

EXPLORING OF STUDENT CHALLENGES IN USING AI FOR LEARNING AND TRANSLATING ACADEMIC TEXTS

SERLI¹, RIKA², PEBILIAN INTAN³, OXTAPIANUS TAWARIK⁴

^{1,2,3,4}*Universitas Katolik Santo Agustinus Hippo, Indonesia*

202302024@sanagustin.ac.id

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Abstract

Artificial intelligence (AI) has transformed how students understand and acquire knowledge in education. This study explores student challenges in using AI for learning and translating academic texts. A total of 26 English Language Education students from the Faculty of Teacher Training and Education at Universitas Katolik Santo Agustinus Hippo participated. Data were collected through questionnaires and analysed using SPSS 27 for descriptive statistics. The findings show that most respondents believe AI is helpful, but some express scepticism regarding its accuracy and its impact on critical thinking skills. Ethical concerns and plagiarism issues are significant, while language barriers affect understanding of AI-generated content. Many students rely heavily on AI, risking reduced language comprehension and analytical skills. The study concludes that students' understanding and skills in using AI remain limited. Therefore, it is recommended to provide training focused on AI literacy, technical skills, and educational policies that promote effective AI integration to support students' academic success.

Keywords: Artificial Intelligence (AI), Educational Technology, Ethical Concerns, Communication Skills

INTRODUCTION

Particularly in recent years, the application of AI technology in education has expanded quickly. Naturally, this brings up a number of advantages and disadvantages for scholars (Lukman, Riska Agustina, & Rihadatul Aisy, 2024). The ability of a machine or computer system to mimic and carry out operations that often call for human intelligence, like learning, problem solving, and logical reasoning, is known as artificial intelligence or AI (Rizal, 2024). Artificial intelligence has transformed the manner in which pupils comprehend and obtain knowledge in their educational pursuits. In the digital age, students not only depend on books or instructors as primary sources of knowledge but also employ numerous AI-supported tools to enhance their learning experience. AI applications have diversified in multiple facets of language instruction and other domains, offering novel prospects for personalised and adaptable learning (Abimanto & Mahendro, 2023). McCarthy (2007) classifies AI applications as game playing, speech recognition, natural language understanding, computer vision, expert systems, and heuristic classification. Applications that have employed AI include Grammarly, Google Maps, and translation services, among others (Syarifuddin Sucipto, Febrianto, Rais, & Setiabudi, 2023). In the digital era, artificial intelligence (AI) offers benefits and drawbacks in education. Students gain easy access to materials and personalized learning, while educators use AI for

teaching efficiency. However, excessive reliance may reduce analytical skills, spread misinformation, and widen the digital gap. AI also raises risks of plagiarism, ethical issues, and psychological impacts. Balancing AI use with traditional educational values is crucial to avoid negative consequences (Rochim, 2024). The use of AI in education aims to enhance learning experiences and streamline processes, particularly in text translation and information retrieval. Generative AI tools assist writers in generating research ideas and organizing paper structures, creating distinct writing advantages for those with AI access (Cho, Eunjung, & Kyunghyun, 2023). AI features like natural language processing and adaptive systems personalize learning by assessing student performance. Tools like ChatGPT offer expert editing and translation, helping researchers improve quality, structure, and style (Hosseini, Resnik, & Holmes, 2023). These capabilities boost efficiency and deepen students' engagement with complex academic texts.

