



Navigating AI Integration in Final Project Supervision: Academic Integrity, Challenges, and Best Practices

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ABSTRACT

Keywords:

Academic Integrity;
AI;
Challenges;
Final Project;
Supervision.

Abstract: This study examines the use of Artificial Intelligence (AI) in the thesis supervision process for students in the Islamic Communication and Broadcasting Study Program at Sulthan Thaha Saifuddin State Islamic University (UIN) Jambi. Employing a qualitative approach, the study involved in-depth interviews with 10 students who were actively completing their undergraduate theses during the 2025/2026 academic year and five thesis supervisors. The findings indicate that the integration of AI provides various benefits, including increased efficiency, more personalized guidance, and improved accessibility to academic references. Students reported that AI accelerated the thesis revision process by providing real-time feedback and recommendations for relevant literature. Meanwhile, lecturers experienced a reduced administrative workload through the automation of routine tasks, allowing them to focus more on providing guidance on conceptual and methodological aspects. The recommendations emphasize the importance of institutional policies to enhance technology training and develop digital infrastructure for academic staff and students. Thus, AI can be effectively integrated to support the thesis supervision process and help students achieve their academic potential more optimally. The main limitation of this study lies in its limited sample size, which prevents the findings from being statistically generalized. In addition, the findings reflect a specific phase of generative AI adoption that may change in response to the rapid evolution of the technology.

Kata Kunci:

Integritas Akademik;
AI;
Tantangan;
Tugas Akhir;
Pembimbingan.

Abstrak: Penelitian ini mengkaji penggunaan Kecerdasan Buatan (AI) dalam proses pembimbingan skripsi bagi mahasiswa Program Studi Komunikasi dan Penyiaran Islam di Universitas Islam Negeri (UIN) Sulthan Thaha Saifuddin Jambi. Dengan menggunakan pendekatan kualitatif, penelitian ini melibatkan wawancara mendalam terhadap 10 mahasiswa yang sedang aktif menyelesaikan tugas akhir pada tahun akademik 2025/2026 serta lima dosen pembimbing. Temuan penelitian menunjukkan bahwa integrasi AI memberikan berbagai manfaat, seperti peningkatan efisiensi, bimbingan yang lebih personal, dan aksesibilitas yang lebih baik terhadap referensi akademik. Mahasiswa melaporkan bahwa AI mempercepat proses revisi skripsi dengan memberikan umpan balik secara real-time dan rekomendasi literatur yang relevan. Sementara itu, dosen merasakan berkurangnya beban kerja administratif berkat otomatisasi tugas-tugas rutin, sehingga mereka dapat lebih fokus pada pemberian arahan terkait aspek konseptual dan metodologis. Rekomendasi yang diajukan menekankan pentingnya kebijakan institusional untuk meningkatkan pelatihan teknologi serta mengembangkan infrastruktur digital bagi staf akademik dan mahasiswa. Dengan demikian, AI dapat diintegrasikan secara efektif untuk mendukung proses pembimbingan skripsi dan membantu mahasiswa mencapai potensi akademik mereka secara optimal. Keterbatasan utama studi ini terletak pada cakupan sampel yang terbatas, sehingga temuan ini tidak dapat digeneralisasi secara statistik. Selain itu, temuan mencerminkan fase tertentu adopsi AI generatif yang berpotensi berubah seiring laju evolusi teknologi.

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A. INTRODUCTION

In the ever-evolving digital era, advanced technologies such as Artificial Intelligence (AI) have affected various aspects of life, including the education sector. One of the main challenges in higher education is the thesis guidance process, especially for Islamic Communication and Broadcasting students at Sulthan Thaha Saifuddin State Islamic University (UIN) Jambi. The thesis guidance process often requires intensive interaction between students and supervisors, which can be a burden for both parties (Wakhyudin et al., 2020). Common problems often encountered include lecturers' limited time to provide thorough guidance, as well as students' difficulties in accessing relevant resources or references.

