

Student Acceptance of Generative Artificial Intelligence in Islamic Higher Education: An Extended UTAUT Model

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ABSTRACT

The rapid development of Generative Artificial Intelligence (GenAI) has brought significant changes to learning practices in higher education, necessitating a more comprehensive understanding of how students accept and utilize this technology in an academic context. This study aims to analyze the factors influencing the acceptance of Generative Artificial Intelligence among students in Islamic higher education and to develop a conceptual framework that integrates ethical considerations into the study of technology acceptance. This study employs an exploratory qualitative approach through in-depth interviews with students at Islamic higher education institutions. Data were analyzed using thematic analysis based on the Unified Theory of Acceptance and Use of Technology (UTAUT) framework. The results indicate that the acceptance of GenAI is influenced by the interaction among technological, social, institutional, and ethical factors. Performance expectancy and effort expectancy play a role in shaping students' perceptions of the benefits, ease of use, and effectiveness of GenAI in supporting academic activities. Meanwhile, social influence and facilitating conditions indicate that support from faculty, the academic environment, and the readiness of digital infrastructure contribute to the continued use of GenAI. Furthermore, this study found that Ethical Considerations serve as an important contextual dimension that guides acceptance Technology promotes the responsible use of AI through awareness of academic integrity, critical evaluation of AI-generated information, and an understanding of the ethical limitations of its use. Theoretically, this study contributes by developing the Ethically Responsible AI Acceptance Model (ERA-Acceptance Model), which expands the UTAUT framework by integrating ethical responsibility as a contextual mechanism to explain the acceptance of GenAI in a values-based educational environment. This study offers implications for Islamic universities to develop AI literacy, ethical guidelines, and institutional policies to ensure the innovative, critical, and responsible use of GenAI.

1. INTRODUCTION

The emergence of Generative Artificial Intelligence (GenAI) has fundamentally reshaped the landscape of higher education by redefining how knowledge is accessed, created, and disseminated. Unlike previous generations of educational technologies that primarily facilitated information retrieval and content management, Generative Artificial Intelligence enables students to generate original text, analyse complex datasets, produce computer code, translate multilingual content, and receive personalised academic assistance through natural language interaction. The rapid diffusion of platforms such as ChatGPT, Gemini, Microsoft Copilot, Claude, and similar large language models has accelerated the transformation of learning environments from information-centred ecosystems into intelligent learning environments where students increasingly collaborate with artificial intelligence throughout the learning process (Fernanda et al., 2025). Such transformation has shifted artificial intelligence from an optional digital resource into a strategic educational

technology that increasingly influences learning effectiveness, academic productivity, and students' independent learning behaviour.

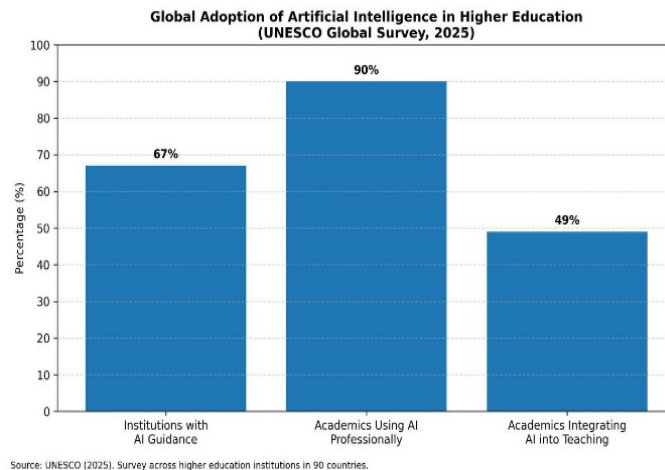


Figure 1. Global adoption of Artificial Intelligence in higher education
Sources: UNESCO Global Survey (2025).

