

EXPLORING THE INTEGRATING OF ARTIFICIAL INTELLIGENCE IN LEGAL EDUCATION AMONG BUSINESS SCHOOL GRADUATES

Penerokaan pengintegrasian kecerdasan buatan dalam pendidikan undang-undang terhadap pelajar sarjana muda sekolah perniagaan

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Abstract

The integration of artificial intelligence (AI) in education is transforming the learning experience, particularly within legal studies for undergraduate business students. This study examines the usage and impact of AI tools in legal education among this demographic, utilizing qualitative research methods, including library-based, surveys and mini-interviews. Findings reveal that most students actively engage with AI applications, especially ChatGPT, to support various aspects of their studies, from research to understanding complex legal concepts. However, the study also identifies a need for structured guidelines to ensure ethical use and mitigate potential over-reliance on AI. Recommendations include equipping educators with AI skills to enhance their teaching approaches and instituting policies to foster responsible AI usage among students. This research provides insights for academia on optimizing AI's role in legal education, balancing its benefits with essential critical thinking and analytical skills.

Keywords: Artificial intelligence (AI), Legal Education, Business School, Undergraduate Student, Academic Integrity

Abstrak

Pengintegrasian kecerdasan buatan (AI) dalam pendidikan sedang mentransformasikan pengalaman pembelajaran, khususnya dalam pengajian undang-undang bagi pelajar prasiswazah sekolah perniagaan. Kajian ini meneliti penggunaan dan impak alat AI dalam pendidikan undang-undang dalam kalangan kumpulan ini dengan menggunakan kaedah penyelidikan kualitatif, termasuk pendekatan berasaskan literatur, soal selidik dan temu bual mini. Dapatan kajian menunjukkan bahawa kebanyakan pelajar aktif menggunakan aplikasi AI, khususnya ChatGPT, untuk menyokong pelbagai aspek pembelajaran mereka, daripada penyelidikan hingga memahami konsep undang-undang yang kompleks. Walau bagaimanapun, kajian ini juga mengenal pasti keperluan garis panduan yang tersusun bagi memastikan penggunaan AI secara beretika serta mengurangkan potensi kebergantungan berlebihan terhadap AI. Cadangan kajian merangkumi usaha melengkapkan pendidik dengan kemahiran AI bagi meningkatkan pendekatan pengajaran serta menggubal dasar untuk menggalakkan penggunaan AI secara bertanggungjawab dalam kalangan pelajar. Kajian ini memberikan pandangan kepada pihak akademik dalam mengoptimumkan peranan AI dalam pendidikan undang-undang, dengan menyeimbangkan manfaatnya dengan pembangunan kemahiran pemikiran kritis dan analitikal yang penting.

Kata kunci: Kecerdasan buatan (AI), pendidikan undang-undang, sekolah perniagaan, pelajar prasiswazah, integriti akademik

1.0 INTRODUCTION

Artificial intelligence (AI) is increasingly integrated into Malaysian higher education to enhance teaching, learning, and research through personalized content, real-time feedback, and improved efficiency (Bernama, 2024). In particular, AI tools have significantly enhanced the educational landscape by enabling adaptive learning systems, tailored responses, and streamlined knowledge delivery (Holmes et al., 2019). While these technological advancements offer substantial benefits, the growing reliance on generative tools among students such as text generators and automated grammar assistants has simultaneously raised urgent concerns regarding academic integrity, the authenticity of student submissions, and the validity of conventional learning assessments (Universiti Malaysia Pahang Al-Sultan Abdullah, 2024).

Despite these broad institutional developments, there remains a critical gap in our understanding of AI's role within specialized domains such as legal education, particularly for undergraduate business majors. Learning law requires more than mere information retrieval; it demands the cultivation of rigorous legal reasoning, analytical skills, and sound ethical judgment. Consequently, exploring how business undergraduates interact with AI when studying law is essential to ensuring that these technologies serve as cognitive aids rather than shortcuts that undermine professional competency.

