

**ANALYSIS OF THE UTILIZATION OF ARTIFICIAL INTELLIGENCE IN THE DIGITAL OFFICE
COURSE: A QUALITATIVE STUDY ON OFFICE ADMINISTRATION STUDENTS AT
UNIVERSITAS NEGERI JAKARTA**

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Abstract

This study aims to understand the experiences of Office Administration students at Universitas Negeri Jakarta in utilizing Artificial Intelligence (AI) within the Digital Office course. Using a qualitative case study approach, data were collected through interviews with six purposively selected informants. The findings show that students use AI tools such as ChatGPT and Grammarly to complete assignments, generate ideas, and better comprehend learning materials. This utilization has a positive impact on their motivation and learning effectiveness, although challenges such as dependency risks still arise. The study highlights the importance of critical and responsible use of AI in higher education contexts.

Keywords: Artificial Intelligence, Digital Office, Office Administration, Students, Qualitative Study

Introduction

The rapid advancement of digital technology has brought significant changes to various aspects of life, including the fields of office administration and higher education. The emergence of Artificial Intelligence (AI) has become a crucial component increasingly utilized in educational environments to enhance productivity, improve data management efficiency, and support technology-based collaboration (Sanjaya et al., 2025). The *Digital Office* course in the Office Administration study program at Universitas Negeri Jakarta serves as a concrete example of this technological integration, where AI plays a role in supporting correspondence automation, electronic document management, and data processing assistance in office administration practices.

Although the use of AI in education has been widely studied, most existing research tends to focus on general applications such as e-learning or automated grading systems, rather than on specific digital administrative practices within a course like *Digital Office*. Additionally, many of these studies employ a quantitative approach, leaving students' subjective experiences in utilizing AI to support office administration tasks largely unexplored—especially in the context of higher education in Indonesia. Addressing this gap, the present study offers a novel contribution by qualitatively analyzing the utilization of Artificial Intelligence among Office Administration students at Universitas Negeri Jakarta. The study focuses on their cognitive, affective, and social experiences in responding to the integration of AI into digital administration learning.

By employing a qualitative approach, this study aims to provide a more comprehensive understanding of how students construct knowledge, develop attitudes, and engage in

social interactions when directly engaging with AI technology in the context of office administration education. A deeper exploration of their experiences will not only enrich the currently limited academic literature in this area, but also offer practical insights for lecturers, curriculum developers, and higher education institutions in designing adaptive, inclusive, and responsive learning strategies in the face of continuously evolving technological developments.

Methodology

This study employs a qualitative approach using a case study design. The research was conducted in the Office Administration Education Study Program, Faculty of Economics, Universitas Negeri Jakarta (UNJ), located in East Jakarta. The selection of this site was based on the consideration that UNJ is one of the leading public universities that has integrated digital technology into its learning processes, including in the Digital Office course. Additionally, students in the Office Administration program at UNJ are considered to have experience in using various AI-based applications, making them suitable for the data needs of this research.

In this study, the primary informants are active students of the Office Administration Education Study Program, class of 2023, who have enrolled in and attended the Digital Office course. The criteria for participant selection are as follows:

1. Have completed at least 70% of the total sessions of the Digital Office course.
2. Have used or integrated AI technologies such as ChatGPT, Grammarly, or similar tools in their coursework.
3. Are willing to voluntarily participate in the research.

Results and Discussion

Results

This study involved six active students from the 2023 cohort of the Office Administration Education Study Program at Universitas Negeri Jakarta. All participants had completed more than 70 percent of the Digital Office course and possessed hands-on experience using Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, QuillBot, and similar applications to support their coursework. In-depth interviews yielded findings that were grouped into five main aspects: cognitive, affective, social, challenges, and adaptive strategies.

Cognitive Aspect

All six respondents agreed that AI helps them grasp course material more quickly and efficiently. They view AI as a supportive medium that can provide on-the-spot explanations, correct writing errors, and offer concrete examples for drafting formal documents such as official letters, meeting minutes, and activity reports. One informant noted that Grammarly improved their understanding of correct sentence structure in report writing. ChatGPT is frequently employed for brainstorming assignment ideas and

clarifying unfamiliar technical terms. With this instant assistance, respondents feel more confident and capable of completing digital-administration tasks independently.

Affective Aspect

Emotionally, respondents generally expressed enthusiasm about using AI. They experienced learning as more enjoyable, efficient, and intellectually stimulating. Students felt that AI boosted their motivation because their work appeared neater and more professional. However, two of the six respondents also voiced concerns about potential dependency, fearing they might rely too heavily on AI to compose text or formulate answers. Some felt torn between convenience and the authenticity of their output. Nevertheless, the majority still regard AI as an effective aid when used wisely and selectively.

