The Influence of Artificial Intelligence on Quality, Understanding, Creativity, and Problem-Solving Ability in Completing College Assignments

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Abstract
This study discusses the influence of Artificial Intelligence (AI) on students' quality, understanding, creativity, and problem-solving skills in completing their academic assignments. The research employs a qualitative method with structured interviews involving one lecturer and two students as informants. The findings reveal that AI has the potential to enhance student's ability to formulate ideas and improve work efficiency. However, dependency on AI can hinder the development of essential skills such as critical thinking, discipline, and reading. Therefore, AI must be used wisely to support independent and active learning processes.

Keywords: *AI, Quality, Understanding, Creativity, Problem Solving*

INTRODUCTION

Artificial Intelligence is artificial intelligence that behaves like humans. In terms of intelligence, Artificial Intelligence is able to copy human intelligence to complete various tasks and jobs, and Artificial Intelligence is even able to replace humans in carrying out certain jobs (Pakpahan, 2021). In the world of education itself, AI can provide many benefits and functions. AI can be a useful tool if used wisely by its users. One group that is really helped is students, where AI can be a medium for finding ideas to support academic assignments. AI becomes a complex framework of thinking that can shorten the user's time in completing a task, where AI itself was created to help humans complete a task or problem (Fitri & Dilia, 2024).

AI is also useful for developing ideas and concepts. With sophisticated technology, AI can be used to help develop students' thinking and brainstorming. Thus, AI is very useful to assist in the lecture process if it is used by combining technology and critical student thinking so that the quality of students who are capable and creative as a knowledgeable generation will be formed (Yani, 2024).

Behind all the advantages of AI, of course AI also has disadvantages. All information obtained and contained by AI itself is the result of finding material that has been uploaded on the internet. Through the materials that AI collects,

conclusions are made and become answers when users are looking for information, so as a result, what AI provides cannot be recognized as 100% correct. Because not everything that is published on the internet has been tested for truth because anyone can write anything and can also publish it on the internet. Other impacts of AI are related to the decline in students' ability to think critically, dependence on AI, increased cases of plagiarism, and lack of skills development. Students often have difficulty stopping or limiting the use of AI, because it has become a habit where they directly ask AI when they want to do something or answer something, such as when writing papers, proposals, journals, essays, and answering questions from lecturers or in discussions with fellow students. student. This is because the use of AI can reduce their motivation to search for material manually and think independently. Therefore, it is important for students to limit the use of AI in their learning process so as not to get trapped and addicted to sophisticated technology (Anugrah, Jupriaman, Putri, & Munthe, 2024).

The negative impact caused by AI occurs because of the ease that students find in gathering knowledge sources and completing assignments, so that students want to use AI continuously. This can then result in students' laziness in learning and lack of initiative to think, because assignments and answers can be obtained

instantly from AI and are also easy to copy directly, which can then reduce students' literacy levels. As a result of only being oriented towards convenience, this habit can certainly reduce students' critical power (Astutik, Ayuni, & Putri, 2023).

Quality is a measure of the good and bad of something, quality, grade, degree/level of skill/intelligence and so on (Daniati). Someone can be said to understand something if that person is able to explain it (Ginanjar & Kusmawati, 2016). Creativity is an individual's ability to create ideas or creative ideas using new methods (Rahayu, H, Nunlehu, Madi, & Khalid, 2023). Problem solving is a process of solving problems in everyday life and in the professional world which is supported by self-confidence and previous experience. Problem solving abilities must be instilled from an early age because they can have an effect on improving one's abilities (Wafom, Yulianto, & Rabia, 2022).

Based on the definition of understanding, quality, creativity and problem solving, these four have their own processes and of course cannot be obtained instantly. The use of AI can result in a student's understanding, quality, creativity and problem-solving ability in carrying out their assignments decreasing. Student assignments are given so that students can deepen the material or teaching of the courses given, understand and be able to overcome the problems given in the assignment. However, if students just search for it directly on AI and immediately copy the search results, then the purpose of giving the assignment itself will be lost and the students themselves will not gain a deep understanding of the assignment material. Search results that are directly copied also result in the quality of student assignments being reduced because there is no search for what the framework for carrying out a correct assignment looks like and creativity is lost because there is no process for creating ideas. Problem solving abilities that should be honed by working on assignments, where students can look for answers to problems listed in the assignments are non-existent, because students only directly search on AI, asking AI to carry out analysis, problem formulation, and answers to these problems, even to draw conclusions. Therefore, we as writers are interested in writing this article because the use of AI among students is an interesting phenomenon to be explored in depth and find out what impact it has on students' understanding, quality, creativity and problem-solving abilities.