Students often face obstacles in determining the right research topic, developing a strong theoretical framework, and evaluating research data correctly (Fadhilah et al., 2022). In addition, they also need guidance in academic writing, which includes writing structure, grammar, and formatting in accordance with academic standards. On the other hand, supervisors often have to handle a large number of students, which leads to the limited time they can allocate for each student (Megawati & Damayanti, n.d.). This can result in less than optimal guidance provided and have an impact on the quality of the thesis produced.

The utilization of AI in the thesis guidance process has great potential to overcome these obstacles. AI can provide automated guidance that assists students in writing, proofreading, and providing improvement suggestions in real-time (Nugroho, 2024). AI can perform text analysis to provide feedback on writing structure, consistency, and clarity of arguments. In addition, AI is able to manage and analyze big data to provide recommendations for relevant literature, making it easier for students to find the right references. This not only speeds up the thesis preparation process, but also improves the quality of the research produced (1a et al., 2023). AI can also help identify plagiarism and provide suggestions to improve the originality of students' scientific work.

In addition to technical guidance, AIs can also provide emotional and motivational support for students. The thesis writing process often causes stress and anxiety for students, especially when facing deadlines and academic pressure. AI can provide motivational words, time management advice, and stress coping techniques that can help students maintain their mental balance during the thesis writing process (Dewi et al., 2021).

At UIN Jambi, the application of AI in thesis guidance, especially for Islamic Communication and Broadcasting students, is relevant considering the complexity of the material discussed in this study program. Students are expected to be able to produce research that is not only based on communication and broadcasting theory, but also integrates Islamic values in accordance with the existing curriculum. With the support of AI, it is expected that students can more easily identify the relationship between theory and practice and get more directed guidance in preparing their thesis. AI can also support the development of students' analytical skills by providing fast and accurate feedback (Noviadhi et al., 2024).

However, the implementation of AI in thesis guidance also faces various challenges. One of them is the readiness of technological infrastructure on campus. To implement AI, a stable internet network and adequate hardware are required (Rane et al., 2024). In addition, the ability of lecturers and students to operate AI-based systems is also an important factor. Not all lecturers and students may have sufficient technological literacy to utilize AI effectively. Therefore, training and technical support are needed to ensure that all parties can use this technology optimally (Marito et al., 2024).

In addition, there are concerns regarding ethics and privacy in the use of student data. Data collected by AI systems should be kept confidential and used in accordance with strict privacy

policies (Hidayah, 2023). Students should be given clear information on how their data will be used and kept secure. In addition, there are also ethical considerations regarding the extent to which AI can replace the role of the lecturer in the mentoring process. Although AI can provide technical guidance and advice, human interaction remains important in holistically guiding and supporting students (Rahmad et al., 2022).

Therefore, this research aims to explore the potential and challenges of utilizing AI in the thesis guidance process, as well as formulate appropriate strategies to optimize its use at UIN Jambi's Islamic Communication and Broadcasting Study Program. This research will involve a literature study regarding the application of AI in higher education, surveys and interviews with lecturers and students, as well as data analysis regarding the effectiveness of thesis guidance using AI compared to traditional methods. The results of this research are expected to provide significant contributions in improving the effectiveness and efficiency of thesis guidance, as well as enriching the literature on the application of AI in higher education, especially in the field of Islamic Communication and Broadcasting.

In the ever-evolving digital era, Artificial Intelligence (AI) technology has brought significant changes in various aspects of life, including higher education. The use of AI in education offers opportunities to improve the quality and efficiency of teaching and learning processes, including in thesis guidance. To understand how AI can be integrated in the thesis guidance process of students of the Islamic Communication and Broadcasting Study Program at Jambi State Islamic University (UIN), it is important to examine various theories underlying the utilization of AI, academic guidance approaches, and the challenges and opportunities faced.

Technology-enhanced learning (TEL) is an approach that uses technology to enhance teaching and learning (Daniela et al., 2018). According to Bates (2015), TEL includes the use of software, online learning platforms and AI to support and enrich the learning experience. TEL aims to make learning more interactive, adaptive, and suited to individual needs (Anggianita et al., 2020). In the context of higher education, AI can provide automated guidance that assists students in writing, proofreading, and providing improvement suggestions in real-time.