Social Aspect

AI use was not entirely individualistic. Several respondents reported that it sparked informal discussions with peers on the best ways to leverage these tools. They exchanged information about effective prompts, compared outputs from different applications, and debated the strengths and weaknesses of particular features. Such activities indicate that AI can serve as a catalyst for new forms of collaborative learning—both online and offline—even without direct lecturer intervention.

Challenges

Despite the benefits, students also faced obstacles in deploying AI for learning. Some struggled to understand how these technologies work and what their limitations are, especially because most AI tools deliver results and instructions in English—a barrier for those less familiar with the language. Concerns also arose regarding the accuracy and authenticity of AI-generated content, compounded by the absence of official guidelines from lecturers on acceptable levels of AI use in academic contexts. This uncertainty led some students to hesitate and act cautiously when employing the technology.

Adaptive Strategies

Even so, students demonstrated adaptability through various strategies. Some proactively learned about AI functionality on their own by watching tutorials or joining online forums, while others actively discussed results with peers to compare and evaluate AI outputs before submitting assignments. They tended not to accept AI results at face value; instead, they edited, adjusted writing style, and tailored content to better fit task requirements and lecturer expectations. These actions reflect critical awareness and academic responsibility in making judicious use of technology.

Discussion

The results of this study indicate that the utilization of Artificial Intelligence (AI) in the Digital Office course by students of the Office Administration Education Study Program, Universitas Negeri Jakarta, class of 2023, has had a significant impact on improving work efficiency, understanding of course material, and learning motivation. These findings align with the perspective of Sanjaya et al. (2025), who emphasize that AI plays a vital role in education by supporting automation, digital document management, and technology-based academic collaboration. Students experienced accelerated task completion and more efficient information retrieval, particularly due to tools such as ChatGPT, Grammarly, and QuillBot, which assist in sentence construction, grammar correction, and the generation of alternative ideas. This supports Vygotsky's theory of scaffolding, wherein technological assistance acts as a temporary support that enables learners to reach higher levels of achievement.

Furthermore, students' affective experiences reflect a positive relationship with AI. The use of this technology fostered greater confidence, enthusiasm, and comfort in completing digital administration tasks. This emotional engagement plays a crucial role in fostering intrinsic motivation, as described in the Self-Determination Theory (Deci & Ryan, 1985), which posits that support for competence and autonomy can enhance learning motivation. AI usage gave students greater control over their learning processes, while simultaneously creating a space for exploration without fear of making mistakes.

However, the challenges encountered indicate that digital literacy and academic ethics remain essential areas for development. Concerns regarding accuracy, authenticity, and the boundaries of AI use reflect a gap between students' technical abilities and their critical understanding of how to evaluate and filter information. This highlights the importance of educational institutions in providing clear guidelines, regulations, and training on the ethical and effective use of AI in academic activities. Additionally, language barriers and access to information serve as reminders that technological integration must be accompanied by adequate resource support to ensure inclusive learning.

Overall, the findings of this study demonstrate that although AI offers convenience and acceleration in digital office learning, students continue to play an active role in managing, evaluating, and adapting technological outputs to suit academic contexts. This suggests that AI does not replace the human element in learning, but rather serves as a tool that enhances students' cognitive and affective capacities in 21st-century education.

Conclusion

This study demonstrates that the utilization of Artificial Intelligence (AI) in the Digital Office course by 2023-cohort students of the Office Administration Education Study Program at Universitas Negeri Jakarta has a positive impact on the effectiveness of digital-administration learning. AI enables students to complete tasks more quickly and efficiently, enhances their understanding of course material, and fosters greater learning motivation and active engagement in academic processes. Beyond cognitive and affective

benefits, students also display critical and responsible attitudes in using this technology—for example, by editing and adapting AI outputs to fit assignment contexts.

Nevertheless, the study also uncovers several challenges, particularly limited digital literacy, language barriers, and the absence of clear institutional guidelines on the permissible scope of AI use in academic settings. Students adopt adaptive strategies to overcome these obstacles, including self-directed learning, peer discussions, and critical evaluation of AI outputs before applying them.

In sum, integrating AI into digital-office learning holds substantial potential to support learning outcomes in higher education, provided it is accompanied by adequate digital literacy and clear academic regulations. This research underscores the importance of qualitative approaches in exploring students' subjective experiences, thereby informing the development of responsive policies and curricula that keep pace with technological advances.

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