METHOD

This research uses qualitative research methods. Qualitative research is research related to problems in social life based on reality or conditions in a natural *setting* which is holistic, complex and detailed (Murdiyanto, 2020). The research was conducted at Muhammadiyah Sampit University. In this research, the informants chosen were one lecturer and two students, namely:
1. Mr MS as informant
2. MF students as respondents
3. BCS students as respondents

Data collection from this research was carried out through structured interviews. Researchers record data and prepare it with a cellphone as a tool for recording the interview process and using notes of questions that will be asked to informants and respondents. In compiling interview questions, researchers use indicators and characteristics of the variables studied as a basis for creating questions.

RESULTS AND DISCUSSION
Quality in Completing College Assignments

Indicators of work quality include:
1. Ability, where a person's performance can be predicted through estimating the task relevance and intellectual abilities of each individual.
2. Skills, where someone is competent and has expertise in completing their tasks.
3. Discipline, namely a person's awareness and availability in obeying all regulations and being aware of their duties and responsibilities (Suhandang, 2010).

Based on the results of interviews conducted, for the first indicator, namely ability, it was found that the use of AI had a positive influence on students' ability to formulate ideas for their assignments. Based on respondents' statements, AI can be a tool that helps in providing an initial picture or outline of an idea. For example, BCS respondents explained that AI helped him formulate ideas in general, but sometimes when preparing assignments, he still checked other sources to ensure the accuracy and correctness of the information. Respondent MF also expressed the same thing, who admitted that AI really helped him in formulating ideas, for example when he was looking for business ideas for his assignment in the previous semester. However, he noted that AI answers were sometimes less accurate or detailed, especially for composing assignments such as papers and the like. This respondent's statement is in line with the opinion of Informant MS, who stated that AI can speed up the process of composing or formulating ideas by providing inspiration, initial structure and relevant references. AI is recognized as capable of being a facilitator in the early stages of completing assignments, especially in directing students towards various innovative ideas. However, both respondents and informants agreed that the role of AI does not replace the importance of verifying information from other sources to maintain the quality and accuracy of student assignments. It can be concluded that the use of AI has great potential to support students in formulating ideas, but caution is still needed in its use so that the results remain in accordance with academic standards.

In terms of skill indicators, interview results show that excessive use of AI in completing assignments has an impact on the development of students' skills. Respondents and informants agreed that dependence on AI tends to hinder the development of certain skills that are important in learning. According to BCS respondents, the ability to develop writing ideas is one of the skills that is less developed. He often uses AI to extend or complete explanations in his assignments, resulting in the creative process of processing ideas being marginalized. Respondent MF also expressed a similar opinion. MF feels that his skills in typing, reading and developing writing ideas are also affected by the use of AI. The habit of copying and pasting answers from AI causes students to become less involved in the process of preparing assignments in depth. In line with the opinion of Informant MS, who explained that critical thinking skills, in-depth analysis, problem solving and argumentation are often underdeveloped due to dependence on AI. Students tend to skip the process of independent learning and exploration because AI has given them instant answers to what they need.

Regarding discipline indicators, based on interview results, it can be seen that the use of AI has various impacts on student discipline in completing assignments on time. In this case, both respondents and informants gave complementary answers.

According to BCS respondents, using AI actually makes them feel like they can procrastinate. The various conveniences provided by AI, such as faster and more efficient search for material, make him feel that he does not need to complete the task immediately, because the processing process can be faster compared to traditional methods.

In line with BCS's answer, respondent MF also expressed the same thing, where since using AI, he felt that he had postponed work more often and was less punctual in submitting assignments compared to the previous semester. AI's ability to complete tasks in a short time period makes it feel like the task can be done later without time pressure.

BCS and MF's answers are in line with the answer from informant MS, where he stated that AI helps students work more quickly on assignments, but in terms of completing assignments and sending assignments, informant MF stated that students who use AI tend to complete assignments correctly more often. time. This is in accordance with BCS's answer, but different from MF's answer, where MF stated that on the contrary, he was less punctual in completing his tasks. This difference shows that

the influence of AI on student discipline is very dependent on how students utilize the technology. For some students, the efficiency offered by AI is a reason to postpone work, while for others, this efficiency actually helps them be more disciplined in completing assignments on time. Thus, it is important for students to manage the use of AI wisely so that it can support discipline without sacrificing the quality of the assignments produced.