This study at Universitas Katolik Santo Agustinus Hippo explores AI's role in academic learning, highlighting challenges like poor connectivity and complex terminology. These issues, linked to Connectivity and Distance Learning Theories, underscore the need for better accessibility and simplified AI language to create a more inclusive learning environment. Students at San Agustin are highly dedicated and open to AI integration in learning. However, previous studies, such as those by Syahira, Kartini, Sulistiyahadi, Prafiadi, Abimanto, Mahendro, Lukman, Agustina, and Aisy, often lack in-depth analysis due to less effective research methods. More efficient approaches are needed to identify core challenges. For instance, the study "Perception of English Education Students on the Use of AI in English Teaching" (Syahira, Kartini, Sulistiyahadi, & Prafiadi, 2023) mainly focuses on the benefits of AI in improving writing skills but fails to discuss skepticism about AI accuracy, its impact on critical thinking, ethical issues, plagiarism, and language barriers—factors considered essential in this research and crucial for a comprehensive understanding of AI integration challenges. The study "Effectiveness of AI Technology in English Language Learning" (Abimanto & Mahendro, 2023) highlights AI's role in improving English skills but overlooks user skepticism, critical thinking impacts, ethical issues, plagiarism, and language barriers. These aspects are crucial in academic contexts but not addressed. Similarly, "Problems of Using Artificial Intelligence (AI) for Learning Among STIT Pematang Students" (Lukman et al., 2024) focuses on plagiarism and the decline of critical thinking due to AI use but fails to discuss language barriers and perceptions of AI accuracy, which are key points in this research. This study explores AI's benefits in learning while addressing challenges like accuracy skepticism, critical thinking impact, and plagiarism concerns. It highlights language barriers in AI use and proposes solutions such as AI training and supportive policies. The findings offer insights for students, educators, and developers to enhance AI's role in education.

METHOD

In this study, a quantitative research design is employed to explore the challenges faced by university students in using artificial intelligence (AI) for learning and translating academic texts. The data was collected through a structured questionnaire designed to gather information on students' experiences, perceptions, and obstacles in utilizing AI technology. The questionnaire covered sections such as respondent demographics, frequency of AI usage, and

perceived challenges in learning and translation. This method enables the systematic measurement of students' perceptions through numerical data and statistical analysis (Tyaningsih & Wulandari, 2024). The population consisted of third-semester students from the English Education Department. Samples are selected using purposive sampling with specific criteria: third-semester students who have experience using AI for learning and translation, prior skills with AI tools, active engagement in digital technology for academic purposes, and particular interest in AI-based learning. A total of 26 respondents were chosen based on these criteria. Respondents answered questions using a Likert scale of 1 to 5, generating valuable data for analysis. The data was analyzed using descriptive statistics with the help of statistical software to identify patterns and relationships between variables. The findings are expected to provide insights into factors affecting AI usage and areas that need improvement in AI tool development to better support students' academic needs.

RESULTS AND ANALYSIS

The statistical study conducted using the Social Science Statistics Program (SPSS) yielded the following data:

Table 1. Summary Statistics

Student Gender	Frequency & Percent					
	Male			Female		
	F		%	F		%
	3		11,1	23		85,2
English Propecieny	Beginner		Intermediate		Advanced	
	F	%	F	%	F	%
	19	70,4	6	22,2	1	3,7
Program Studi	English Language Education					
	F			%		
	26			100,0		

Source: Results of data analysis using SPSS 27

The results of statistical analysis using SPSS showed data regarding gender, English proficiency level, and students' study program. Of the total sample, there were 3 male students (11.1%) and 23 female students (85.2%), indicating female dominance in the population. In terms of English proficiency, the majority of students were at the beginner level, with 19 students (70.4%). A total of 6 students (22.2%) were at the intermediate level, while only 1 student (3.7%) reached the advanced level. This shows that most students are still in the early stages of mastering English. In addition, all students in the sample were from the English Education study program, with a total of 26 students (100%). Overall, this analysis illustrates the gender composition, English proficiency level, and educational background of the students, which can serve as a reference for further research in the field of English education.