2.0 PROBLEM STATEMENT

Despite the accelerating adoption of AI in higher education and its documented capacity to improve study efficiency, significant questions persist regarding its long-term impact on the development of higher-order cognitive skills. Existing literature frequently evaluates AI within generalized educational contexts, leaving the distinct pedagogical needs of business school undergraduates studying law largely unexamined. In legal studies, students must learn to interpret complex statutes, analyze nuanced case files, and construct defensible legal arguments, tasks that necessitate deep independent thought and ethical reflection.

The core problem is that an unregulated or over-reliant usage of generative AI tools, such as ChatGPT, risks fostering superficial learning habits among students. When students treat AI as a passive answer generator rather than an analytical partner, they circumvent the essential friction required to build independent critical thinking and legal problem-solving skills. This challenge is further exacerbated by a lack of empirical, discipline-specific data regarding student usage patterns, as well as an absence of structured pedagogical frameworks and institutional guidelines to guide lecturers in integrating these tools responsibly. This study addresses this exact vulnerability by investigating student perceptions, tools of choice, and behavioral patterns in legal education.

3.0 LITERATURE REVIEW

Artificial Intelligence is transforming global education by addressing systemic challenges and improving the structural quality of teaching and learning. Educational applications of AI vary widely, spanning personalized learning platforms and intelligent tutoring systems (ITS) to administrative automation tools and real-time feedback mechanisms (Holmes & Tuomi, 2022; Luckin et al., 2016; UNESCO, 2021). However, alongside these transformative opportunities, the integration of AI introduces complex socio-developmental challenges regarding data privacy,

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structural equity, algorithmic bias, and the readiness of educators to navigate digital spaces.

A primary advantage of AI lies in its capacity to facilitate adaptive, personalized learning experiences. Intelligent tutoring systems and machine-learning platforms deliver individualized learning pathways, allowing students to progress at their own pace with customized scaffolds (Holmes & Tuomi, 2022; Huang et al., 2021). These systems improve student outcomes by providing instant feedback, allowing for iterative correction and self-directed mastery. Furthermore, predictive data analytics assist educators with early interventions by identifying at-risk students before performance drops occur (Gill et al., 2024; Zhang & Aslan, 2021). Beyond student-facing benefits, AI optimizes workflows by automating repetitive administrative burdens such as grading, scheduling, and lesson drafting, thereby freeing educators to focus on high-impact, student-centered instruction (Luckin et al., 2016; Patel, 2024). On a macro level, remote AI learning tools democratize access to high-quality resources, narrowing educational disparities between rural and urban student populations (UNESCO, 2021; Wardat et al., 2024).

Conversely, the extensive data harvesting required to power AI models raises profound ethical concerns regarding security, transparency, and data privacy. The opacity of certain algorithmic frameworks can lead to accountability issues, especially when underlying biases affect grading or student evaluations. This underscores the need for robust regulatory frameworks to govern AI deployment in academic environments (Patel, 2024). Additionally, the digital divide threatens to exacerbate existing educational inequities if low-income or marginalized students lack equal access to high-end digital tools (Abulibdeh et al., 2024; Gill et al., 2024). To mitigate this, institutions must prioritize equitable access while simultaneously delivering comprehensive AI literacy training for faculty members, many of whom currently report low confidence or technical hesitancy (Zhang & Aslan, 2021).

Crucially, an over-dependence on AI tools poses an intellectual risk, threatening to atrophy critical thinking and independent problem-solving skills (Gill et al., 2024). The frictionless nature of AI-generated answers can lead to passive consumption. Therefore, a balanced integration framework is required, one where AI acts as a supplement to, rather than a replacement for, human-driven pedagogy (Gill et al., 2024). By focusing specifically on undergraduate business students taking law modules, this study provides empirical clarity on how these tensions manifest in a specific discipline, offering actionable insights for curriculum redesign, instructional policies, and responsible academic integration.

4.0 RESEARCH OBJECTIVES AND QUESTIONS

To systematically investigate the intersection of artificial intelligence and undergraduate legal education, this study is guided by the following objectives and corresponding questions:

4.1 Research Objectives

- a) To analyze the extent, frequency, and specific patterns of AI tool usage among business school undergraduates when studying law.
- b) To evaluate the impact of AI applications on students' conceptual understanding, critical thinking capacities, and academic integrity.
- c) To identify the practical benefits and pedagogical challenges of AI integration in legal education to inform future curriculum design and teaching strategies.