Based on the results of interviews that have been conducted, it can be seen that the influence of AI on the quality of student assignments can have a positive impact on students' ability to formulate ideas. AI can be a tool that helps in providing an initial overview, structure and also relevant references so that it can make it easier for students to get inspiration and develop innovative ideas. However, verification and validation from other sources still needs to be carried out to ensure the accuracy and quality of the work. On the other hand, essential skills, such as critical thinking, the ability to type, read and formulate arguments, can be hampered in their development if AI is used excessively. The influence of AI on student discipline in completing assignments is varied, on the one hand, the efficiency offered by AI can help students complete their assignments more quickly and so they can submit them on time. However, on the other hand, the convenience offered by AI actually becomes a reason for students to postpone their work, which then has the potential to reduce discipline in submitting assignments on time.

This research is in line with and strengthens the findings of the article entitled "THE INFLUENCE OF CHATGPT ON STUDENTS' COLLEGE ASSIGNMENT COMPLETION IN THE SOCIETY 5.0 ERA" which states that the use of AI (in this article namely Chat GPT) can be useful for students in completing assignments, but it still needs to be used wisely. Apart from that, it can also increase the efficiency of students' time in completing coursework, increase student creativity, but its use needs to be limited to avoid excessive dependence, as well as the need to re-verify the information provided before use (Panjaitan, Sinurat, Isma, Tarigan, & Gustianingsih , 2024).

Comprehension in the Completion of Lecture Assignments

According to (Sanjaya, 2008) understanding has the following characteristics:
1. Understanding has a higher level than knowledge.
2. Understanding is related to explaining a concept or meaning, so understanding is not just remembering facts.
3. With understanding, someone can translate or describe something.
4. With understanding, someone can interpret and describe something verbally.
5. With exploratory understanding, a person is able to make estimates.

Based on the results of interviews with informants on the first indicator, namely understanding has a higher level than knowledge, AI can provide fast and concise answers, but students may not always understand the thought process behind the answer. This can lead to a shallower understanding. In contrast, traditional learning methods are considered more effective in increasing understanding of concepts. This was similarly expressed by respondent MF, who believed that traditional learning methods were more effective than the use of AI. According to him, traditional learning forces students to read and understand assignments thoroughly, whereas AI often presents material in a simpler and more concise form. This opinion is reinforced by BCS students who say that AI only provides general knowledge or only touches the surface, so it does not support a deep understanding of concepts. Statements from respondents and informants highlight the importance of balancing the use of technology and traditional approaches to learning, to ensure students not only get answers, but also understand the processes behind them.

Based on the results of interviews with Informant MS on the second indicator, namely explaining the meaning or concept, Al allows students to access information sources quickly and easily. AI can also help gain a more comprehensive understanding of a topic. But if you rely too much on the use of AI, this can reduce your ability to think critically and creatively. This view is supported by respondent MF, who stated that AI is very helpful in explaining the meaning of complex concepts. Despite this, MF still tries to explain complicated concepts with his own opinion, even though he uses AI assistance as a reference. Meanwhile, BCS respondents highlighted that AI is very effective in providing concise and simple explanations, especially for concepts that are difficult to understand. Thus, the use of AI plays a significant role in explaining complex concepts, but apart from that the ability to think critically and creatively is an important factor in learning which may be difficult to obtain through AI.

Based on the results of interviews with informants on the MS indicator in the third indicator, namely describing and translating, AI has enormous potential to increase the efficiency and effectiveness of learning. AI can be used as a starting point for developing ideas and used to understand material written in a foreign or difficult-to-understand language. This is in line with respondent MF's statement that AI is often used to translate complex terms. One of the advantages of AI is its ability to provide several answers at once, making the understanding process easier without having to search for meanings one by one. This view was also shared by BCS respondents, who stated that AI was very helpful in translating terms and concepts that were difficult to understand. This proves that AI is an effective supporting tool in overcoming language barriers and terms that are difficult to understand.