The survey indicates that approximately 67% of institutions have established or are developing institutional Artificial Intelligence guidelines, 90% of academics use Artificial Intelligence in their professional work, and 49% have integrated Artificial Intelligence into teaching activities. Recent advances in artificial intelligence have stimulated unprecedented interest among higher education institutions seeking to enhance teaching quality, improve learning efficiency, and prepare graduates for an increasingly digital workforce. Growing institutional investment in artificial intelligence also reflects broader educational transformations associated with digitalisation, data-driven decision making, and the transition towards intelligent campuses where human learning is increasingly supported by cognitive technologies rather than conventional information systems alone (Faizin et al., 2025). The educational value of Generative Artificial Intelligence has consequently attracted substantial scholarly attention. Existing evidence consistently demonstrates that students perceive artificial intelligence as an effective learning companion capable of improving academic performance through rapid information retrieval, idea generation, language refinement, problem solving, and personalized academic support. Students frequently report that Generative Artificial Intelligence assists them in completing assignments more efficiently, understanding complex concepts, organizing research materials, and developing academic writing with greater confidence (Marlina, 2025). Similar findings indicate that artificial intelligence contributes to personalized learning by accommodating individual learning pace while fostering learner autonomy and supporting the development of twenty-first-century competencies required in contemporary higher education (Hadian et al., 2026). Such findings explain why student adoption of Generative Artificial Intelligence has expanded rapidly despite its relatively recent introduction into educational settings. Educational researchers have argued that although Generative Artificial Intelligence enhances efficiency, excessive dependence on automated systems may reduce students' capacity for critical analysis, independent reasoning, and authentic knowledge construction when appropriate pedagogical guidance is absent (Adara et al., 2026). These challenges become increasingly significant within Islamic Higher Education, where educational objectives encompass not only intellectual achievement but also ethical formation, moral responsibility, and the cultivation of Islamic values. The integration of Generative Artificial Intelligence into such educational environments therefore involves considerations extending beyond technological performance and learning efficiency (Sakuroh et al., 2026). Artificial intelligence must function as a learning facilitator without diminishing students' responsibility for original thinking, ethical authorship, or independent intellectual development. Recent studies conducted within Islamic educational settings

reveal that students generally express favourable attitudes towards artificial intelligence because of its perceived usefulness, although concerns regarding ethical responsibility, academic honesty, and appropriate institutional guidance remain prominent in determining responsible technology use (Adara et al., 2026).

Students exposed to identical artificial intelligence platforms frequently demonstrate markedly different behavioral intentions because individual perceptions of usefulness, expected performance, institutional support, peer influence, and ethical considerations shape technology acceptance in different ways (Harianto et al., 2025). Growing scholarly interest in students' acceptance of Generative Artificial Intelligence has resulted in an expanding body of literature examining the behavioral determinants of technology adoption across higher education (Ramadan et al., 2026). Previous investigations consistently demonstrate that students' intention to use artificial intelligence is positively associated with perceptions of usefulness, ease of use, expected performance, and learning effectiveness. Technology acceptance has therefore become a central theoretical lens for explaining why students voluntarily incorporate Generative Artificial Intelligence into academic activities, particularly when the technology supports problem solving, academic writing, programming, language learning, and knowledge acquisition (Fernanda et al., 2025). Increasing empirical attention has consequently strengthened the understanding that behavioral intention represents one of the strongest predictors of sustained technology use within educational environments. Current evidence, nevertheless, reveals considerable variation in both research context and theoretical orientation. Numerous studies have adopted the Technology Acceptance Model (TAM) to explain students' acceptance of artificial intelligence by emphasizing perceived usefulness and perceived ease of use as dominant antecedents of behavioral intention (Indasari, 2026). Other investigations have employed the Unified Theory of Acceptance and Use of Technology (UTAUT) and its extensions to incorporate broader behavioral determinants, including performance expectancy, effort expectancy, facilitating conditions, habit, and social influence, thereby offering a more comprehensive explanation of technology acceptance in educational settings (Anggi et al., 2026). Various studies have identified factors that influence the acceptance of Generative Artificial Intelligence (GenAI) in higher education. Fernanda et al. (2025) showed that perceived benefits and ease of use are key factors driving students to utilize GenAI in the learning process. Ramadan et al. (2026), using the Extended UTAUT approach, found that performance expectancy, effort expectancy, social influence, and facilitating conditions are the primary determinants influencing the intention to use artificial intelligence technology. Ayyoub et al. (2025) also reported that the Extended UTAUT model is effective in explaining GenAI adoption behavioral among students. The study by Adara et al. (2026) focused more on the role of GenAI in enhancing learning motivation and academic writing, while Faizin et al. (2025) used the Technology Acceptance Model (TAM) to explain the acceptance of artificial intelligence in Islamic education, emphasizing perceived benefits and ease of use. These findings make an important contribution to understanding the acceptance of GenAI in higher education settings.