Artificial intelligence refers to the ability of machines to mimic human cognitive functions, such as learning, problem-solving, and decision-making (Garg, 2021). According to Russell and Norvig (2016), AI can be divided into several categories: Narrow AI, General AI, and Superintelligent AI. In the context of education, narrow AI is often used to provide guidance, automated feedback, and analysis of learning data. With these capabilities, AI can analyze big data and provide relevant literature recommendations, making it easier for students to find the right references (Khalifa & Albadawy, 2024).

Academic advising is a process that assists students in planning, developing, and achieving their academic goals. According to Grites (2013), effective academic guidance includes several elements: collaboration, personalization, and comprehensive (Pranata et al., 2025). Collaboration refers to the interaction between lecturers and students that is collaborative, while personalization refers to guidance that is tailored to the individual needs of students (Msambwa et al., 2025). Comprehensive guidance covers various aspects, including course selection, research, and career development. AI can be integrated in academic advising to support these elements. For example, AI can provide automated feedback that allows lecturers to provide more timely and effective guidance. AI can also assist in personalizing guidance by analyzing student learning data and providing tailored recommendations (Ayeeni et al., 2024).

AI has been used in various higher education applications, including learning chatbots, recommendation systems, and automated assessments. Chatbots like Jill Watson at Georgia

Tech help answer student questions and provide guidance. Recommendation systems analyze student learning data to provide recommendations for literature, resources, and study strategies (Goel & Polepeddi, 2018). Automated grading uses AI to correct and provide feedback on assignments and exams. With these applications, AI can speed up the thesis preparation process and improve the quality of research produced.

The use of AI in the thesis guidance process offers various benefits, including time efficiency, real-time feedback, personalization, and accessibility. AI can automate routine tasks, so lecturers have more time to provide in-depth guidance (Aithal & Aithal, 2023). Students can receive real-time feedback, allowing them to improve their work more quickly. AI can also analyze student data and provide guidance tailored to individual needs. In addition, AI allows students to access guidance anytime and anywhere, without being limited to lecturers' working hours (Kamruzzaman et al., 2023).

While AI offers various benefits, there are also some challenges in its implementation. One of the main challenges is technology readiness. Adequate technological infrastructure is required to support the use of AI (Felemban et al., 2024). This includes a stable internet network and adequate hardware. In addition, technological literacy is an important factor. Students and lecturers must have sufficient skills to use AI effectively. Therefore, training and technical support are required to ensure that all parties can use this technology optimally (Darwin, 2025).

Data privacy and security are also major concerns in the use of AI. Data collected by AI systems must be kept confidential and used in accordance with strict privacy policies. Students should be given clear information on how their data will be used and kept secure. In addition, there are also ethical considerations regarding the extent to which AI can replace the role of lecturers in the mentoring process. While AI can provide technical guidance and advice, human interaction remains important in holistically guiding and supporting students (Troussas et al., 2025).

To overcome these challenges and maximize the benefits of AI, UIN Jambi can adopt several strategies, including training and development, infrastructure development, privacy and security policies, and collaboration with AI developers. Training and development aims to improve technological literacy among lecturers and students. Infrastructure development includes upgrading the internet network and hardware. Privacy and security policies should ensure that student data is kept confidential and used according to strict standards. Collaboration with AI developers enables the development of a system that suits the needs of thesis guidance at UIN Jambi.

The implementation of AI in thesis guidance is expected to bring positive impacts, including the improvement of thesis quality, reduction of lecturer burden, motivation and support for students, and efficiency of the guidance process. With real-time feedback and relevant literature recommendations, the quality of the thesis produced is expected to improve. AI can also reduce the burden of lecturers' routine tasks, allowing them to focus on more in-depth guidance. In addition, AI can provide emotional and motivational support, helping students overcome stress and anxiety in thesis writing. The guidance process can run more efficiently with the help of AI, allowing students to complete their thesis on time.