Based on the results of interviews with Informant MS on the fourth indicator, namely interpreting and describing variables, the use of AI in learning does provide many conveniences, including in interpreting material. However, to assess whether students are better at interpreting material with the help of AI, there needs to be an in-depth study of whether students are able to explain concepts in more detail and relate them to real examples. Respondent MF highlighted that AI was very helpful in interpreting assignments by providing explanations from various points of view, this was because the presentation of the material provided by AI was much simpler. BCS students also expressed the same thing, who stated that AI indeed made the interpretation process easier by presenting the material concisely. However, BCS notes that AI explanations often only cover the broad strokes, without going into too much depth. Thus, the use of AI can help students understand material from a variety of different points of view, although there are challenges that need to be studied in more detail.

Based on the results of interviews with informant MS regarding the fifth indicator, namely exploration and estimation, informant MS stated that he really supports students in using AI in the process of exploration and task analysis. AI can be an invaluable tool for helping students discover patterns, identify trends, and gain deeper insights from data. In line with that, MF respondents said that AI provides experience to help explore more ideas and solutions in carrying out tasks because AI provides short and concise answers and provides clear prediction of results for task analysis. According to BCS respondents, AI is often used to explore ideas and solutions and provide estimated results in analytical tasks but it is important to check the suitability of the ideas and solutions provided. Thus, AI can be a support in the exploration and analysis process, as long as students continue to check its accuracy.

Based on the interview results above, the use of AI in the learning process indicates significant potential in supporting students' understanding of difficult tasks and concepts. AI can provide fast and concise answers. In explaining the meaning or concept of using Al, it helps students to be able to access information sources quickly and easily. AI can also help gain a more comprehensive understanding of a topic. The use of AI in describing and translating has great potential to increase the efficiency and effectiveness of learning, especially as a tool to develop ideas and understand material that is difficult to understand. Apart from that, AI also helps in interpreting and describing tasks by providing explanations from various points of view. Furthermore, the use of AI in the exploration and estimation process really helps students to find patterns, identify trends, and gain deeper insights from data as well as providing experience to explore ideas and solutions in working on assignments.

Correspondingly, in the article "Role *Artificial Intelligence* in the Student Learning Process at Surabaya State University" also highlights the use of AI in assisting students with their assignments. The use of AI can make it easier for students to access various assignment information thereby helping in the process of understanding lecture material. This article also highlights the use of AI which allows students to complete tasks more efficiently. AI is also seen as a tool that can increase productivity and efficiency in carrying out student assignments. AI is also said to be able to carry out tasks more quickly and accurately. AI is highlighted as a tool that helps students to be more productive, and is considered useful in carrying out tasks. development of ideas and concepts. This article also discusses the perspective of students who feel that the use of AI can be used as a tool to help develop thinking and *brainstorming* them. Overall, *Artificial Intelligence* in this article is said to have great potential to improve

understanding in student learning. However, the use of AI must be based on existing ethical and pedagogical principles to ensure that there are real benefits for students in the learning process (Putri, Andjani, Sotyawardani, & Rafael, 2023).

Creativity in Completing College Assignments

(Guilford, 1942) suggests that there are five characteristics of creative thinking abilities, namely:

1. Ability to think fluently (*Fluency*), is the ability to generate many ideas and thoughts and look for various alternative solutions to problems.
2. Ability to think flexibly (*Flexibility*), is the ability to use various approaches to solve problems and adapt to new ways of thinking.
3. Original thinking ability (*Originality*), is the ability to create unique ideas and new combinations and use unconventional ways of expressing oneself.
4. Ability to assess (*Evaluation*), is the ability to judge *and* determine the truth of a question or action and implements the ideas produced.
5. Ability detail (*Elaboration*), the ability to develop and enrich ideas or products, as well as explain objects and situations in more detail so that they become more interesting.

Based on the results of interviews conducted with two respondents and one informant, the following results were obtained for the first indicator, namely *fluency*, Utilization (AI) has proven to be very helpful in the process of developing creative ideas. Respondent MF explained that AI can produce various ideas that can be developed further, thereby making the thinking process more efficient and smoother. In line with that, BCS respondents explained that AI often enriches initial ideas by providing alternatives and input that were previously unthinkable. On the other hand, informant MS highlighted students' potential in generating creative ideas. AI allows students to analyze large amounts of data and information and identify patterns and connections that are not immediately apparent. This encourages the

emergence of more innovative, fresh and new ideas. Overall, AI acts as a tool to broaden horizons and help students explore the possibilities of various ideas more effectively.

