

Artificial Intelligence And Its Role For Lecturers In English Education Study Program At Stain Majene

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Abstract

The use of Artificial Intelligence in education has broadened massively which gives the lecturers new challenges. These challenges either give them the good or bad effect in keeping up with the advancement. The researchers are intrigued to examine the use of artificial intelligence (AI) by English Education lecturers and identified its role in education. This study used a qualitative method with English Education lecturers at STAIN Majene as the subjects. The data is collected through an interview process. The researchers found out that the AI tools used by the lecturers are Grammarly, DeepL, Quillbot, Turnitin, Zoom, British Council, Canva and Classroom. However, tools such as ELSA Speak and ChatGPT barely used by the subjects. AI has some important roles for lecturers, such as a learning tool, teaching media, teaching assistant and working assistant. AI has some benefits such as simplifying tasks, providing accurate translations, aiding pronunciation improvement and so on. However, AI has disadvantages such as it does not have the human capability such as on building up the critical thinking and other aspect that only lecturers could have. Moreover, the lecturers also face some challenges related to poor internet connections and the high cost of premium AI versions. Overall, this study highlights the various applications and implications of AI in the context of English education.

Keywords: AI, Role, English Education, Lecturer

INTRODUCTION

Artificial intelligence is a trending topic in this era, especially in Indonesia. Based on data from GoodStats, Indonesia is third with the most AI users, with around 1.4 million users (GoodStats, 2024). No wonder the application of AI in the education world in Indonesia is also increasingly widespread.

According to Coppin, artificial intelligence is the ability of technology to adapt to various contexts, deal with situations that arise, solve problems, answer questions, design devices, and perform various other functions that require a level of intelligence that is usually present in humans (Copin in Chen et al., 2020). Meanwhile, according to researchers, AI can be defined as imitating humans when given data or information. The amount of work humans can only do slowly can be done by AI. The emergence of AI makes human work more accessible. Therefore, in 1956, Professor John McCarthy took the initiative to introduce AI (Wulandari et al., 2024).

Artificial intelligence has been widely implemented in various applications that are used as learning media. Chat GPT, Grammarly, DeepL, Quillbot, and many more are among them. Of all these types of AI, the most widely used is Chat GPT. In November 2022, Chat

GPT was first launched and accessed by one million users (Baidoo-Anu & Ansah, 2024). The use of Chat GPT greatly supports the learning process, especially in English. AI in education is a tool that can process and analyze real-time student performance data from various sources to develop student learning profiles that automatically provide customized content, feedback, and learning indicators (Kim et al., 2022). So, it is not surprising that AI is used in the learning process, whether at universities in Indonesia.

Based on previous research by Yumna et al. (2024) entitled *Implementation of the Use of AI in the Learning Process of Educational Technology Students Batch 2023*. The purpose of this research is to find out the application of AI in the learning process. The method used is qualitative descriptive research. The result of this study is that the use of AI at the Indonesian Education University is still very massive. This is evident from the knowledge of students of Indonesian Education University about various types of AI, so they do not only use one AI to help the learning process and coursework.

AI is not only used in universities; it turns out that AI is also used in vocational learning. Based on previous research by Prabandari & Suhardianto (2024), entitled *Utilization of Artificial Intelligence to Support Vocational Learning*. This research aims to examine the extent of AI utilization in vocational learning. The descriptive qualitative approach is the method used in this research. In addition, the result of this study is that the use of AI in learning on vocational campuses has proven beneficial for LP31 Jakarta Polytechnic students. However, educators must still address it as a challenge in education. Because if the use of AI is not wise, it can reduce students' critical thinking skills.

Talk about implementation; AI has been applied in English language teaching. STAIN Majene is one of the campuses that apply AI in teaching and learning, such as in Augmented Reality in Teaching Media of EYL and Practice of Teaching EYL courses. In addition, using AI in English teaching can help lecturers check student work and determine final grades based on assessment weights (Sun et al., 2021).