Nevertheless, previous research has been dominated by discussions of learning effectiveness, learning motivation, academic writing skills, perceived usefulness, and ease of use of technology. Ethical dimensions are generally discussed only as research implications or recommendations, without being integrated into models of technology acceptance. As a result, the mechanisms linking technological factors and ethical considerations in shaping students' acceptance of GenAI have not yet been comprehensively explained, particularly in the context of Islamic religious universities, which regard academic integrity, responsibility, and Islamic values as integral parts of the educational process. Based on this gap, this study offers a novel contribution in the form of the development of an Extended Unified Theory of Acceptance and Use of Technology (UTAUT) by integrating the construct of Ethical Considerations into the model of acceptance of Generative

Artificial Intelligence among students at Islamic Religious Universities. This study assumes that Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions influence students' Behavioral Intentions regarding the use of GenAI. Additionally, Ethical Considerations are positioned as a contextual construct that also influences students' intentions to utilize GenAI responsibly in accordance with academic values and the principles of Islamic education. Thus, this study not only explains technology acceptance from the perspectives of utility and ease of use but also expands the UTAUT model by integrating ethical dimensions, thereby providing a more comprehensive understanding of GenAI acceptance within the context of Islamic religious universities.

2. METHODS

Research Design

This study employs a qualitative-dominant research approach supported by a descriptive survey to gain a comprehensive understanding of students' acceptance of Generative Artificial Intelligence (GenAI) at Islamic Religious Universities. This approach was chosen because the primary objective of the study was not to statistically test the Unified Theory of Acceptance and Use of Technology (UTAUT) model, but rather to explore in depth students' experiences, perceptions, and considerations regarding the use of GenAI in the learning process. Therefore, qualitative data served as the primary source of the study, while survey data were used to support and strengthen the interpretation of the research findings. The Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework was used as the conceptual foundation for interpreting the research findings. The constructs analyzed include Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, and Ethical Considerations a contextual construct developed in this study. The development of the Ethical Considerations construct is based on the characteristics of Islamic religious universities, which not only emphasize the use of technology but also prioritize academic integrity, responsibility, and ethical values in the learning process (Anggi et al., 2026).

Research Setting and Participants

The study was conducted at three Islamic higher education institutions in Indonesia representing State Islamic Universities (UIN), State Islamic Institutes (IAIN), and Islamic Colleges (STAI). These three institutions were selected through purposive sampling because they have been utilizing digital technology in the learning process and have begun integrating Generative Artificial Intelligence as a learning resource. The qualitative phase involved 12 key informants, including faculty members, educational technology experts, curriculum developers, and students with extensive experience using GenAI. The number of informants was determined based on the principle of data saturation, meaning the interview process was halted when the information obtained became repetitive and no longer yielded new relevant themes. As supporting data, the study also involved 50 students who completed a descriptive survey questionnaire.

Research Instruments

The primary research instrument was a semi-structured interview guide developed based on the Extended UTAUT construct. The interview guide was designed to explore the experiences, perceptions, and considerations of both students and faculty regarding the use of GenAI in academic activities. Meanwhile, the supporting instrument is a descriptive survey questionnaire consisting of 20 statements using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was developed based on the five main constructs of the Extended UTAUT model, namely Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, and Ethical Considerations. The research instruments are presented in Table 1.

Table 1. Constructs, Indicators, and Sample Items of the Research Instrument

Construct	Indicator	Number of Items	Items
Performance Expectancy	The perception that GenAI enhances the effectiveness, productivity, and quality of learning	4	Using GenAI helps me complete academic assignments more effectively.
Effort Expectancy	The perception regarding the ease of learning and using GenAI	4	GenAI is easy to learn and use in class activities.
Social Influence	The influence of instructors, peers, and the academic environment on the use of GenAI	4	Instructors and peers encourage me to utilize GenAI in the learning process.
Facilitating Conditions	Availability of devices, internet access, and institutional support	4	I have adequate facilities to use GenAI in academic activities.
Ethical Considerations	Academic integrity, information verification, responsible use of AI, and plagiarism prevention	4	I always verify information generated by GenAI before using it in academic assignments.