4.2 Research Questions

- a) Which AI applications do business undergraduates use most frequently when studying law, and for what explicit tasks?
- b) How do students perceive the influence of AI on their comprehension of complex legal concepts and their academic honesty?
- c) What strategies can lecturers deploy to incorporate AI as a constructive, ethically sound supplementary tool in the classroom?

5.0 DATA ANALYSIS

This study adopted a qualitative research design incorporating a library-based framework for foundational context, complemented by empirical data gathered through a qualitative survey and targeted mini-interviews. Qualitative surveys represent a highly effective, scalable approach for capturing a wide spectrum of participant opinions, experiences, and self-reported behaviors in their own words, without the logistical constraints of long-form interviews (Braun et al., 2021; SurveyPlanet, n.d.).

5.1 Participant Demographics and Sampling

The sample comprised 105 undergraduate students from the School of Business and Economics at Universiti Putra Malaysia (UPM). Purposive sampling was applied to ensure all respondents had completed or were currently enrolled in rigorous core law courses, specifically Business Law, Company Law, or International Trade Law. The demographic profile of the survey respondents indicated that the majority were Malaysian (72%), followed by Chinese (22%), Indonesian (4%), and other nationalities (2%), as visually conceptualized in the study's demographic records (see Figure 1: Nationality). Furthermore, 78.8% of students reported using AI to study law, while 21.2% indicated they did not, as illustrated in Figure 2: AI Use in Studying Law (next page). Figure 3: AI Application Frequency (below) illustrates how commonly specific AI tools are used by students (next page). ChatGPT is the most popular AI tool, used by 78% of students, followed by Google at 23%, Bard/AI Bing at 10%, Quillbot at 7%, and Perplexity AI at 5%. Other applications are each used at a rate of 1%. This data indicates the varying popularity and frequency of AI tools among students studying law.