Based on the explanation above, the researchers aim to find out what kind of Artificial Intelligence is used by English education lecturers at STAIN Majene and the role of AI in education. With the existence of research on the use of AI among lecturers, this study aims to fill the knowledge gap. Therefore, the author is interested in researching "Artificial Intelligence (AI) and Its Role for Lecturers in the English Education Study Program at STAIN Majene." Through a deeper understanding of how AI can be optimized as a teaching medium, this research can provide new insights and benefit education development in the English Education study program.

METHOD

This research is categorized as qualitative research. Qualitative research often shows the subject's perspective, the process, and the meaning of the research to support the theory and match the facts that occur in the field (Fiantika et al., 2022). In addition, qualitative research tends to involve interviews.

This type of research approach is a phenomenological approach. According to Tumangkeng & Maramis (2022), phenomenology shows how to formulate science through certain stages where a phenomenon experienced by humans becomes the subject of research. The phenomenological approach is carried out to obtain data based on the

researcher's direct experience with the research subject and the researcher's research focus.

This research uses data collection techniques through interviews. An interview involves obtaining information from a source about a topic or case. Research has three types of interviews: structured, unstructured, and semi-structured.

1. Structured Interview

According to Nietzel et al., in Fadhallah (2021), a structured interview is used when the interviewer prepares a list of questions before asking the respondent, and the order of the questions is not changed. Therefore, questions asked by one respondent to others can be kept the same.

2. Unstructured Interview

An unstructured interview is an interview that does not refer to a question instrument or only refers to the discussion points as a guide for questions and may not even use an interview instrument (Mulyana et al.; Kaharuddin, 2021). Therefore, unstructured interviews are less effective because they are based on something other than interview instruments. Another disadvantage of unstructured interviews is that they take a long time to complete.

3. Semi-Structured Interview

According to Nietzel et al., in Fadhallah (2021), a semi-structured interview is conducted by an interviewer who has prepared a list of questions to ask the respondent. However, the order in which the questions are asked is flexible because it depends on the direction of the conversation. A semi-structured interview is also a combination of structured and unstructured interviews. Therefore, in a semi-structured interview, the questions can increase based on the informant's answers.

The data collection technique used is a semi-structured interview method to collect data on artificial intelligence (AI) and its role for lecturers in the English Education Study Program at STAIN Majene. The interview results will be recorded in the mobile phone audio recorder application, and the data will be stored in the researcher's memory. Interviews will be conducted in English or adapted to the context and experience of the research subject based on the researcher's research focus.

The method of data analysis in this study uses four steps of qualitative analysis: transcripts, data reduction, data display, and conclusions. In the transcript technique, the researcher made a complete written description of what was said by the research subject during the interview process. Data reduction means selecting, focusing, simplifying, summarizing, and transforming raw data (Sarosa, 2021). Next is the data display. All the detailed data from the previous stage is presented in a more compact and easier-to-understand form. Then, the conclusions drawn must be able to answer the formulation of this research problem formulated at the beginning (Ai & Ekasatya, 2021).

RESULTS AND DISCUSSION

RESULTS

The results of this study were obtained from interviews with some English Education Study Program lecturers about “Artificial Intelligence (AI) and Its Role for Lecturers in the English Education Study Program at STAIN Majene.” Interview recordings from informants

were transcribed manually using the Microsoft Word 2016 application. After that, the transcript results were imported into the Nvivo.x64 application for later analysis.

Through the coding results that have been carried out in Nvivo.x64, information about artificial intelligence (AI) and its role for lecturers in the English Education Study Program at STAIN Majene was found. The researchers present the data using one of the data visualization features in Nvivo.x64. The results of the data presentation are as follows:

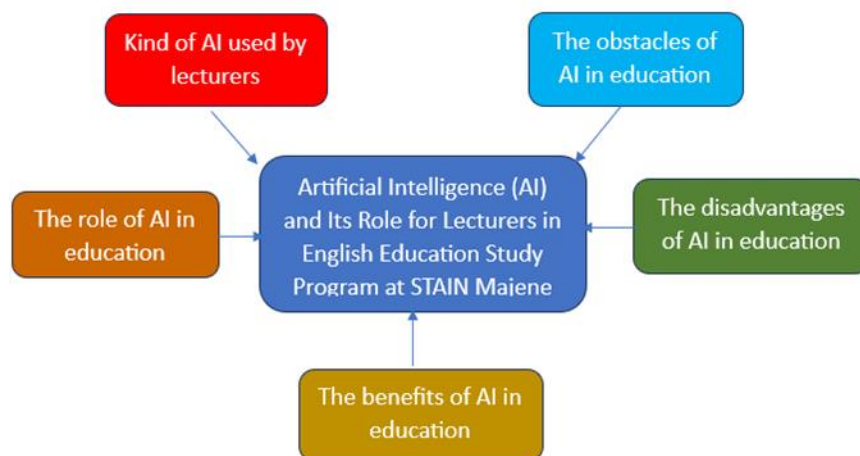


Figure 1: Concept Map Artificial Intelligence (AI) and Its Role for Lecturers in English Education Study Program at STAIN Majene

The concept map above shows the framework about Artificial Intelligence (AI) and Its Role for Lecturers in English Education Study Program at STAIN Majene. The use of artificial intelligence that will be presented by researchers is divided into several points. The division of this category includes kinds of AI used by lecturers, the benefits of AI in education, the disadvantages of AI in education, the obstacles of AI in education, and the role of AI in education.

Kinds of Artificial Intelligence

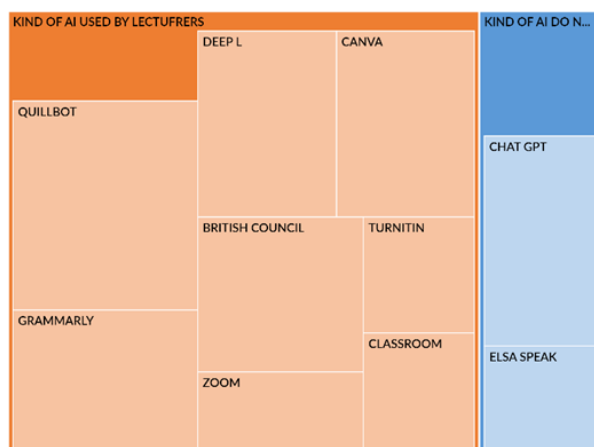


Figure 2: Hierarchy chart of kinds of AI

The hierarchy chart above illustrates the kinds of Artificial Intelligence (AI) used by lecturers in English Education Study Program at STAIN Majene. Most lecturers use AI of some kind such as DeepL, Quillbot, Grammarly, Turnitin, Zoom, British Council, and Classroom. In contrast, some of lecturers use AI types which include ChatGPT and ELSA Speak.

From the hierarchy chart above, it can be seen that the most widely used Artificial Intelligence is Quillbot and the least used AI by lecturers is classroom. After Quillbot, the most widely used AI is followed by Grammarly which is in second place. This is in accordance with the statement of one of the informants that she often uses AI in her work.

(R): "Now, im using like Grammarly, DeepL, and Quilbot sometimes. Yeah, just it".

The lecturers use Grammarly because it can improve our writing well. As expressed by one of the informants

(N): "...Well Grammarly helps us to do or to boat the text faster and more precise". Sometimes we want to work fast.

Besides Grammarly, most lecturers also use Quillbot to create essays and paraphrases. As revealed by one of the informants with the initials

(I): "...I use the Quillbot to paraphrase". So, the presence of Quillbot is also quite helpful for lecturers to improve writing instantly.

Some of lecturers do not use kind of AI such as ChatGPT. They consider that ChatGPT makes us not use our critical thinking and AI do not has feeling as well. This is in line with what one respondent said.

(N): "ChatGPT is super easy to use, it is very simple, but you know the weakness is it will make me, you know like not use my critical thinking anymore".