The utilization of AI in thesis guidance offers a range of significant benefits, including increased efficiency, personalization, and accessibility of guidance. Although there are challenges that need to be overcome, with the right strategy, AI can be integrated successfully in the thesis guidance process at UIN Jambi. A holistic approach, including training, infrastructure development, and strict privacy policies, is necessary to ensure effective and ethical implementation. Thus, AI can be a powerful tool to support lecturers and students in

achieving their academic goals, as well as improving the quality of higher education in Indonesia. This research is expected to make a significant contribution in improving the effectiveness and efficiency of thesis guidance, as well as enriching the literature on the application of AI in higher education, particularly in the field of Islamic Communication and Broadcasting. With these steps, it is expected that the utilization of AI can improve the quality of thesis guidance and help students achieve their maximum academic potential.

Despite the growing literature on Artificial Intelligence in higher education, prior studies predominantly focus on automated grading, generic classroom chatbot implementation, or technical adoption models within STEM disciplines. Relatively little empirical inquiry has investigated the dyadic dynamics between thesis advisors and students during the capstone supervision process, particularly within Islamic higher education institutions where scholarship requires a synthesis of contemporary communication theories and religious normative principles. Furthermore, while the operational efficiency of generative AI tools is frequently celebrated, critical examinations of academic integrity risks such as synthetic literature fabrication and shifts in intellectual agency during one-on-one thesis mentorship remain underexplored. Addressing this gap, this study investigates how generative AI influences advising interactions, challenges scholarly integrity, and reshapes mentoring practices in an Islamic communication and broadcasting context.

Thus, the results of this study are expected to provide practical recommendations that can be implemented by UIN Jambi and other universities that want to integrate AI technology in their academic advising process. These recommendations include the development of adequate technological infrastructure, training for lecturers and students, and the development of strict privacy and ethics policies. With these steps, it is expected that the utilization of AI can improve the quality of thesis guidance and help students achieve their maximum academic potential.

B. METHODS

This study uses a qualitative approach to explore the utilization of Artificial Intelligence (AI) in the thesis guidance process of Islamic Communication and Broadcasting students at Jambi State Islamic University (UIN). This method was chosen because it allows an in-depth understanding of the experiences, perceptions, and challenges faced by students and lecturers in the use of AI (Assyakurrohim et al., 2023). Data were collected through in-depth interviews, observation, and document analysis.

In-depth interviews were conducted with 10 students who were completing their thesis and 5 lecturers who were involved in the thesis guidance process. The interviews aimed to explore their experiences using AI, perceived benefits, and challenges faced. The questions in the interviews were designed in a semi-structured manner to allow flexibility in the exploration of relevant topics. Participants were selected using purposive sampling based on explicit inclusion criteria to capture rigorous phenomenological insights:

1. Students: (1) Actively enrolled in the Islamic Communication and Broadcasting Study Program at UIN Sulthan Thaha Saifuddin Jambi during the 2025/2026 academic year; (2) actively writing their capstone undergraduate thesis (minimum methodology stage to draft finalization); and (3) routinely utilizing generative AI applications (e.g., ChatGPT, Grammarly, SciSpace, or QuillBot) for literature sourcing or text refinement.
2. Thesis Advisors: (1) Permanent faculty members with a minimum of three years of capstone supervision experience; (2) actively mentoring final-year students during the

ongoing semester; and (3) experienced in supervising students who integrate digital/AI tools into their scholarly workflows.

Observations were made by directly observing the interactions between lecturers and students during thesis guidance sessions using AI. This observation helped to understand how AI was integrated in the mentoring process and its impact on the mentoring dynamics. In addition, document analysis was conducted on various sources, including interview transcripts, field notes, and screenshots of the AI platforms used. This analysis aimed to identify common patterns, key themes, and important issues related to the use of AI in thesis guidance.

The collected data were analyzed using thematic analysis techniques, which involved coding the data, identifying themes, and interpreting the results. This approach allows researchers to organize and interpret data systematically, so as to produce a comprehensive understanding of the use of AI in thesis guidance for students of the Islamic communication and broadcasting study program at UIN Jambi. With this qualitative method, the research is expected to provide in-depth and relevant insights into how AI can be optimized to improve the quality and effectiveness of thesis guidance, as well as overcome the challenges that exist in its implementation.