The interview instrument used open-ended questions tailored to each construct, allowing informants to describe their experiences in greater depth. Since the survey served only as supplementary data, the questionnaire results were analyzed descriptively and were not used to test construct validity or causal relationships between variables.

Data Collection

Data collection was conducted in two stages. The first stage involved collecting qualitative data through semi-structured interviews with all informants. Interviews were conducted in person or online, depending on the participants' availability. All interviews were recorded with the informants' consent and then transcribed verbatim to facilitate the analysis process. The second stage involved distributing a questionnaire to students at the three universities serving as the study sites. The survey aimed to provide an overview of the respondent characteristics, their experiences using GenAI, and general trends in technology acceptance. The survey results were used as supporting data in the interpretation of the qualitative findings.

Data Analysis

Data analysis was conducted in stages according to the characteristics of each data source. Interview data were analyzed using thematic analysis, which consists of three stages: open coding, axial coding, and selective coding. The open coding stage involved identifying key concepts from the interview transcripts. The axial coding stage aims to group related codes into broader themes based on the Extended UTAUT construct. Next, in the selective coding stage, the main themes are integrated to explain patterns of GenAI acceptance among students at Islamic Religious Universities. Survey data were analyzed using descriptive statistics, including frequency, percentage, and the distribution of respondents' answers.

3. RESULTS AND DISCUSSION

Respondents' Demographic Profile

The quantitative findings were obtained from 50 students enrolled at Islamic Higher Education Institutions in Indonesia. The respondents consisted of 22 male students (44.0%) and 28

female students (56.0%). Most participants were between 21 and 23 years old (52.0%), followed by those aged 18–20 years (36.0%), while only 12.0% were older than 23 years. This demographic profile indicates that the respondents predominantly represented undergraduate students belonging to the digital-native generation, who are generally familiar with the integration of digital technologies into academic learning.

Table 2. Demographic Profile of Survey Participants

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	22	44.0
	Female	28	56.0
Age	18–20 years	18	36.0
	21–23 years	26	52.0
	>23 years	6	12.0
Institution	UIN	22	44.0
	IAIN	15	30.0
	STAI	13	26.0
Study Level	Undergraduate	42	84.0
	Postgraduate	8	16.0
Experience Using GenAI	< 6 months	12	24.0
	6–12 months	20	40.0
	> 12 months	18	36.0

The respondents' profiles reveal a diversity of institutional backgrounds, educational levels, and experience using Generative Artificial Intelligence (GenAI). The majority of respondents were undergraduate students (84.0%) with more than six months of experience using GenAI. These characteristics suggest that the respondents have sufficient experience to describe their perceptions and experiences in utilizing GenAI in the learning process.

Patterns of Generative Artificial Intelligence Utilisation

The survey results show that all respondents have used at least one Generative Artificial Intelligence platform in their academic activities. ChatGPT was the most widely used platform among respondents (60.0%), followed by Gemini (24.0%), Claude (10.0%), Microsoft Copilot (4.0%), and other platforms (2.0%). These findings suggest that students tend to choose platforms that are easily accessible, responsive, and capable of providing quick academic assistance.

Table 3. Distribution of Generative Artificial Intelligence Platforms Used by Students

Platform	Frequency (n)	Percentage (%)
ChatGPT	30	60.0
Gemini	12	24.0
Claude	5	10.0
Microsoft Copilot	2	4.0
Others	1	2.0

Students use Generative Artificial Intelligence for a variety of academic purposes. The most common activities include searching for learning materials, finding scholarly references, developing research ideas, completing academic assignments, translating scholarly texts, and summarizing lecture materials. This pattern indicates that GenAI is used more as a tool to support the learning process than as a tool to replace students' own thinking.

Table 4. Academic Purposes for Using Generative Artificial

Intelligence (Multiple Responses)	Learning Activity	Frequency (n)
Searching for learning materials	Finding journal references	20

Brainstorming research ideas	Completing academic assignments	20
Translating academic texts	Summarising learning materials	7

Coding Process

The analysis of interview data was conducted in three stages: open coding, axial coding, and selective coding (thematic analysis). The open coding stage produced a number of initial codes describing students' experiences using GenAI. Next, these codes were grouped through axial coding into several categories with related meanings. The selective coding stage then integrated these categories into five main themes in accordance with the Extended UTAUT construct.