1. Access and Connectivity Issues

From the results of statistical analysis of student access and connectivity problems can be seen in the table below:

Table 2. Descriptive Statistics of Student Access and Connectivity Problems

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q1	1	3.8	3	11.5	6	23.1	14	53.8	2	7.7
ITEM Q2	1	3.8	1	3.8	7	26.9	11	42.3	6	23.1
ITEM Q3	1	3.8	2	7.7	6	23.1	12	46.2	5	19.2
ITEM Q4	1	3.8	1	3.8	7	26.9	11	42.3	6	23.1
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

Based on the survey results, there are significant variations in the access and connectivity problems experienced by students. In Item Q5, options 3 and 4 have the highest frequency, with a score of 8 and a percentage of 7.7% respectively. This indicates that most respondents experience difficulties in using certain technologies or applications. Item Q6 indicates that option 4 is the most dominant, with a frequency of 12 and a percentage of 11.5%, indicating a higher level of difficulty than the other options. This emphasizes the importance of improving technical aspects in the use of technology by students. In addition, in Item Q7, although only a few did not experience problems, the majority of respondents still faced difficulties, especially in option 4 with a frequency of 9 or 8.7%. This shows that there are still obstacles in accessibility and understanding of the technology used. Item Q8 shows that option 4 dominates with a frequency of 13 and a percentage of 12.5%, signaling that technology issues need more attention from stakeholders. In conclusion, although technology has a huge impact in education, health, social and business, challenges in access and connectivity remain a factor that affects its effective use.

2. Utilization Issues and Technical Difficulties

The outcomes of the statistical study on students' usage issues and technical difficulties are presented in the table below:

Table 2. Descriptive Statistics of Utilization Issues and Technical Difficulties

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q5	2	1.9	5	4.8	8	7.7	8	7.7	3	2.9
ITEM Q6	1	1.0	4	3.8	9	8.7	12	11.5	0	0
ITEM Q7	0	0	3	2.9	8	7.7	9	8.7	6	5.8
ITEM Q8	2	1.9	0	0	8	7.7	13	12.5	3	2.9
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

The survey results show that there are significant differences in accessibility experiences among students. In Item Q1, 53.8% of respondents chose Option 4, indicating that more than half of

the participants felt they had adequate access. However, the other 46.2% still experience limitations, especially in finding more flexible access alternatives. In addition, Item Q2 shows that 42.3% of students face connectivity constraints. This problem is also seen in Items Q3 and Q4, with percentages of 46.2% and 42.3% respectively, which confirms that technical and network constraints remain the main obstacle. Although most students have sufficient access, connection issues still need further attention. Therefore, improving infrastructure and providing technical assistance are top priorities to ensure equitable access for all students. In addition to connectivity issues, other factors affecting accessibility include a lack of understanding in the use of technologies such as AI, complex interface design, accessibility limitations, and security and privacy risks. With better support, students can optimally utilize technology for their learning without significant barriers.

3. Precision and Dependability of AI Translation

The outcomes of the statistical analysis regarding the accuracy and reliability of students' AI translations are presented in the table below:

Table 3. Descriptive Statistics of Precision and Dependability of AI Translation

[illegible]

Source: Results of data analysis using SPSS 27

The research shows that most respondents have a critical view of the quality of AI translation. In Item Q9, 53.8% of respondents chose Option 4, indicating that more than half considered the AI translation to be accurate and reliable. However, there were also sceptics, as indicated by the choice of Options 1 and 2 with percentages of 3.8% and 7.7%. In Items Q10 and Q11, similar results were found with Option 4 remaining the top choice, indicating strong confidence in the reliability of AI. Although many students trust the capabilities of AI, some still doubt its accuracy and applicability in some academic contexts. Therefore, further development is needed to make AI technology more user-friendly, secure, and able to overcome challenges such as scalability, technology compatibility, and security threats. Infrastructure that supports technological change is also an important factor in improving user experience.

4. *Excessive Reliance on Artificial Intelligence*

The outcomes of the statistical analysis about excessive reliance on student AI are presented in the table below:

Table 4. Descriptive Statistics of Excessive Dependence on AI

C	
5	

ITEM	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q14			2	1.9	7	6.7	12	11.5	5	4.8
ITEM Q15			1	1.0	9	8.7	13	12.5	3	2.9
ITEM Q16			1	1.0	9	8.7	12	11.5	4	3.8
ITEM Q17			7	6.7	35	33.7	49	47.1	13	12.5
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