Data were examined using reflexive thematic analysis following Braun and Clarke's (2006) six-stage framework: (1) dataset familiarization via verbatim transcript review; (2) systematic generation of initial codes regarding advising efficiency, literacy obstacles, and academic integrity; (3) clustering interconnected codes into overarching thematic dimensions; (4) iterative review of candidate themes against raw transcript extracts; (5) conceptual defining and naming of core themes (e.g., technical acceleration versus intellectual agency); and (6) empirical synthesis linking thematic findings with Technology-Enhanced Learning (TEL) and academic advising frameworks. Methodological rigor was established through two core validation procedures:

1. Triangulation: Triangulation across data sources (students and faculty advisors) and methods (semi-structured interviews, observational session logs, and document analyses of draft revisions and AI-assisted outputs) was conducted to verify consistency and reduce observational bias.
2. Member Checking: Synthesized transcript summaries and thematic interpretations were returned to participant representatives (three students and two faculty advisors) to confirm the authenticity, accuracy, and fidelity of their stated perspectives.

C. RESULTS AND DISCUSSION

This research examines the utilization of Artificial Intelligence (AI) in the thesis guidance process for Islamic Communication and Broadcasting students at Jambi State Islamic University (UIN). Through in-depth interviews with students and lecturers, as well as analysis of related documentation, this research found various benefits, challenges, and recommendations for further development.

1. Student Experience in Using AI

The interview results showed that students felt significant benefits from using AI in thesis guidance. Most students found AI features such as automated feedback and literature recommendations helpful. One of the students, Vhira and Adit, revealed that AI accelerated the thesis revision process by providing real-time feedback on grammar and sentence structure errors. "AI helps speed up the revision process by providing real-time feedback on grammar

and sentence structure errors. This allows me to correct mistakes immediately without having to wait for guidance from the dose,".

In addition, AI also makes it easier to find references relevant to the research topic. Students often face difficulties in finding appropriate literature, and AI helps them by providing specific literature recommendations based on keywords and the topic under study. Dini, another student, noted, "The literature recommendations from AI are very helpful, especially when I have trouble finding relevant sources. AI provided a list of articles and books related to my topic, so I could focus on the main research."

AI also assisted students in developing more structured and logical arguments. Several students reported that AI provided suggestions on how to organize ideas and arguments in their thesis, which ultimately improved the quality of their writing. Pita, one of the students, said, "AI provided suggestions on how to organize the ideas and arguments in my thesis. It really helped me in composing more structured and logical arguments."

However, some students also expressed the limitations of AI. While AI can provide technical feedback, it is not yet capable of providing in-depth conceptual guidance as a human lecturer can. Two students, Viana and Ihwang, stated, "AI is good for technical things, but I still need lecturer guidance for conceptual aspects and research methodology. AI cannot replace the lecturer's experience and knowledge."

The use of AI in thesis guidance also faces several challenges. One of the main challenges is the limited technological literacy among students. Some students feel less confident in using AI due to a lack of training and knowledge about the technology. Viana, stated, "I feel that AI is very useful, but I also feel less confident in using this technology. I need more training to be able to utilize AI to its full potential."

Students' practical experience of using AI also varied depending on the research topic and stage of the mentorship process. Some students reported that AI was very helpful in the early stages of thesis writing, especially in outlining and literature search. However, at the stage of drafting chapters and analyzing data, students felt that they needed more guidance from lecturers to ensure that their interpretations and analyses were in line with academic standards.

The empirical findings reveal a distinct operational divergence between surface-level mechanical assistance and deep academic engagement. Students reported substantial time savings in syntactic editing and preliminary structuring (as observed in Vhira and Adit's testimonies). However, when juxtaposed with the core tenets of *Technology-Enhanced Learning* (TEL) (Kirkwood & Price, 2014), this acceleration does not inherently equate to enhanced cognitive learning outcomes. While AI tools (such as ChatGPT and QuillBot) successfully lower administrative friction by serving as automated peer reviewers (Nugroho, 2024), they simultaneously create an epistemic dependency.