Tabel 4. Results of Coding Process

Open Coding	Axial Coding	Selective Coding
Makes it easier to find references	Academic benefits	Performance Expectancy
Speeds up task completion	Learning productivity	Performance Expectancy
Easy to use	Ease of use	Effort Expectancy
Simple interface	Ease of operation	Effort Expectancy
Peer influence	Social support	Social Influence
Instructor support	Academic environment	Social Influence
Internet access	Facility support	Facilitating Conditions
Laptops and smartphones	Digital infrastructure	Facilitating Conditions
Information verification	Academic integrity	Ethical Considerations
Avoiding plagiarism	Academic responsibility	Ethical Considerations

Theme 1. Performance Expectancy

The first theme that emerged was Performance Expectancy. Informants viewed GenAI as a technology capable of enhancing learning effectiveness by accelerating information retrieval, idea generation, and the completion of academic assignments. One student stated: "When working on assignments, I usually use ChatGPT to get an initial overview of the material so that I can complete the assignment more quickly." (M5) A professor also explained: "Students are able to find references more quickly, but they still have to verify the scientific sources." (D2) These findings indicate that the benefits perceived by students are the primary factor driving the acceptance of GenAI.

Theme 2. Effort Expectancy

The next theme is Effort Expectancy. Informants noted that GenAI has a simple interface, making it easy for new users to learn. One student explained: "This was my first time using ChatGPT, but I immediately understood how to use it because the interface is simple." (M8). This ease of use increases the frequency of GenAI use in learning activities.

Theme 3. Social Influence

Interview results show that the use of GenAI is also influenced by the social environment, particularly professors and peers. One student stated: "I first learned about ChatGPT from a friend. After my professor explained how to use it, I started using it for studying." (M2) These findings suggest that support from the academic environment contributes to the growing acceptance of GenAI.

Theme 4. Facilitating Conditions

Informants stated that the availability of digital devices and internet access are important factors supporting the use of GenAI. One student remarked: "As long as I have a laptop and campus internet, I almost always use GenAI when working on assignments." (M9). The availability of digital resources enables students to make sustainable use of GenAI.

Theme 5. Ethical Considerations

The final theme that emerged was Ethical Considerations. Nearly all informants stated that the results generated by GenAI should not be used directly without verification. One student stated: “ChatGPT’s answers still need to be double-checked against academic journals because sometimes the references are inaccurate.” (M11). A faculty member added: “AI can be used as a tool, but it should not replace students’ critical thinking skills.” (D1) These findings indicate that ethical considerations represent a new dimension influencing the acceptance of GenAI in the context of Islamic religious universities.

Table 5. Summary of Qualitative Findings Based on the Extended UTAUT Framework

UTAUT Construct	Key Findings
Performance Expectancy (M5, D2)	GenAI improves learning efficiency, information retrieval, and academic productivity.
Effort Expectancy (M8)	Students perceive GenAI platforms as easy to learn and operate.
Social Influence (M2)	Lecturers and peers positively influence students’ willingness to use GenAI.
Facilitating Conditions (M9)	Internet access, digital devices, and institutional support facilitate GenAI adoption.
Ethical Considerations (M11, D1)	Students emphasise source verification, academic integrity, plagiarism awareness, and responsible AI use.

Proposed Extended UTAUT Model

Based on the results of the thematic analysis, this study proposes an Extended UTAUT model that explains how Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, and Ethical Considerations collectively shape students’ Behavioral Intention to use Generative Artificial Intelligence in the context of Islamic religious universities.

