

STUDENTS' ATTITUDE TOWARDS MEDIA OF LEARNING BASED ON ARTIFICIAL INTELLIGENCE (AI): SMODIN ON TEACHER TRAINING FACULTY OF UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR

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Abstract

Technology has become a major 21st -century keyword in teaching and learning in all level of education. With the booming demand for integrated technology into education has brought a new shifting paradigm to be more effective and efficient way of learning a foreign language particularly English. Integrating technology into teaching and learning process has created new trends and impact on students' learning atmosphere. Learning media is anything that can efficiently and effectively channel messages from a source and provide a favorable learning environment for the recipient to carry out the learning process. One of the promising products of technology is artificial intelligence (AI). According to Dodigovic, (2007), artificial intelligence is an intelligent computerized machine can create a dialogue between human and machine in a natural way situation. Furthermore, Jia, (2009) stated that artificial intelligence can diagnose some typical errors in foreign language learning such as writing. Artificial Intelligence in education has introduced new models of pedagogy in English language learning. This research attempts to examine the attitudes of students on the use of artificial intelligence SMODIN in English language learning. This research aims to find out the students' attitudes towards media of learning based on AI. The research design of this research is a quantitative approach with a descriptive study design. The objective of this research is to find out how the students' attitude towards media of learning based on the Artificial Intelligence (AI): SMODIN on Teacher Training Faculty of Universitas HKBP Nommensen Pematangsiantar and to find out the effect of SMODIN application on students' English learning This research will published in Sinta 4 journal.

Keywords: *Students' Attitude, Learning, Media, Artificial Intelligence (AI), SMODIN*

INTRODUCTION

The integration of technology in education has transformed traditional learning environments, enabling more interactive and personalised experiences. According to a report by the British Council, (2020), technology in education can enhance student engagement and improve learning outcomes. The proliferation of digital tools has made it essential for educational institutions to adopt innovative technologies to prepare students for a rapidly changing job market. As students increasingly rely on digital resources, understanding their attitudes towards these tools becomes crucial for effective teaching and learning.

Artificial Intelligence (AI) applications have gained significant traction in educational settings, offering tailored learning experiences that adapt to individual student needs. A study by Luckin, (2016) highlights that AI can provide real-time feedback and personalised learning pathways, which are vital for language acquisition. The rise of AI tools has prompted researchers and educators to explore their potential in enhancing language learning, with many applications designed to facilitate communication, comprehension, and vocabulary acquisition.

Despite the growing prevalence of AI applications in education, there remains a significant gap in research focusing on students' attitudes towards these tools. A systematic review by Saharudin, (2024) indicates that while numerous studies have explored the effectiveness of AI in learning, few have examined how students perceive and interact with these technologies. This

lack of insight can hinder the successful implementation of AI tools like SMODIN in educational contexts. While the potential benefits of SMODIN are evident, empirical evidence regarding its effectiveness in improving English learning outcomes is still limited. A study by Liu, M., (2020) suggests that understanding user perceptions is critical for the successful adoption of educational technologies. Evaluating how students respond to SMODIN can provide valuable insights into its strengths and areas for improvement, ultimately guiding educators in selecting the most effective tools for language instruction.

SMODIN is a recent AI-driven application designed to assist students in learning English by providing a range of tools for writing, summarising, and content generation. Its unique features, including natural language processing and machine learning algorithms, enable it to analyse student input and offer tailored feedback. As highlighted by the developers, SMODIN aims to enhance language learning by making the process more engaging and efficient Smodin, (2021). Understanding students' attitudes towards SMODIN is essential for assessing its effectiveness and potential for wider adoption in educational institutions.