Besides ChatGPT, another type of AI that barely used by the lecturers is ELSA Speak application. Previously, one of the participants used ELSA Speak to improve his pronunciation. However, due to his busy schedule, he now only uses the IELTS Practice application.

(I): "Actually I have installed ELSA Speak in my device. But I do not concern to use it regularly. Because I have so many things to do right now. But ELSA Speak will be a good application. I also use IELTS practice, it's very good application too. I can get so many tips of IELTS".

The Benefits of Artificial Intelligence

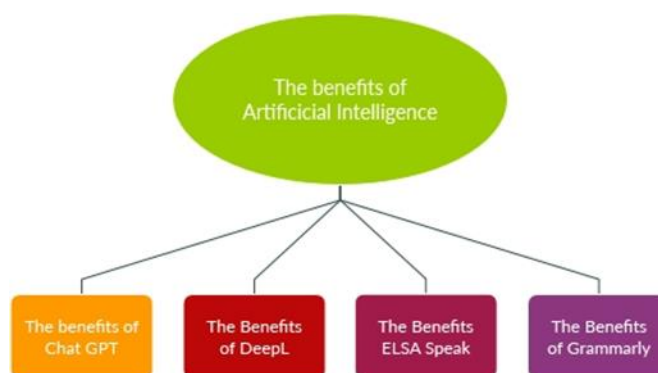


Figure 3: Mind map on the benefits of AI

The Mind Map above discusses the benefits of Artificial Intelligence. There are various Artificial Intelligence today, but only some types of Artificial Intelligence are considered to provide benefits for lecturers and students at STAIN Majene. As expressed by one of the lecturers regarding the benefits of Grammarly as follows:

(R): “yeah I use Grammarly to paraphrase my writing and also to use different vocabulary so that repetition doesn't occur”.

Another type of Artificial Intelligence is Chat GPT. Lecturers at STAIN Majene consider that Chat GPT greatly facilitates students in doing coursework with instant and fairly detailed information. This is inseparable from the use of Chat GPT which is flexible and free in its use.

(R): "ChatGPT is super easy to use, it is very simple".

Not stopping at Chat GPT and Grammarly, it turns out that DeepL is also considered to provide positive benefits. Apart from being free, DeepL also provides alternative sentences and vocabulary when you want to translate a sentence. In fact, DeepL is equipped with a Writing AI feature which is very helpful when you want to write using a more academic vocabulary.

(R): "Yeah, I use Deep L sometimes or maybe Google Translate sometimes, but I think Deep L is more compatible".

The presence of ELSA Speak was also welcomed positively by lecturers and students at STAIN Majene. This Artificial Intelligence is considered very interactive and helpful in improving English speaking skills. No wonder ELSA Speak is very familiar to them.

(R): "I think, because most of my students know ELSA Speak and they practice their speaking in ELSA Speak. Yeah, because I think this application is very familiar for students and free".

Disadvantages of Artificial Intelligence

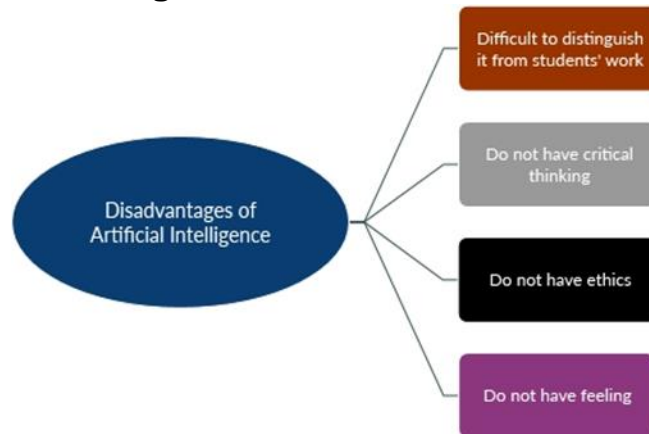


Figure 4: Mind map on disadvantages of AI

The mind map above shows the disadvantages of Artificial Intelligence. This is evidenced by the behavior of students who are not wise in using Artificial Intelligence. Copy and paste behavior without paraphrasing the information obtained when using Artificial Intelligence is very troubling for educators, especially at STAIN Majene. The above statement is in accordance with what was revealed by one of the informants below:

(R): "It is actually very difficult to distinguish student writing from AI, especially since there is currently no tool that can detect this thing".

