning towards the learning interests students at Phatnawitya Yala School. The unique context of this school, located in a multicultural area makes it difficult to create an approach that suits the needs of students. This study uses a quantitative descriptive method to investigate the use of artificial intelligence to study students' learning interests at Phatnawitya Yala School. It is known that the Pre-test score is the score obtained before the implementation of the use of AI in Malay language learning, while the Post-test score is the score obtained after the implementation of the use of AI in Malay language learning. From the scores above it is known that there is a change of 46.4% that occurs from the range of 0-100% in the use of AI Malay language learning. This change can be said to be not too big, but it is a positive change, it can be said that the presence of the use of AI in Malay language learning has had a significant impact in improving Malay language learning. The conclusion states that with contextual understanding teacher engagement, and a focus on student learning outcomes, the use of AI can be an effective tool in improving Malay language learning at the primary level. Continuous evaluation is needed to refine and optimize this implementation, while inclusivity efforts should be strengthened to ensure equitable access and benefits for all students. The implications of this study can provide guidance for other schools looking to integrate AI in language learning in similar contexts.

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1. INTRODUCTION

AI has taken over many things, including education. The use of AI is changing the learning paradigm and offering new ways to increase educational effectiveness. The use of AI in language acquisition, especially in elementary schools, is one of the fastest growing educational trends. Artificial Intelligence (AI) in Education.

A paper entitled "Effectiveness of Using AI Technology in English Language Learning" was written by Dhanan Abimanto and Iwan Mahendro from AMNI Maritime University (Halizah et al., 2023). This study shows the practical benefits of incorporating AI into language learning curricula, improving outcomes and increasing understanding of the use of AI in language education. It also shows the potential of technology to develop innovative and adaptive teaching methods. Additionally, this research shows that the use of AI improves language skills immediately, but does not address the long-term effects. Long-term studies are needed to determine whether these initial improvements can be sustained over multiple years or academic years. They also need to understand how AI affects language retention and academic performance in the long term (Muhdi et al., 2023).

Apart from that, research written by Lukman et al. with the title "Problematics of Using Artificial Intelligence (AI) for Learning Among STIT Pemalang Students" explores the challenges associated with implementing artificial intelligence in the learning space, especially for STIT Pemalang students (SUCANDRA et al., 2022). The study looks at how AI is being used, how people are realizing the dangers of addiction, and how AI is affecting analytical and critical thinking skills. This study concentrates on the weaknesses of AI, such as plagiarism and lack of critical thinking. However, this research does not thoroughly examine the specific mechanisms that AI uses to influence these outcomes. The focus of this research is the perceptions and

experiences of STIT Pemalang students. It would be helpful to conduct similar research in different educational institutions so that the findings can be generalized.

As a result of observations and interviews conducted by researchers at Phatnawitya Yala Elementary School in Thailand, they found that teachers in the Malay language learning process only used a lecture or learning center approach and tended to focus on books. As a result, students become bored and lack attention and the process of delivering learning material does not run smoothly. Language is very important for the development of a person's intellectual abilities, and this is the basis of education at various levels (Riani & Effendi, 2024). Language learning at the elementary level is crucial to shaping children's understanding of the world around them. Learning is experiencing major changes.

Based on the results of the supervisor's analysis in this research, teachers in the Malay language learning process must use a varied learning approach and not focus on books. As a result, students become interested and pay attention to the process of delivering learning material which is not smooth. Language is very important for the development of a person's intellectual abilities, and it is the basis of education at various levels. Language learning at the elementary level is crucial to shaping children's understanding of the world around them. Learning is experiencing major changes.

The main focus of this research is to determine how effective the use of artificial intelligence is in teaching Malaysians at Phatnawitya Primary School in Yala, Thailand. The linguistic diversity of students at this school poses different challenges. As the main language in the region, Malay plays an important role in the education process. If AI is used in education, it is successful because learning is better and can meet students' unique needs (Mikamahuly et al., 2023). Every child's learning speed and style is different, and AI can offer customized solutions to meet each student's unique needs. Consequently, this research will investigate how effective the use of AI is in Malaysian language learning at Phatnawitya Primary School.

Thailand has demonstrated its commitment to the use of technology in the learning process. However, problems arise when technology has to be adapted to local environments, especially in linguistically diverse areas such as Yala. It is hoped that the use of artificial intelligence will be a solution to this problem (Sujianti, 2019). The aim of this research is to determine the extent to which the use of artificial intelligence can improve Malay language learning outcomes at Phatnawitya Elementary School. identify components that influence the successful use of artificial intelligence in language learning in elementary schools.

Measure the impact of using AI on students' academic achievement and their Malay language skills by gaining a deeper understanding of the impact and implications of using AI in language learning. If AI is used successfully in language learning, it will have a long-term impact on students' academic achievement and how they prepare for an increasingly digitalized world of work. The use of AI technology at the elementary level can improve Malay language proficiency. This can provide a strong foundation for continued learning at higher levels and prepare young people for future challenges. used a thorough analysis of the use of artificial intelligence in language learning at Phatnawitya Elementary School. As a result, improvements in the quality of education at the primary level can be achieved, which will provide a solid foundation for further progress in Thailand's education system (Dewi, 2021).