In the digital era, artificial intelligence (AI) has become a valuable tool in education; however, excessive reliance may reduce students' critical thinking and creativity (Ulfah, 2024). Research shows AI helps students understand materials, find additional resources, and improve learning efficiency. Descriptive statistics from items Q14 to Q17 reveal the extent of AI dependence. In Q14, the highest frequency appears in option 4 (12 responses or 11.5%), showing a generally favorable view of AI reliance, while 5 respondents (4.8%) strongly rely on AI. Similarly, in Q15 and Q16, option 4 remains the most chosen with 13 (12.5%) and 12 (11.5%) responses, indicating consistent perceptions of AI's benefits. Notably, Q17 shows a significant increase in option 3, with 49 respondents (47.1%) acknowledging considerable AI dependence. This reflects AI's growing role in students' daily academic activities, showing that while concerns exist, AI is widely accepted and integrated into learning.

5. *Ethical Issues and Plagiarism*

The statistical examination of ethical concerns and plagiarism reveals the following outcomes for students, as illustrated in the table below:

Table 6. Descriptive Statistics of Ethical Concerns and Plagiarism

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q18			1	1.0	7	6.7	12	11.5	6	5.8
ITEM Q19			1	1.0	7	6.7	13	12.5	5	4.8
ITEM Q20			1	1.0	4	3.8	16	15.4	5	4.8
ITEM Q21			2	1.9	12	11.5	8	7.7	4	3.8
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

The analysis of ethical concerns and plagiarism reveals varied respondent perspectives. In Q18, option 4 was most frequent, with 12 respondents (11.5%) showing significant concern over ethical issues in AI use, while only 1 respondent (1.0%) chose option 2, indicating little concern. A similar trend appeared in Q19, where 13 respondents (12.5%) chose option 4, confirming ongoing ethical worries. In Q20, concern over plagiarism increased, with 16 respondents (15.4%) selecting option 4. Meanwhile, fewer respondents chose lower options, showing

general concern. Q21 was more diverse, with 12 respondents (11.5%) choosing option 3, while some felt more comfortable, reflected by 2 respondents (1.9%) selecting option 2. Overall, the findings highlight that ethical issues and plagiarism remain significant challenges in AI use, risking academic integrity without proper caution. This results in a plagiarism issue, as AI systems, particularly ChatGPT, utilise data from several sources without alteration (Gandasari, Koeswinda, Putri, Kumala, & Muftihah, 2024). The implementation of artificial intelligence (AI) in higher education has generated numerous ethical problems, particularly with plagiarism. The act of plagiarism has evolved, becoming more intricate and challenging to identify through the use of AI, which generates works that seem unique yet incorporate content from other sources without proper attribution (Yulita Fairina Susanti, Tjut Sjahrifa, 2020).

6. *Linguistic and Comprehension Difficulties*

The outcomes of the statistical study about students' language and comprehension difficulties are presented in the table below:

Table 7. Descriptive Statistics of Language and Comprehension Challenges

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q22			2	1.9	8	7.7	13	12.5	3	2.9
ITEM Q23			2	1.9	8	7.7	14	13.5	2	1.9
ITEM Q24			2	1.9	13	12.5	8	7.7	3	2.9
ITEM Q25			1	1.0	5	4.8	18	17.3	2	1.9
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

Table 7 presents the descriptive statistics of language and comprehension challenges faced by students in AI usage. The study reveals that respondents experienced varying degrees of difficulty in articulating and understanding the context of AI utilization. In item Q22, option 4 had the highest frequency, with 13 respondents (12.5%) reporting significant trouble understanding AI-related vocabulary. Option 3 was also popular with 8 respondents (7.7%), while options 2 and 5 were chosen by 2 (1.9%) and 3 (2.9%) respondents, respectively, suggesting that some individuals did not perceive significant impact. Item Q23 showed a similar trend, with option 4 again being dominant with 14 respondents (13.5%). This confirms communication difficulties are a concern for many respondents. Option 3 had 8 respondents (7.7%), but options 2 and 5 each had 2 respondents (1.9%), indicating varied personal experiences. In item Q24, option 3 had the highest frequency with 13 responses (12.5%), while other options showed differing opinions. Finally, item Q25 indicated significant language and comprehension difficulties for nearly a third of respondents, with option 4 most frequently chosen by 18 respondents (17.3%). These results suggest that language issues related to AI technology are significant and need addressing to improve user interaction and understanding. The integration of AI in Indonesian language teaching may enhance the efficiency and efficacy of the learning process. Nonetheless, there are certain adverse features linked to the utilisation of AI in the educational process (Apriliani, 2024). Excessive dependence on AI may diminish