Even informants' complaints about the negative influence of Chat GPT as part of Artificial Intelligence

(N): "But with ChatGPT, we don't have the idea, you just have a theme in your mind, if you just type a text about education, then everything appears".

If the behavior of copying and cheating directly from Artificial Intelligence is allowed, then automatically our brains will not be honed to think critically. Students' critical thinking is needed especially when solving complex problems in real-world learning. Regarding the effect of using Artificial Intelligence on students' critical thinking in accordance with the following informant's statement.

(R): "But the disadvantage of AI is that it will make me, like..not use my critical thinking anymore".

Obstacles of Using Artificial Intelligence



Figure 5: Mind map on the obstacles of using AI

The mind map above explains the obstacles of using AI. The challenges experienced by lecturers when using AI are influenced by several factors. Both internal and external factors. As expressed by one informant regarding the obstacles when using Artificial Intelligence is from the network aspect.

(N): “The most common obstacles when using AI is network wifi sometimes”.

Apart from the unsupportive network factor, artificial intelligence that can only be accessed on a premium basis is also an obstacle. The high cost of using AI where all features can be accessed makes educators and students prefer to look for AI that is more affordable. As expressed by one of the informants regarding this matter.

(R): “Most AI are paid and very expensive. So we usually use free AI”.

The Role of Artificial Intelligence in Education



Figure 6: Mind map on the the role of AI in education

The Mind Map above discusses the role of Artificial Intelligence (AI) in education. The role of AI in education is as teaching media, learning tools, teaching assistant, and working assistant. As expressed by one of the lecturers that AI makes the teaching and learning process easier.

(N): "Yes, as we learn English, there are many things such as structure, grammar that we as students or lecturers might forget. Well, Grammarly helps us to work or improve the text more quickly and precisely. Sometimes we want to work quickly”.

Not only that, the role of AI in education as a teaching media for English Education lecturers at STAIN Majene is very helpful in the learning process As expressed by one of the lectures that AI is good tools in the learning process for lecturers and students.

(I): “In my opinion, I thinks it’s very good tools to make our learning and teaching being easy”.

Meanwhile according to other informants, AI also acts as a working assistant. Educators usually use AI in working on their assignments such as essays. As expressed by one of the lectures that AI makes us easy to check, errors in writing both in terms of vocabulary and grammar.

(R): “I usually use Quillbot to paraphrase my writing and Grammarly to improve the grammar of my writing”.

Based on other informants, AI also acts as a teaching assistant. An example of the type of AI used by lecturers as a teaching assistant is classroom. As mentioned by one informant.

(I): " I use the classroom to assist me in teaching through online”.

DISCUSSION

Artificial Intelligence is one of the technologies that is developing rapidly. According to Coppin, artificial intelligence is the ability of technology to adapt to various contexts, deal with situations that arise, solve problems, answer questions, design devices, and perform various other functions that require a level of intelligence that is usually present in humans (Copin in Chen et al., 2020). That way, the presence of AI makes human work more accessible.

The use of AI in education has become widespread. Its application is even used in several universities in Indonesia. Artificial Intelligence has been widely used. Even in Indonesia, it has reached 1.4 million users (GoodStats, 2024). In the STAIN Majene English Education Study Program, most lecturers have used various types of Artificial Intelligence. Some types of AI most widely used by lecturers are Grammarly, Quillbot, and DeepL. At the same time, some types of AI that are not used by lecturers in the English Education Study Program are ChatGPT and ELSA Speak.

Kinds of Artificial Intelligence

The most widely used artificial intelligence by lecturers in the teaching and learning process is Quillbot. Quillbot is an online tool that can improve the clarity and professionalism of our writing by repeating phrases and sentences, detecting and preventing plagiarism, and summarizing long passages (Nurmayanti & Suryadi, 2023). Quillbot is an AI that is reasonably accessible to lecturers and students.