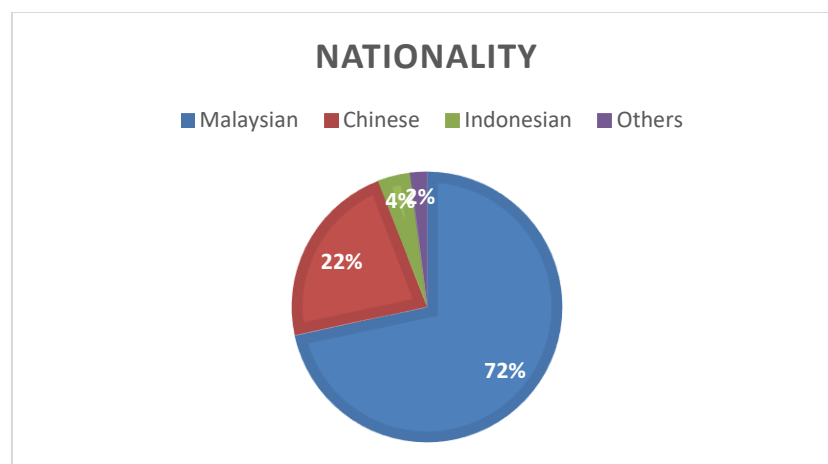


Figure 1: Nationality

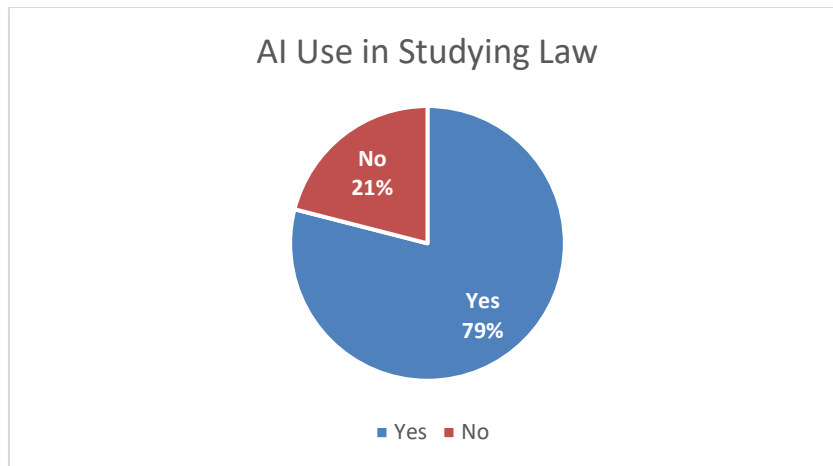


Figure 2: AI used in Studying Law

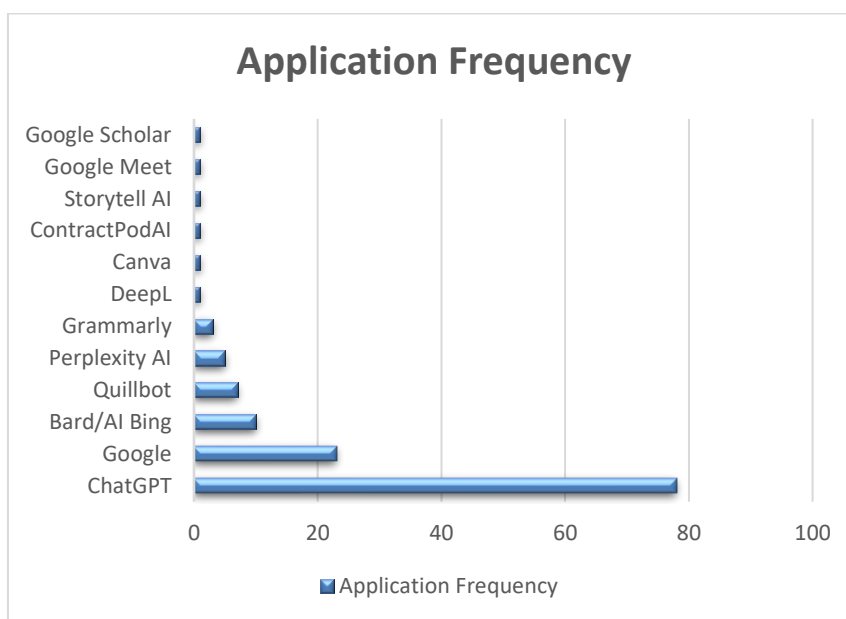


Figure 3: Application Frequency

5.2 Data Collection Procedures

Data collection was executed via a two-pronged approach. The first approach is done through qualitative survey. Administered digitally, the survey consisted of structured, yet open-ended questions designed to capture whether students used AI for their law studies, the specific tools utilized, the frequency of their usage, and their perspectives on how AI facilitates learning or could support teaching. The second approach is done through mini interviews. The reason conduct mini-interviews is to extract deeper descriptive insights, mini-interviews featuring brief, open-ended questions were conducted with 10 selected informants (six female, four male) representing Malaysia, China, and Indonesia. This approach allowed participants to elaborate on the qualitative logic behind their workflows and their observations of faculty AI utilization (King, n.d.).

5.3 Analytic Framework

The textual data obtained from the open-ended survey questions and interview transcriptions were analyzed using inductive thematic analysis. Responses were systematically coded to categorize patterns of usage, primary functional benefits, perceived risks, and software recommendations. Quantitative metrics (percentages

and frequencies) were calculated for closed-ended items to map tool popularity. Initial descriptive analysis revealed that 78.8% of the surveyed students actively use AI tools to study law, while 21.2% do not (see Figure 2: AI Use in Studying Law). In terms of application frequency, ChatGPT emerged as the dominant platform, utilized by 78% of the cohort, followed by Google at 23%, Bard/Bing AI at 10%, Quillbot at 7%, Perplexity AI at 5%, and various other specialized apps at 1% each (see Figure 3: Application Frequency).