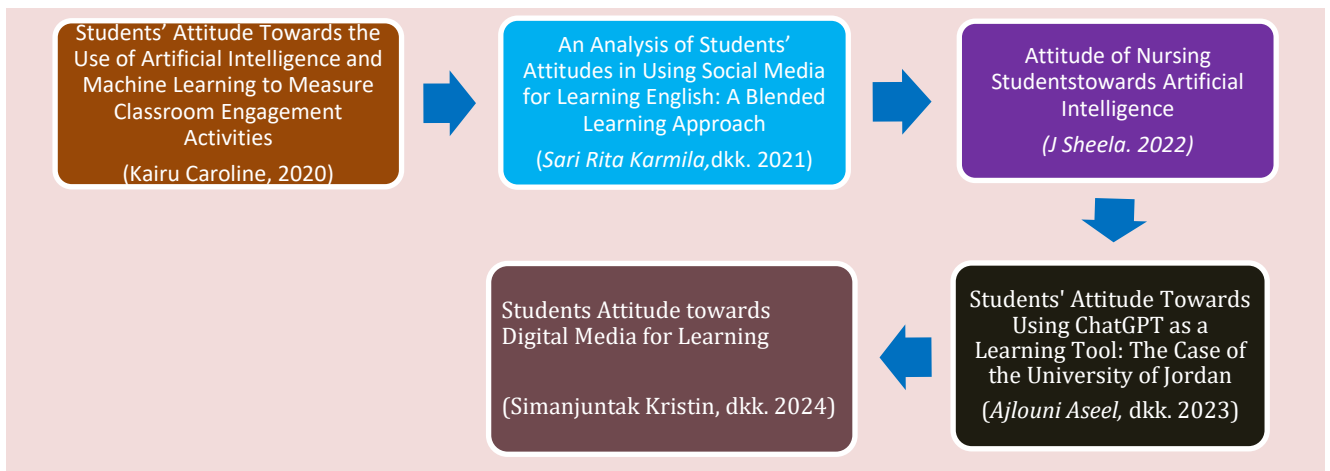
Based on above, the researcher formulates research question as follow:

1. What are students' attitudes towards the use of the SMODIN application
2. How does the use of SMODIN affect students' English learning?

This research aims to assess students' attitudes towards the SMODIN application, focusing on their perceptions of its usability, engagement, and overall effectiveness in enhancing their English language skills. Understanding these attitudes will help identify factors that contribute to successful learning experiences and inform future improvements to the application. In addition to assessing attitudes, this research seeks to explore the impact of SMODIN on students' English learning outcomes. By analysing the correlation between students' use of the application and their language proficiency, the study aims to provide evidence of its effectiveness as a learning tool. This dual focus on attitudes and outcomes will contribute to a comprehensive understanding of SMODIN's role in language education.

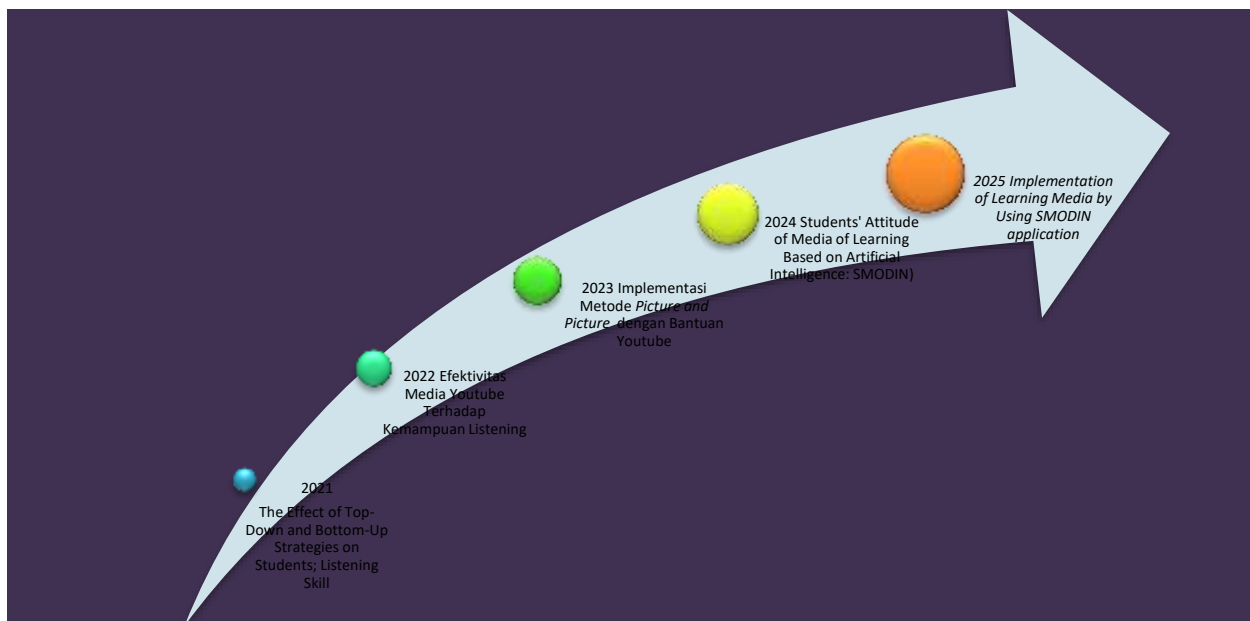
This research contributes to the growing body of research on educational technology by providing insights into students' attitudes towards AI-based learning tools. By focusing on SMODIN, the research highlights the importance of user perceptions in the successful integration of technology in education. The findings can serve as a foundation for future studies exploring the effectiveness of similar applications in language learning. The insights gained from this research can inform educators and policymakers about the potential benefits and challenges associated with implementing AI tools like SMODIN in language education. By understanding students' attitudes and the impact on learning outcomes, stakeholders can make informed decisions about technology adoption, ultimately enhancing the quality of language instruction.