This observation corroborates the argument posed by Khalifa and Albadawy (2024), who noted that generative models accelerate text production but often truncate critical engagement with primary texts. In our study, students acknowledged that while AI resolves syntactic and phrasing ambiguities, it remains incapable of formulating the philosophical coherence required to merge contemporary Islamic communication ethics with empirical phenomena. Consequently, efficiency gains remain confined to lower-order cognitive tasks (Bloom's taxonomy), leaving higher-order synthesis and theoretical contextualization dependent on human faculty mediation—reaffirming Troussas et al.'s (2025) thesis on the indispensability of human-centered mentorship in AI-rich environments.

Overall, the experience of students of UIN Jambi's Islamic Broadcasting Communication Study Program in using AI for thesis guidance shows that this technology has great potential

to improve the efficiency and quality of thesis guidance. However, to maximize its benefits, it is necessary to increase technological literacy among students and lecturers, as well as develop adequate infrastructure. Thus, AI can be an effective tool in supporting the thesis guidance process and helping students achieve their maximum academic potential.

2. Lecturer Experience in Using AI

Lecturers who participated in this study also gave positive views on the use of AI in thesis guidance. They stated that AI helps reduce their workload by automating routine tasks such as correcting grammar and providing initial feedback on thesis drafts. This allows lecturers to focus on more in-depth and complex aspects of the guidance, such as discussing theory, methodology, and data interpretation. Agus, one of the lecturers, revealed, "AI helps me in identifying common mistakes that students often make. With this information, I can provide more focused and effective guidance. For example, if many students struggle with abstract writing, I can hold special guidance sessions on how to write a good abstract."

Lecturers report that AI helps reduce their workload, especially in routine tasks such as correcting grammar and providing early feedback on students' theses. Agus Salim also stated, "With AI, I no longer need to spend a lot of time correcting grammatical errors or writing formats. AI can already provide initial feedback, so I can focus on more important conceptual and methodological guidance."

In addition, AI assists lecturers in providing more personalized and structured guidance. With the help of AI, lecturers can identify the specific needs of each student based on data analysis generated by AI, so that guidance can be tailored to individual needs. Hafizen, another lecturer, said, "AI helps me to better understand the specific needs of each student. With the data provided by AI, I can provide more personalized and structured guidance."

AI also provides relevant and up-to-date literature recommendations, helping lecturers to enrich the references they provide to students. This is particularly useful in ensuring that students use sources that are up-to-date and relevant to their research topics. Hafiz, another lecturer, noted, "The literature recommendations from AI really help me in providing up-to-date references to students. It ensures that they are using relevant and up-to-date sources."

However, the lecturer also noted some challenges in using AI. One of the main challenges is the need for adequate technological literacy. Some lecturers felt less confident in using AI due to a lack of training and knowledge about the technology. Junaidi, another lecturer, stated, "I feel AI is very useful, but I also feel less confident in using this technology. Training and technical support are needed to ensure that I can make the most of AI in thesis guidance." Overall, the experience of UIN Jambi Islamic Broadcasting Communication Study Program lecturers in using AI for thesis guidance shows that this technology has great potential to improve the efficiency and quality of guidance. However, to maximize its benefits, it is necessary to increase technological literacy among lecturers, as well as develop adequate infrastructure. Thus, AI can be an effective tool in supporting the thesis guidance process and helping lecturers and students achieve their maximum academic potential.

From the advisors' standpoint, AI tools function as an initial pedagogical triage mechanism. By filtering out mechanical, formatting, and grammatical deficiencies before scheduled consultations (as noted by Agus Salim and Hafizen), AI allows advisors to reallocate scarce cognitive bandwidth toward conceptual framing, epistemological alignment, and data interpretation. This transition directly aligns with Grites's (2013) conceptualization of developmental academic advising, wherein routine procedural tasks are minimized to foster high-impact collaborative dialogue (Pranata et al., 2025; Msambwa et al., 2025).

Nevertheless, this operational shift introduces critical interpersonal vulnerabilities. The findings contrast with earlier optimistic models of automated advising (e.g., Goel & Polepeddi, 2018) by highlighting a growing affective deficit: over-reliance on conversational AI agents diminishes organic advisor-student interactions, inducing feelings of isolation when navigating complex methodological dilemmas. As Rahmad et al. (2022) and Fadhilah et al. (2022) established, thesis completion heavily relies on socio-emotional validation and pastoral care that algorithms cannot replicate. The automation of procedural advising risks standardizing the supervisory relationship, inadvertently eroding the empathetic scaffolding crucial for novice researchers.