social interactions and discussions vital for the learning process, leading students to become complacent in their learning due to their habituation to receiving immediate answers without engaging in critical thinking (Attamimi, Ahmad, & Attamimi, 2020)

7. *Incentive and Involvement*

The outcomes of the statistical analysis regarding student motivation and engagement are presented in the table below:

Table 8. Descriptive Statistics of Motivation and Engagement

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q26			2	1.9	7	6.7	14	13.5	3	2.9
ITEM Q27			2	1.9	6	5.8	16	15.4	2	1.9
ITEM Q28			3	2.9	9	8.7	13	12.5	1	1.0
ITEM Q29			2	1.9	7	6.7	13	12.5	4	3.8
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

The descriptive analysis of Q26 to Q29 shows most respondents preferred moderate to high options, reflecting optimism toward AI use. In Q26 and Q27, option 4 dominated with 13.5% and 15.4%, while Q28 and Q29 also showed high selections for option 4. This indicates positive views on AI's role, especially in translation accuracy, though challenges remain with complex contexts, idioms, and technical languages. AI improves simple translations but still needs human review for professional tasks. Additionally, AI enhances student motivation and engagement by offering personalized, interactive learning experiences. However, issues like unequal access to devices and internet persist. Institutions must provide support, training, and ensure a balance between AI use and critical thinking development.

8. *Assistance and direction*

The outcomes of the statistical study on student support and guidance are presented in the table below:

Table 9. Descriptive Statistics of Assistance and Direction

ITEM	C									
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
ITEM Q30	1	1.0	1	1.0	9	8.7	9	8.7	6	5.8
VALID N (DAFTAR)										

Source: Results of data analysis using SPSS 27

The survey results show varied experiences with language and comprehension issues. Only 1% of respondents reported no problems, while 8.7% faced significant difficulties. Additionally,

5.8% experienced some challenges, highlighting that comprehension issues were a concern for several participants.

These results underscore the significance of help in language acquisition for pupils. Comprehension difficulties can adversely affect the learning process, necessitating suitable interventions to assist pupils in overcoming this linguistic obstacle. This may encompass offering supplementary resources, such as language courses or study aids, alongside enhancing pedagogical approaches that are more inclusive and accessible to all learners. It is anticipated that this approach will facilitate students' comprehension of the subject and enhance the overall quality of learning

CONCLUSION

This study highlights the importance of understanding the challenges faced by university students in using artificial intelligence (AI) for learning and translating academic literature. It provides valuable insights into the relationship between students' gender, English proficiency, and academic programs. However, these aspects do not directly influence students' ability to overcome challenges in utilising AI for academic purposes. Students encounter various obstacles, such as difficulties understanding AI tools, poor translation quality, and limited technical skills required to maximise AI use. Although AI has great potential to support learning and assist in translating academic texts, its effectiveness is often limited by users' lack of knowledge regarding proper usage and by algorithmic limitations, resulting in less accurate or contextual translations. The study also reveals potential social and cultural impacts of AI adoption, including shifts in academic norms and changing attitudes toward technology. While AI tools can improve learning efficiency, issues of trust in AI-generated results and students' growing dependence on these tools raise concerns. Over-reliance may weaken students' critical and analytical thinking. Therefore, further research is necessary to develop interventions that improve students' understanding of AI's capabilities and limitations. Training in technical skills and ethical AI usage is also crucial to optimise its role as an effective educational tool.

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