The state of the art of this research are researches about students' attitude that has been discussed and published in some journals. Hence, some previous researches conducted the analysis of students' attitude. So, the researchers in this research will focus on the students' attitude on media learning based on AI of. Table State of The Art can see in picture 1.



Gambar 1: State of the Art Peneliti

Peta jalan (road map) penelitian 5 tahun kedepan (jika dalam bentuk konsorsium harus dilengkapi dengan roadmap penelitian konsorsium)



METHODE

This research is intended to elicit the students' attitude towards media of learning based on Artificial Intelligence (SMODIN). In order to reach the desired outcome of the research, the researchers employed descriptive qualitative research with a case study approach. This method of inquiry is founded on distinct methodological traditions that seek to comprehend a human or social problem Creswell, (2014). This research belongs to a descriptive qualitative research in which the researcher applied an observation as the research instrument to investigate the students' attitude toward media of learning based on AI. The research subject is the first semester students consisting of 25 students. In this case, the researcher observed the students' attitude covering the three aspects of language attitude: behavioral aspect, cognitive aspect and the emotional aspect of the attitude. The research location referred to the place where the data taken. Usually the location for conducting the research can vary depending on the specific field of the research and the nature of the research project. The location of this research conducted in

University of HKBP Nommensen Pematangsiantar. Time of the research conducted in 2024/2025 academic year.

The instrument in this research is observation checklist. Observation checklist used to observe students' attitudes towards media of learning based on AI: SMODIN. The researcher observed the class, after that the researcher observed some students by SMODIN application. This observation sheet used to measure or assess the attitude of students towards media of learning based on AI: SMODIN. Filling in the observation sheet will do by placing a tick (√) in the answer column of the student observation sheet.

Qualitative data analysis can be followed up if the data obtained by combining the results of the data are solved in the form of words, not numbers.

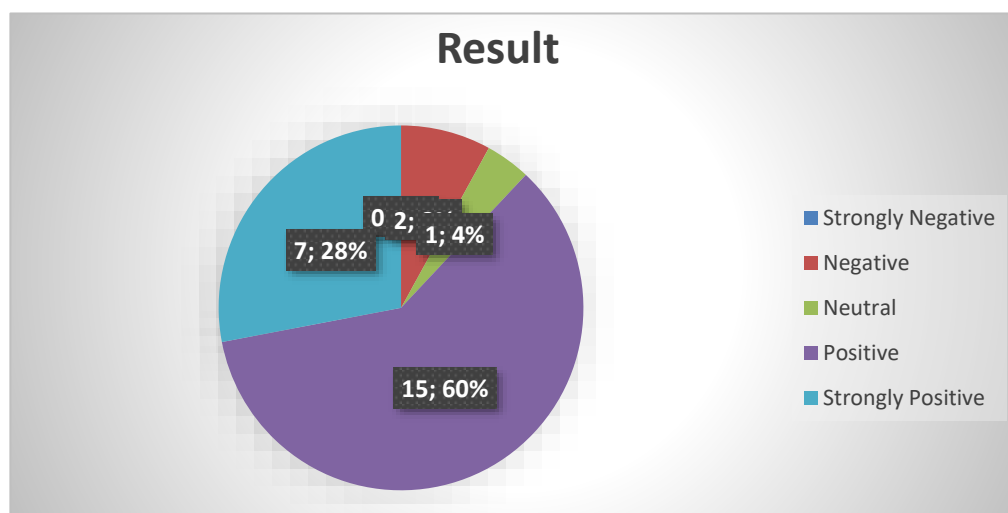
RESULT AND DISCUSSION

DATA FINDINGS

1. The Percentage of item of Behavioral Aspect

No	Category	Score	Frequently	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	15	60
3	Undecided	3	1	3
4	Disagree	2	2	4
5	Strongly disagree	1	0	0
Total			25	102