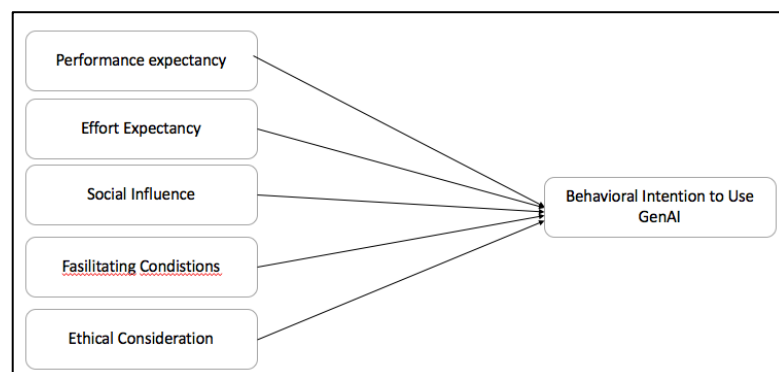


Figure 3. Proposed Extended UTAUT Model

An integration of survey and interview results indicates that students at Islamic religious universities have a high level of acceptance of Generative Artificial Intelligence. Quantitative data reveals high usage of ChatGPT and other GenAI platforms as learning aids. Qualitative results reinforce these findings by showing that perceptions of benefits, ease of use, the influence of the social environment, institutional support, and ethical considerations collectively shape students’ acceptance of GenAI. These findings form the basis for the development of an Extended UTAUT model that positions Ethical Considerations as a contextual construct in explaining technology acceptance within the context of Islamic religious universities.

Discussion

Based on these findings, this study proposes the Ethically Responsible AI Acceptance Model (ERA-Acceptance Model) as an extension of the UTAUT framework for Islamic Higher Education contexts. Unlike previous extended UTAUT studies that primarily add external technological

variables, the proposed model introduces ethical responsibility as a contextual mechanism connecting technology acceptance with responsible utilization. The ERA-Acceptance Model consists of three interconnected dimensions: (1) technological perception, represented by performance expectancy and effort expectancy; (2) social and institutional support, represented by social influence and facilitating conditions; and (3) ethical responsibility, represented by academic integrity awareness, critical evaluation of AI outputs, and responsible utilization practices. This model provides a broader explanation of AI acceptance by integrating technological rationality with ethical considerations within value-based educational environments. The development of this model is particularly relevant for Islamic Higher Education because technology adoption occurs within an educational philosophy that emphasizes responsibility, integrity, and accountability in acquiring and producing knowledge. Previous studies have highlighted the importance of responsible artificial intelligence adoption in education, yet limited attention has been given to how ethical values shape students' acceptance decisions, particularly within Islamic educational institutions (Kamila Rahma Shalehah et al., 2025). Therefore, the present study extends existing technology acceptance literature by demonstrating that AI adoption is not solely a technological phenomenon but also a socio-ethical process. Overall, The proposed ERA-Acceptance Model provides a more comprehensive perspective for understanding AI adoption in Islamic Higher Education. Practically, these findings suggest that institutions should not only provide AI literacy training but also establish ethical guidelines and academic policies that encourage responsible AI utilization. Such efforts are necessary to ensure that Generative Artificial Intelligence enhances students learning effectiveness while maintaining critical thinking, creativity, and academic integrity.

4. CONCLUSION

Based on the research findings, several key conclusions can be drawn as follows: The acceptance of Generative Artificial Intelligence (GenAI) in Islamic higher education exhibits a multidimensional pattern. Students do not accept GenAI merely because of its technological ease and benefits, but also due to academic needs, support from the learning environment, and an awareness of responsible technology use. Technological and social factors within the UTAUT framework have proven to be crucial aspects in explaining the acceptance of GenAI. Performance expectancy and effort expectancy indicate that students tend to accept GenAI when the technology is perceived as capable of enhancing learning effectiveness and is easy to use. The theoretical contribution of this study lies in the development of the Ethically Responsible AI Acceptance Model (ERA-Acceptance Model). This study expands the UTAUT framework by incorporating Ethical Considerations as a contextual dimension that explains how technology acceptance can be guided toward the responsible use of AI. This study has several limitations that should be noted. First, the research was conducted within the context of Islamic higher education; thus, the institution's values, academic culture, and ethical orientation may have influenced the results. Second, this study employed an exploratory approach; therefore, the conceptual model developed has not yet been empirically tested through an analysis of the relationships among constructs. Third, the study focuses primarily on the students' perspective and thus does not yet reflect the views of faculty members, university administrators, or policymakers regarding the implementation of GenAI in education. Future research is recommended to conduct further testing and development of the proposed model. Future studies could use quantitative approaches such as Structural Equation Modeling (SEM) to test the validity and relationships among constructs in the ERA-Acceptance Model. Additionally, future research could broaden the scope of the study by involving various types of higher education institutions and exploring additional variables such as AI literacy, digital competency, trust in AI,

perceived risk, and awareness of academic integrity to gain a more comprehensive understanding of the acceptance and use of GenAI in higher education.

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