



The Impact of AI-Powered Learning Tools on Academic Achievement among Students in a Private University in East Jakarta

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Abstract

This study examines the impact of AI-powered learning tools on students' academic achievement at a private university in East Jakarta. In the midst of the digital transformation in education, tools like ChatGPT offer opportunities for personalized learning but also raise concerns about academic integrity. The population for this study was 40 students from the English Study Program in the fifth semester. Using a quantitative correlational design, data were collected through an online survey that inquired about students' GPAs, frequency of AI use, preferred tools, and primary purposes. The analysis focuses on whether there is a significant relationship between students' patterns of AI usage and their academic performance. The findings are expected to show how students take advantage of AI tools, pointing out both benefits and potential risks. The study highlights that AI should act as a learning enhancer, not a replacement for actual learning. At the same time, it underlines the importance of creating ethical guidelines and teaching strategies that can help students and educators use AI responsibly. Furthermore, it highlights the need for ethical guidelines and adaptive teaching strategies to ensure responsible use. With these measures, AI can be integrated to promote academic growth while safeguarding integrity.

Keywords: AI-powered learning tools; academic achievement; university students