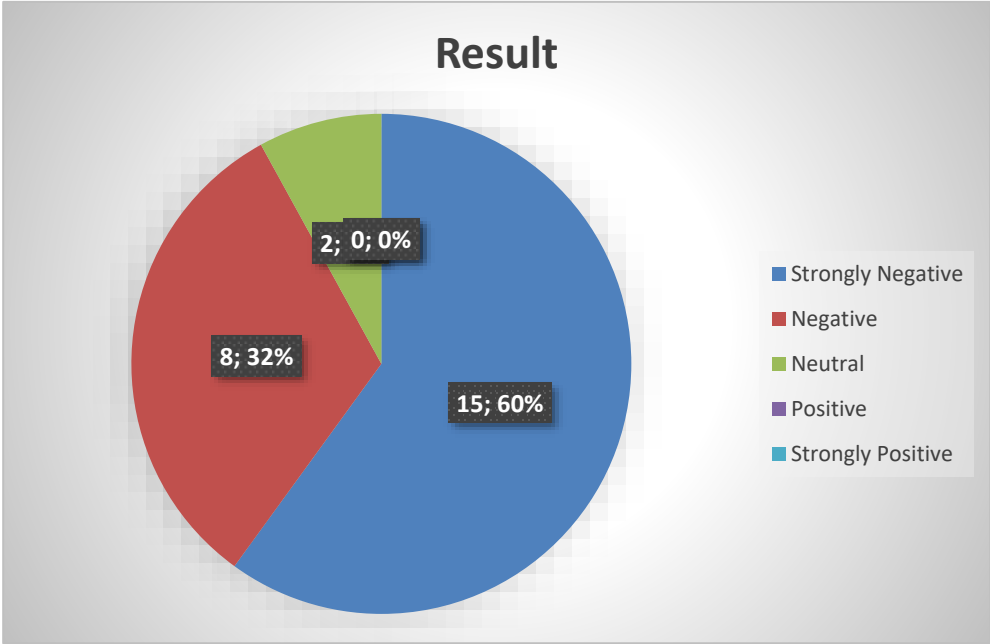
Based on the table above, it showed that most of the students choose agree that they like to learn used SMODIN media. By continuum can be shown below:



2. The Percentage of Item of Cognitive Aspect

No	Category	Score	Frequently	Sum of Score
1	Strongly Agree	5	15	75
2	Agree	4	8	32
3	Undecided	3	2	6
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
Total			25	113

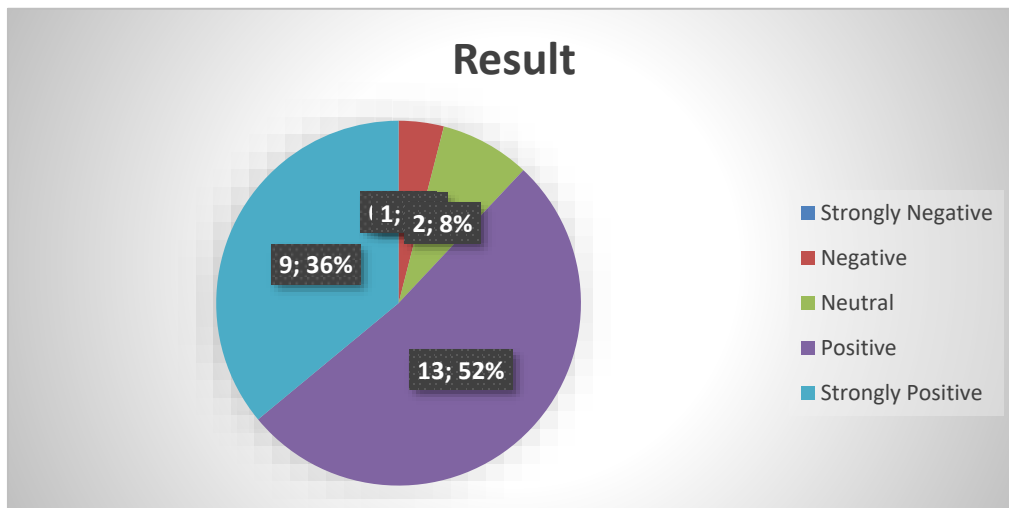
Based on the table above, it showed that most of the students choose strongly agree that feel learning English through SMODIN media is able to gain much knowledge and experience. By continuum can be shown below:



3. The Percentage of Item of Emotional Aspect

No.	Category	Score	Frequently	Sum of Score
1	Strongly Agree	5	9	45
2	Agree	4	13	52
3	Undecided	3	2	6
4	Disagree	2	1	2
5	Strongly disagree	1	0	0
	Total		25	105

Based on the table above, it showed that most of the students choose agree that they feel proud when they mastered the subject of English through SMODIN. By continuum can be shown below:



DISCUSSION

Based on the description of the data through questionnaire that has been explained by researchers in previous section has found out the main aspect that faced by students at the first semester students in teacher training faculty of Universitas HKBP Nommensen Pematangsiantar between these aspects namely, Students' Attitude Towards Media of Learning Based on Artificial Intelligence (Ai): SMODIN refers to cognitive, emotional, and behavioral aspect. Jurado, (2023) Obtaining research as follows:

1. Students' cognitive in learning English through SMODIN media at the first semester students in teacher training Faculty of Universitas HKBP Nommensen Pematangsiantar

Based on questionnaire data from 8 items consisting of 4 positive statements and 4 negative statements, questionnaire data was obtained a range of 61-80%, so 71% was given in the positive category. Based on the questionnaire data, the researchers concluded that the students have an excellent behave in learning English through Artificial Intelligence (AI): SMODIN.
2. Students' cognitive in learning English through SMODIN media at the first semester students in teacher training Faculty of Universitas HKBP Nommensen Pematangsiantar

Based on questionnaire data from 8 items consisting of 3 positive statements and 5 negative statements, questionnaire data was obtained a range of 61-80%, so 64% was given in the positive category. Based on the questionnaire data, the researcher concluded that the students have positive attitude in learning English through Artificial Intelligence (AI): SMODIN.

It was also supported by Kurisak and Luke who said that technology as a powerful tool that has the potential to lead to the development of dynamic learning environments, support cross-cultural communication, foster critical thinking, and engage and motivate learners, but in and of itself, however, it does not guarantee successful learning. Kurisak, L.M., & Luke, (2009) Like all tools, the utility of technology ultimately depends on how, when, and why it is implemented on both how it is presented to learners and how they respond to it.
3. Students' emotional in learning English through SMODIN media at the first semester students in teacher training Faculty of Universitas HKBP Nommensen Pematangsiantar

Based on questionnaire data from 8 items consisting of 5 positive statements and 3 negative statements, questionnaire data was obtained a range of 61-80%, so 71% was given in the positive category. Based on the questionnaire data, the researchers concluded that the students has a good emotional attachment in learning English through Artificial Intelligence

(AI): SMODIN.

Cognitive, emotional, and behavioral are components of attitude that are connected with each-others. Cognitive aspect is related to thought, beliefs, and ideas toward a certain object. Affective attitude appears in some students' behavior such as their attention towards a subject, discipline, and respect. Cognitive aspects influence someone' belief and affective aspects influence someone' feelings that will be manifested in their behavior aspects in actions afterwards. Katsantonis, (2024).

CONCLUSION

Based on the findings of this study, it can be concluded that students showed positive attitudes toward the use of Artificial Intelligence (AI)-based learning media, particularly SMODIN, in learning English. Almarashdeh, (2021) The integration of technology into the teaching and learning process provides a more effective and efficient learning environment and contributes positively to students' learning experiences. The use of SMODIN as an AI-based learning tool supports students in improving their learning activities and engagement in English language learning. Therefore, AI-based media can be considered a beneficial educational tool to enhance learning outcomes and support modern teaching practices in higher education. Furthermore, this study suggests that integrating AI technology into education can create innovative learning opportunities and improve students' attitudes toward learning English.

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