2. METHOD

In this research, qualitative descriptive methods were used to investigate the use of artificial intelligence to study students' interest in learning Malay at the Phatnawitya Yala School. To collect data, this study used a questionnaire, which was given to respondents with several questions related to the title of the research they wanted to research. This research also involved interviews with teachers who were directly involved in learning Malay at school (Mikamahuly et al., 2023). The aim of these interviews was to gain a deeper understanding of teachers' experiences, perspectives and perceptions regarding the use of artificial intelligence in language learning. Analysis of the use of AI for learning Malay on the learning interest of Phatnawitya

Yala School students was studied in depth using qualitative descriptive methods. This method allows research to get a comprehensive picture of a particular context and how AI is used in real situations (Akbar, 2016).

3. RESULTS AND DISCUSSION

Results

The results of the questionnaire with teachers at the school provide in-depth insight into the use of AI for learning Malay on the learning interest of Phatnawitya Yala School students.

Table 1. Questionnaire Results

No	Question	Pre-Test	Post-Test	Impact	Target
1.	I am more interested in learning Malay with the help of AI applications	43%	86%	48%	100%
2.	The use of AI in Malay language learning becomes more enjoyable	21%	100%	79%	
3.	I feel learning Malay is easier with the help of AI.	36%	100%	64%	
4.	I feel learning Malay has become easier with the help of AI.	39%	86%	47%	
5.	AI helps me understand Malay vocabulary better	72%	75%	5%	
6.	AI provides more engaging and interactive workouts than traditional methods	57%	96%	39%	
7.	After using AI I am more confident in answering questions from teachers	57%	100%	43%	
8.	AI helps me show language pronunciation clearly	36%	86%	50%	
9.	I will often use AI applications for learning	18%	93%	75%	
10	AI makes Malay subjects easier to understand	86%	100%	14%	
Total				46,4%<100%	

It is known that the Pre-test score is the score obtained before implementing the use of AI in Malay language learning, while the Post-test score is the score obtained after implementing the use of AI in Malay language learning. From the score above, it is known that there is a 46.4% change that occurs from 0-100% in the use of AI in Malay language learning. It can be said that this change is not too big, but it is a positive change, it can be said that the use of AI in Malay language learning has had a significant impact on improving Malay language learning.

Discussion

Implementation of the use of AI for learning Malay on the learning interest of Phatnawitya Yala School students

To meet the learning interests of Phatnawitya Yala School students in learning Malay, the use of artificial intelligence is a complex journey involving many aspects. These schools have taken special measures to ensure that the use of AI technology will be appropriate and successful as they create an integrated learning ecosystem (Sikumbang & Nasution, 2023). First, evaluating the needs and context of Phatnawitya Elementary School is the first step to implementing AI. The best way to utilize artificial intelligence technology depends on a deep understanding of the Malay curriculum and student skills. This study involved close collaboration between schools, teachers and educational technology experts.

It is known that the Pre-test score is the score obtained before implementing the use of AI in Malay language learning, while the Post-test score is the score obtained after implementing the use of AI in Malay language learning. From the score above, it is known that there is a 46.4% change that occurs from 0-100% in the use of AI in learning Malay. It can be said that this change is not too big, but it is a positive change, it can be said that the presence of the use of AI in Malay language learning has had a significant impact on improving the level of Malay language learning.

The next step is to choose the right AI platform or application after achieving contextual understanding. Phatna Witya Elementary School may have chosen a system that offers various features, such as the development of writing and speaking skills as well as word and phrase recognition (Purwaningsih & Herwin, 2020). The platform can be customized to meet the needs of students at the elementary level, ensuring complete learning and accommodating a wide range

of ability levels. In implementing AI, the role of the teacher as the main user is very important. To ensure that teachers fully understand the potential of AI technology and can integrate it into their teaching methods, intentional training and education may have been undertaken (Hidayah et al., 2023).

This implementation also includes creating a curriculum that supports the use of AI. Of course, technical elements are also important for AI implementation. Learning materials, assessments, and learning activities may have been modified or developed specifically to take advantage of the benefits of AI. This may include installing AI software or integrating it with existing digital learning platforms (SUCANDRA et al., 2022).

Developing and implementing an evaluation strategy is also an important step in evaluating implementation success. To apply AI to Malay language learning at Phatnawitya Primary School in Yala, Thailand, a series of integrated and coordinated steps is needed. Data on student progress, active participation in learning, and teacher comments can provide a comprehensive picture of the benefits and areas for improvement from AI applications. These steps are intended to create a dynamic learning environment and a response to the unique needs of students at the elementary level by considering local context, active teacher involvement, and student learning outcomes (Abimanto & Mahendro, 2023).

Implications of using AI for learning Malay on Phatnawitya Yala School students' learning interest

Good from the perspective of a teacher or student, usage of AI for learning language Malay to interest Study student Of School Phatnawitya Yala own impact Which is complex and diverse. According to (Carissa Daughter and al., 2023), impact the is as following:

4. ACKNOWLEDGEMENT

Special thanks go to **giver** research funds or donors. Thanks, can also be expressed to those who helped carry out the research.

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