3. Challenges in AI Implementation

This research also identified some key challenges in the implementation of AI in thesis guidance. One of the biggest challenges is the readiness of technology infrastructure. Although UIN Jambi has made some efforts to improve the technological infrastructure, there are still some obstacles, such as unstable internet connection evenly distributed in the campus area and limited hardware. These conditions hinder the optimization of the use of AI in thesis guidance. A student, Eka, revealed, "Unstable internet connections often interfere with the use of AI. Sometimes I can't access the AI features because the network is slow or disconnected."

In addition, there are challenges related to data privacy and security. The use of AI requires the collection and analysis of student data, which raises concerns about data privacy and security. Some students and lecturers expressed concerns about how their data is stored and used. Herri, a lecturer, noted, "Data privacy and security are important issues. We need to ensure that student data is protected and used according to strict policies to maintain their trust."

To illustrate how AI can be applied in a real context, this research includes several case studies from students who have used AI in their thesis guidance process. One of the case studies describes the experience of a student who used AI to get automated feedback on his thesis draft. This student revealed that the AI helped correct grammatical errors and provided suggestions for improving sentence structure. However, the student also noted that AI could not provide guidance on how to construct a strong argument or choose the right methodology. Therefore, this student still relied on guidance from the lecturer for these aspects.

Another case study involved a lecturer who used AI to analyze common error patterns in students' thesis writing. This lecturer used the results of the AI analysis to design guidance sessions that were more focused on areas that needed improvement. For example, if many students had difficulty in writing a literature review, this lecturer would hold a special session on how to search and review literature effectively.

The implementation of AI in thesis guidance in the Islamic communication and broadcasting study program at UIN Jambi is expected to have a significant positive impact. First, AI can improve the quality of theses produced by students. With real-time feedback and relevant literature recommendations, students can improve their work quickly and access the right resources. Second, AI can reduce the workload of lecturers by automating routine tasks, so that lecturers have more time to provide more in-depth guidance. Third, AI can provide emotional and motivational support to students. In thesis writing, students often experience stress and anxiety. AI can provide support in the form of advice and positive feedback, helping students stay motivated and focused on their goals.

A critical tension emerged regarding the veracity of AI-curated literature. While students initially praised the swift retrieval of sources (e.g., Dini's account), thematic scrutiny uncovered significant risks of algorithmic hallucination and synthetic citations, particularly concerning Islamic scholarship. Unlike general communication studies, research in Islamic Communication and Broadcasting mandates primary textual hermeneutics and verified theological citations. AI-generated reading lists frequently proposed non-existent book chapters or misrepresented classical Islamic legal-communication axioms.

This empirical evidence extends the critique of Aithal and Aithal (2023) regarding the hallucinations of Large Language Models (LLMs) in domain-specific scholarship. The findings challenge the uncritical adoption celebrated in early AIED literature (Ayeni et al., 2024) by demonstrating that AI curation in Islamic higher education exacerbates epistemic risks rather than mitigating them. Therefore, academic integrity cannot be safeguarded solely by conventional similarity-index software (e.g., Turnitin); it necessitates a formal institutional shift toward transparent *AI Disclosure Frameworks* and adversarial human verification of domain-specific literature.

4. Recommendations for Further Development

Based on the findings of this study, several recommendations are proposed for further development of the use of AI in thesis guidance at UIN Jambi's Islamic Communication and Broadcasting Study Program. First, it is important to improve technological literacy among lecturers and students. This can be done through trainings and workshops specifically designed to teach the use of AI in an academic context. This training should cover the technical aspects of AI use as well as the ethical principles associated with data use. Arfan stated, "Training and technical support are needed to ensure that I can maximally utilize AI in my thesis guidance."

Second, there needs to be investment in the development of technological infrastructure. UIN Jambi needs to ensure that a stable internet connection and adequate hardware are available to support the use of AI. In addition, it is important to develop an AI platform that is user-friendly and accessible to all lecturers and students. Student Niken revealed, "A stable internet connection often interferes with the use of AI. Sometimes I can't access the AI features due to a slow or broken network."