The second most common AI used by lecturers is Grammarly. Grammarly is a type of AI that is used to improve our writing. Grammarly is one of the best English grammar check tools and the most widely used tool globally (Fitria, 2021). With Grammarly, lecturers find it easy to improve their writing, whether for essays, journals, or other things.

Apart from Grammarly, another type of Artificial Intelligence lecturers use is DeepL. Lecturers use DeepL to translate their writing. DeepL is widely recognized as a significant technique in translation, including both the artistic and scientific aspects of this discipline (Sidiq & Syafrudin, 2024). In addition, the translation on DeepL is more accurate than that on Google Translate.

Furthermore, some lecturers need to learn to use artificial intelligence in the English Language Education Study Program, such as ChatGPT and ELSA Speak. Based on the interview results, lecturers do not use ChatGPT because we will be addicted to it when doing work and eventually no longer use our critical thinking.

Based on the research results, one of the Artificial Intelligence that some lecturers barely use is ChatGPT. ChatGPT is a transformer-based language model developed by OpenAI trained on a massive corpus of text data (Hu et al., 2023). Although ChatGPT can do our work in just a few seconds, it cannot think critically.

The Benefits of Artificial Intelligence

The emergence of AI has provided many benefits, especially in education, ranging from increased efficiency, global-scale teaching, customized learning, more sophisticated content, and increased effectiveness of learning, more sophisticated content, and increased effectiveness in teach (Chen et al., 2020). Some AIs that benefit education are DeepL, Quillbot, ELSA Speak, and ChatGPT.

1. Benefits of DeepL

DeepL is known for its ability to quickly produce high-quality translations, especially in technical and specialized content (Zalikha, 2024). In addition, the languages that can be translated at DeepL are not only English to Bahasa Indonesia but many other languages can also be translated. It can also be a browser extension or API for developers to integrate into their applications.

2. The Benefits of Grammarly

Grammarly is considered one of the valuable AIs in writing skills in English. Students consider Grammarly an AI that can make it easier to accurately check grammar, spelling, and punctuation (Pratama, 2021). This will undoubtedly make it very easy for students when they want to do assignments in the form of essays or other writing assignments.

3. The Benefit of ELSA Speak

ELSA Speak is an AI that can help students learn English pronunciation faster and easier. AI in this application can significantly help users further hone their English speaking skills with various interactive features provided (Widyasari & Maghfiroh, 2023). The most famous feature of this AI is ASR (Automatic et al.).

4. The benefits of ChatGPT

ChatGPT has the potential to be a powerful tool in the field of education. Some of the benefits of ChatGPT in education are personalized tutoring, automated essay grading, interactive learning, and adaptive learning (Baidoo-Anu & Ansah, 2023).

Disadvantages of Artificial Intelligence

Besides having benefits, Artificial Intelligence also has many disadvantages. Some of the disadvantages based on the results of the study are difficult to distinguish it from students' work, do not have critical thinking, do not have ethics, and do not have feelings. The description of the shortcomings of AI in the world of education is as follows:

1. AI is difficult to distinguish it from students' work

The emergence of AI in the world of education greatly facilitates the work of lecturers and students. However, with its presence, it makes students addicted to doing their assignments using AI, for example ChatGPT. Therefore, it is also difficult for lecturers to distinguish between student work and AI work.

2. AI do not have critical thinking

As we know that AI is a machine that cannot think. Therefore, AI has the disadvantage of not having critical thinking. Others are skeptical and perceive it as a burden and potential end to most educational activities, leaving teachers and students lazy with little or no analytical skills (Baidoo-Anu & Ansah, 2023).

3. AI do not have feelings

Even though AI is designed like a human, it will not be able to replace the role of humans completely. AI is a device that definitely does not have feelings. Therefore, it usually speaks without any intonation.