On the second indicator, flexibility (AI) has an important role in encouraging users to view tasks from different perspectives. Respondents say that AI is able to provide new perspectives that may not have been previously thought of, as well as presenting information from various points of view which can then be developed further. The same thing was conveyed by BCS Respondents, who stated that AI often provides new perspectives or provides examples from different points of view, thereby enriching the way of thinking in completing tasks. On the other hand, MS informants highlighted that AI can encourage students to think more broadly. AI's ability to process large amounts of data and from various sources allows students to see a problem from a more comprehensive and in-depth perspective. In other words, AI is not only a supporting tool, but also a catalyst that helps broaden horizons in completing tasks and facing various challenges.

For the third indicator of originality, the use of (AI) in completing tasks often raises questions about the authenticity of the ideas generated. Respondent MF emphasized that even though AI provides a lot of input, the originality of ideas can still be maintained. MF always tries to combine ideas generated by AI with his personal thoughts, so they remain original and unique. BCS Respondents expressed similar sentiments, who did not feel that AI reduces the originality of ideas. In fact, AI is considered a source of inspiration, but the final idea remains the result of personal processing. However, Informant MS expressed his concern that the use of AI could disrupt students' independent and creative thinking abilities if they depended too much on this technology. However, he also believes that AI does not necessarily make work less original. With proper use, AI can be an effective tool for fostering creativity and generating innovative ideas. Thus, AI is not a threat to originality, but

rather a supporting tool that can help enrich ideas and increase creativity.

Then for the fourth indicator, namely *evaluation*, (AI) not only functions as a source of information, but also plays a role in training users to be more careful in assessing the quality of the information received. Respondent MF stated that he always double-checks the information obtained through AI. This step not only ensures accuracy, but also trains his ability to assess the quality of the information received. BCS respondents also felt similar benefits. He stated that the use of AI helped him become more skilled at sorting information, so he could determine what was relevant and what was less appropriate for his task. Meanwhile, Informant MS emphasized the importance of students' ability to assess information produced by AI. In this digital era, critical thinking skills and a good understanding of how AI works are essential. By combining these two things, students can use AI effectively and also avoid possible negative impacts that may arise. Thus, AI not only functions as a tool, but also as a means to improve critical thinking skills in assessing quality information.

For the fifth indicator, namely *elaboration*, the use of (AI) is proven to help deepen understanding of a topic. Respondent MF stated that AI was very useful in providing detailed explanations and additional references, thereby facilitating the learning process and expanding knowledge. BCS respondents also expressed similar things, where AI was considered very helpful in explaining concepts or topics that were difficult to understand, thereby increasing understanding significantly. According to Informant MS, AI can be an effective tool for students to deepen their understanding of material. However, he emphasized that the use of AI must be done wisely and under proper supervision. This aims to ensure that AI is not only a tool, but also improves the overall quality of learning. Thus, AI has great potential to enrich the learning process if used appropriately and responsibly.

According to the article "The Influence of Chatgpt on Students Doing College Assignments in the Era of Society 5.0" AI is a useful tool for students in completing assignments, but AI must be used wisely. The use of AI can increase the efficiency of students' time in completing coursework. AI can increase student creativity, but its use needs to be limited to avoid excessive dependence. Information provided by AI needs to be re-verified before use. Using AI wisely can give students an edge in facing digital transformation which continues to develop rapidly. The conclusion of the article is in line with the results of the interviews we have conducted, stating that AI has great potential to support the development of student creativity and learning. With wise use, AI is not only a tool, but also a catalyst that broadens horizons, deepens understanding, and improves critical and creative thinking abilities. However, this needs to be balanced with appropriate supervision and learning so that AI does not become an obstacle to the ability to think independently.

Problem Solving in Completing College Assignments

In the book (Polya, 1973) entitled *"How to Solve it"* There are several stages in solving problems, namely:
1. Understanding the problem is determining what is known about the problem and what is being asked.
2. Planning problem solving, namely identifying strategies and suitable solutions to solve the problem.
3. Solving problems according to plan, namely carrying out problem solving according to what has been planned.
4. Re-checking the results obtained means checking whether the results obtained are in accordance with the provisions and there is no contradiction with what was asked.