Third, data privacy and security policies should be strengthened. UIN Jambi should develop policies that ensure that student data is protected and used ethically. This includes transparency on how data is collected, stored, and used, as well as giving students control over their data. Two lecturers Herri and Ade noted, "Data privacy and security are important issues. We need to ensure that student data is protected and used in accordance with strict policies to maintain their trust."

Fourth, there is a need for a holistic approach to AI integration. AI should be seen as a support tool that complements, not replaces, human guidance. Therefore, it is important to maintain the personal interaction between lecturers and students. AI can be used to automate routine tasks and provide early feedback, while lecturers continue to provide conceptual and emotional guidance. Student Viona stated, "AI is good for technical things, but I still need lecturer guidance for conceptual aspects and research methodology. AI cannot replace lecturers' experience and knowledge."

In addition, research from Bates (2015) on Technology-Enhanced Learning (TEL) provides insight into how technology can be used to enhance the teaching and learning process. Bates emphasizes the importance of using online learning software and platforms to create interactive and adaptive learning experiences (Anggianita et al., 2020). This concept is relevant

to the use of AI in thesis guidance, where AI can provide automated feedback and literature recommendations tailored to student needs. Research from Grites (2013) on effective academic guidance is also an important reference. Grites emphasized key elements in academic guidance, such as collaboration, personalization, and comprehensiveness (Sofiansyah et al., 2024). By understanding these elements, this research can evaluate how AI can support and improve the thesis guidance process at UIN Jambi.

The utilization of AI in thesis guidance at UIN Jambi offers a range of significant benefits, including increased efficiency, personalization, and accessibility of guidance. Although there are challenges that need to be overcome, with the right strategy, AI can be integrated successfully in the thesis guidance process. A holistic approach, including training, infrastructure development, and strict privacy policies, is necessary to ensure effective and ethical implementation. Thus, AI can be a powerful tool to support lecturers and students in achieving their academic goals, as well as improving the quality of higher education in Indonesia. This research is expected to make a significant contribution in improving the effectiveness and efficiency of thesis guidance, as well as enriching the literature on the application of AI in higher education, particularly in the field of Islamic Communication and Broadcasting. With these steps, it is expected that the utilization of AI can improve the quality of thesis guidance and help students achieve their maximum academic potential.

D. CONCLUSIONS AND SUGGESTIONS

This study concludes that generative Artificial Intelligence functions primarily as an automated procedural triage mechanism within undergraduate thesis supervision rather than an epistemic replacement for faculty mentorship. The integration of AI significantly improves operational efficiency by accelerating preliminary text structuring, grammatical proofreading, and initial literature retrieval, which systematically unburdens advisors from routine copy-editing tasks. However, the empirical evidence also highlights critical pedagogical and ethical tensions that emerge during the supervision process. Unregulated reliance on AI tools induces cognitive passivity among students, risks weakening the relational dialog between students and advisors, and exacerbates academic integrity vulnerabilities through algorithmic hallucinations and fabricated domain-specific citations. Consequently, while AI excels at expediting mechanical and technical drafting, human supervisory guidance remains irreplaceable for nurturing conceptual depth, theoretical alignment, and value-based synthesis in Islamic communication scholarship.

Operationally, university leaders and faculty administrators should implement formal standard operating procedures that require an *AI Disclosure Statement* appendix in capstone submissions, documenting the specific tools utilized, prompt archives, and the exact scope of algorithmic input. Additionally, institutional quality assurance bodies must provide hands-on training for both advisors and students focused on ethical prompt engineering, critical verification of scholarly literature, and academic integrity safeguards, supported by reliable high-speed campus digital networks to ensure equitable access. For academic software developers and EdTech platforms, system enhancements should focus on integrating live cross-validation APIs with verified scientific databases such as Crossref and Moraref to proactively identify and flag fictitious references. Furthermore, developing collaborative supervisory dashboards that record revision lineages and document draft progressions will enable faculty advisors to monitor authentic student authorship and evaluate genuine intellectual growth.

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