In addition to some of the shortcomings of AI mentioned above, there are many more shortcomings of AI. Some of the shortcomings of AI are: some time it can be misused leading to mass scale destruction, program mismatch sometime done opposite to the command, human jobs affected, unemployment problem increased, lacks the human touch, and younger generation becomes lazy (Khanzode & Sarode, 2020).

Obstacles of Using AI

The presence of AI makes human work easier because everything feels instant. However, using AI is sometimes not optimal because several factors influence it. Based on the research results, some of the factors that make the use of AI sometimes hampered for both lecturers and students are poor connections and paid or premium AI.

Besides some obstacles to using artificial intelligence, educators will face many more challenges. Some of them are providing effective feedback to students' concerns about the privacy and security of student data (Mambu et al., 2023). Therefore, as good educators, we must use artificial intelligence wisely because AI does not have ethics and feelings.

The Role of Artificial Intelligence in Education

Artificial intelligence's presence in education certainly plays a vital role in putting users in awe. They are amazed at how everything could be done so fast and perfectly. Based on the interview results with the research subject, the researchers could conclude that AI is more like a helper for them, not only in the teaching process but also in learning for their self-improvement. AI has several roles in the learning process based on the research results, namely as a learning tool, teaching media, teaching assistant, and working assistant. The presence of AI dramatically helps the work of lecturers in the teaching and learning process.

The role of AI in English language learning at STAIN Majene has proliferated. Among them are teaching media, learning tools, teaching assistants, and working assistants. The four roles are the leading roles for lecturers at STAIN Majene so far. The following is a further explanation of the context of AI roles:

1. Teaching Media

Artificial intelligence as a teaching media is the first role mentioned by the research subjects, in which the lecturers. This is because AI is mainly used as a medium for teaching and sharing knowledge. The type of AI used by lecturers as learning Media is the ELSA Speak application in learning to speak, and the British Council is used by lecturers in learning Interpreting.

2. Learning Tools

Artificial intelligence as a learning tool also has a role that must be connected to lecturers because lecturers also need a lot of knowledge in their teaching. Therefore, lecturers automatically need something that can help them get knowledge and information quickly and precisely. As we know, learners from an English background need a lot of practice to hone their English skills. 75% of English lecturers at STAIN Majene think it is now easier to learn through AI than buying books. There are even subjects who say there are now AI tools where we only type in the title of the book, and then we only listen to the reading directly without the need to read thick and sleepy books anymore. The examples of AI used by lecturers to learn English are IELTS practice for improving listening skills and preparing for the IELTS test and ELSA Speak for improving the pronunciation of the lecturers.

3. Teaching Assistant

Besides teaching media and learning tools, Artificial intelligence is used by English education study program lecturers at STAIN Majene as a teaching assistant. When compared to the teaching process of traditional methods with modern teaching, it is

undoubtedly very different (Firmansyah & Salman, 2024). Because of the sophistication of AI, we no longer need to do face-to-face learning and meet in class. It turns out that face-to-face learning today, especially for Generation Z, is quite old-fashioned.

In addition, starting during the 2020 pandemic, we have recognized the term WFH (Work from Home). So, the context of face-to-face learning is very replaceable with SFE, which is Study from Everywhere. It is possible that someday there will be no more buildings and classes for the teaching and learning process because there are also subjects who say that in today's era, we can access education using AI. An example of AI that can be used for online learning is the Zoom application.

Besides replacing our learning location, lecturers can also provide teaching without being face-to-face. So students can access learning independently using AI. Based on the results of our research, some lecturers often ask us to do independent learning. However, independent learning is more than just released. Lecturers still provide teaching materials and also clear instructions related to learning. For example, lecturers use Classroom and Edlink. Based on the research results, the research subjects mentioned that by using the classroom and also Edlink, lecturers can more freely send teaching materials to students without using books, which sometimes makes students feel bored reading the teaching materials. In addition, lecturers can send assignments to students and set deadlines for submitting them.