Based on the results of interviews conducted with Informant MS on the first indicator, namely understanding the problem, this AI can be a very useful tool in helping students understand assignments. However, he emphasized the importance of balancing the use of AI with developing students' critical and analytical thinking skills. This is in line with respondent MF who stated that his understanding of coursework really depended on his ability to understand the instructions given. He admits that AI is often used to help him find answers or additional references to complete his assignments but sometimes he still uses his own thoughts to combine with the answers produced by the AI. Meanwhile, BCS respondents expressed their view that their ability to understand task instructions varied depending on the type of task given. For example, case analysis or problem-solving tasks, he often asks for help from AI to get additional points of view or deepen his analysis. Without reducing his ability to think critically.

For the second indicator, namely, planning problem solving according to informant MS, students dividing tasks into specific parts to be done with the help of AI shows an effective approach to completing work in a more structured manner. The same thing was conveyed by respondent MF, who chose to break the task into several smaller parts to make it easier to understand. Meanwhile, the BCS respondent stated that he also divided assignments into small parts, for assignments that were considered long and difficult, such as dividing them into chapters according to writing instructions, to make the work process easier with the help of AI.

Next, the third indicator is, solving the problem according to plan. According to informant MS, AI is a very useful tool in helping complete tasks. But not as a substitute for human thinking abilities. Students still need to learn to use AI effectively and ethically while continuing to develop critical and creative thinking skills. This view is in line with Respondent MF who also revealed that although he often uses AI to produce assignments, he still makes edits to suit needs and context. However, there are also times when it doesn't make edits even though it allows for corrections or additions. Meanwhile, BCS respondents emphasized the importance of modifying answers generated by AI so that they do not appear to be plagiarized. He admits that AI answers are not always accurate, so they often require additional references, such as journals or other sources, to ensure the accuracy of the

information before writing it as an answer in their assignment.

For the fourth indicator, namely, re-examining the results obtained according to MS informants, although there is a tendency to accept AI results without revision, more and more students are realizing the importance of critically evaluating the results of AI. This was also conveyed by respondent MF who stated that he could make revisions, if necessary, although this was often limited due to time constraints. Revisions that are usually carried out only include improvements that are considered sufficient to meet the standards of the assignment given. Meanwhile, BCS respondents revealed that they quite often revise the results of assignments produced by AI. According to him, the answers given by AI tend to be too formal or standard, so he makes adjustments by changing the language to make it more appropriate to his own answers. Apart from that, he also often adds or subtracts words and sentences to improve the quality of the final results of his assignments.

Based on the results of the interviews, it can be concluded that the use of AI is a very useful tool for students in completing assignments, especially in providing additional references and deepening analysis. However, both informant MS, respondent MF, and BCS emphasized the importance of thinking critically and analytically, as well as modifying the results of the answers provided by the AI so that they suit their needs and there is no visible plagiarism of the AI's results. Taking an approach of dividing tasks into small parts is considered more effective in increasing understanding and work efficiency. However, all three also recognize the importance of critical evaluation of AI results, with adjustments such as language revisions, content editing, or additional reference sources to ensure the accuracy and relevance of the results. Overall, this interview shows that AI can be used as a supporting tool, not as a replacement for human thinking abilities.

In line with this, the article "Problematics of Using Artificial Intelligence (AI) for Learning among STIT Pemalang Students" states that the problematic use of AI as a learning assistant among students shows that the problem of plagiarism is an urgent matter to be resolved.

Regarding skills development, both students are aware of the potential for the use of AI to hinder the development of personal skills, especially in critical thinking. Although AI plays an important role in education by assisting with academic tasks, it needs to be balanced with awareness of risks and active efforts for personal skill development. Students themselves are also aware of the risks of depending on the instant answers that AI provides, so they emphasize how important it is to be able to prevent this and to be able to use AI wisely according to their needs. This conclusion illustrates that integration in education requires a wise approach to provide maximum benefits without sacrificing the development of students' skills and critical thinking (Lukman, Agustina, & Aisy, 2023).

CONCLUSION

AI has great potential to improve the quality of student assignments, especially in the aspects of the ability to formulate ideas and work efficiency. The use of AI in the learning process can support students' understanding of difficult tasks and concepts. AI can also support the development of creativity and learning for students and can be very useful in completing assignments, especially in providing additional references and deepening analysis. However, unwise use of AI can hinder skill development and influence Student discipline in completing their assignments and also the information provided by AI need to be verified. Therefore, it is very important for students to utilize AI wisely and in a balanced manner, namely by using it as a supporting tool without forgetting the independent learning process and active involvement in completing assignments.

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