4. Working Assistant

Another essential role of AI in education is as a working assistant. Compared to other roles, AI is more widely used as a working assistant by lecturers in the English Education Study Program at STAIN Majene. As a working assistant, AI is used to create questions, score student work, and check plagiarism. For example, with AI, lecturers can check student work quickly using Turnitin. Thus, lecturers do not find it challenging to check student work if student work uses AI. In addition, using Turnitin allows plagiarism checking of student assignments to be done quickly and effectively.

In addition, lecturers can also improve their writing using the Grammarly and Quillbot applications for paraphrasing, making the grammar of their writing more structured, and avoiding repetition in writing. Most lecturers use these types of AI to create essays and journals or research. Besides Grammarly and Quillbot, lecturers also use DeepL and Google Translate to translate their writing. However, based on the research results, most lecturers prefer DeepL to translate their writing compared to Google Translate because the translation results from DeepL are more accurate and reasonable.

In addition to the several types of AI mentioned above, lecturers also use other types of AI as working assistants, including Canva. English Education Study Program lecturers at STAIN Majene usually use Canva when they want to explain more creative material to students by creating a more interactive teaching video display directly from the lecturer. In addition, based on the research results, the research subjects used Canva to design teaching materials, banners, and many more.

The four roles of AI above have some similarities with the role of AI in several previous studies. Based on previous research by Yumna et al. (2024) entitled Implementation of the Use of AI in the Learning Process of Educational Technology Students, Batch 2023 states that AI is used as a teaching assistant, namely AI in helping the learning process and coursework. The difference in research is in terms of subjects and research results. The subject of the previous research was students, while the subject of

this research was lecturers. In addition, the results of research by Yumna state that the role of AI is as a learning process and coursework. Meanwhile, the results of this study found that the role of AI for lecturers is as teaching media, learning tools, teaching assistants, and working assistants.

In addition, this research also has similarities with previous research by Prabandari & Suhardianto (2024) entitled Utilization of Artificial Intelligence to Support Vocational Learning, which also states that AI is used as a working assistant for lecturers in vocational schools. However, this study has different results, where it found that the role of AI for lecturers is not only as a working assistant but also as teaching media, learning tools, and teaching assistants.

Based on the explanation above, it is found that the most significant role of AI from the four roles mentioned is as a working assistant, not as a learning tool, not as a teaching assistant, and not as teaching media. In this era of development, AI is now more widely used to help lecturers work. So, there will be an additional job desk for lecturers in the future. So, lecturers are no longer charged with manually checking assignments because AI can already work quickly and perfectly.

AI is expected to have a new role for a better generation in this era. As humans, we also have to keep up with technological advances. However, we must also be able to provide roles that AI cannot do. So, our jobs are not taken away by AI.

CONCLUSION

Based on the qualitative research that the researchers conducted through interviews about Artificial Intelligence (AI) and its role for Lecturers in the English education study program at STAIN Majene, it is evident that AI has a significant impact on learning. The research found several AI tools lecturers use, such as Grammarly, Quillbot, DeepL, Turnitin, Canva, Zoom, and Classroom. They highlight AI's benefits in improving writing skills, translation, and overall learning efficiency. However, the research also highlighted the challenges and limitations experienced by lecturers in using AI, including the high cost of premium features, internet connectivity issues, and concerns over AI's influence on critical thinking and human touch. The research shows that while AI offers excellent benefits in the education space, several obstacles must be overcome to maximize its use. Effective feedback criteria, data privacy, and security are essential issues that must be addressed to ensure that AI can be more effectively and ethically incorporated into educational practices. As educators face these challenges, ensuring a balance between utilizing AI capabilities and maintaining critical educational values is imperative.

The role of AI in English Education Study Program at STAIN Majene is as a teaching media, teaching assistant, learning tool, and working assistant. Among these four roles, the most widely used by lecturers is as a working assistant compared to teaching media, teaching assistant, and learning tools. Therefore, AI may eventually replace the role of lecturers. For future researchers, it is recommended to examine whether AI can replace the role of lecturers in the future or not.

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