6.0 FINDINGS AND DISCUSSION

The findings from both the qualitative survey and the semi-structured mini-interviews offer a comprehensive overview of the operational realities of AI tools within legal education. The data reveals a clear duality: students heavily leverage AI to overcome cognitive barriers, such as dense legal jargon and complex case structures, yet they remain highly conscious of the technical and ethical risks of over-reliance. The section below first presents the categorized themes from the survey data before matching them with the narrative data obtained from the student mini-interviews and connecting them to wider pedagogical literature.

6.1 Findings of the Survey

Students provided detailed descriptions of how AI tools support their study of law. Their responses were inductively grouped into distinct themes, illustrated with explicit descriptive examples in Figure 4 below.

Grouped Answers	Examples
AI facilitates comprehensive and rapid information gathering.	AI swiftly collects relevant study material from a variety of sources, providing a broad overview for legal research.
AI simplifies complex language, aiding comprehension of legal cases.	AI translates dense legal language into simpler terms, such as explaining 'contract frustration' as circumstances that prevent fulfilling obligations.
AI provides quick, precise answers to specific legal questions.	AI delivers direct, topic-specific answers without the need for extensive searching, enhancing study efficiency.
AI defines legal terms and illustrates concepts with examples.	Provides definitions and context, such as explaining 'statutory law' with examples like the Consumer Protection Act.
AI offers sample responses based on legal questions.	AI supplies structured frameworks for sample answers, assisting students in drafting assignment responses.
AI summarizes key points and guides understanding of legal concepts.	Breaks down case studies and highlights key legal principles, making complex rules more accessible.
AI retrieves references and ideas efficiently for legal studies.	Quickly accesses relevant case studies and legal codes, saving time in locating resources.
AI clarifies legal provisions and terminology.	Helps identify and understand specific legal terms or phrases within legal texts.
AI explains professional language and legal jargon in simpler terms.	Simplifies terminology, such as translating 'negligence' into understandable language for case analysis.
AI aids in understanding case studies and legal sections.	Clarifies specific sections of law, such as explaining 'duty of care' in straightforward terms.
AI enhances productivity by narrowing down search results.	Filters search outcomes to display the most relevant results, improving focus and efficiency.
AI offers alternative perspectives for analyzing complex cases.	Provides different approaches and viewpoints for interpreting case scenarios, broadening analytical insight.
AI improves learning efficiency and time management.	Speeds up note-taking and comprehension, allowing students to study more effectively and manage time better.
AI supports assignment and document drafting with sample templates.	Generates draft documents based on identified frameworks, helping students to structure assignments efficiently.

AI demystifies legal jargon and complex terms for easier understanding.	Clarifies specialized terms, such as 'tort law,' making them accessible to students unfamiliar with legal vocabulary.
AI assists in analyzing and comprehending legal regulations.	Provides practical examples to explain specific legal sections, showing real-world applications of legal principles.
AI suggests relevant cases and provides summaries to aid learning.	Recommends case studies related to particular topics, helping students to focus their study efforts.
AI explains uncommon vocabulary, benefiting non-native English speakers.	Helps translate and clarify terms unfamiliar to non-native speakers, such as explaining 'bailment' as 'temporary custody.'
AI makes legal learning more accessible through simplified explanations.	Provides straightforward explanations of complex legal concepts, improving overall accessibility for students.

Figure 4: How AI Helps Students in Legal Education

To provide a holistic view of AI integration, students were also asked to recommend specific AI applications and deployment strategies suitable for university lecturers teaching law courses. These insights are synthesized in Figure 5.

AI Tool/Platform	Suggested Use in Law Teaching
ChatGPT	Simplify legal terminology, provide examples, aid in syllabus creation, and explain complex topics in an accessible way for students.
PerplexityAI	Assist with general information gathering and answers to legal queries, making it a useful research aid.
LegalSifter	Streamline document review and legal document preparation, saving preparation time.
ROSS Intelligence	Provide support for legal research, especially for case law and statutes.
Casetext / Westlaw Edge	Advanced platforms for in-depth legal research, helping lecturers find relevant cases and statutes for lectures and case studies.
Quizizz	Manage quiz questions with AI, engaging students in real-world law scenarios by adjusting question difficulty.
Slidesgo	Help design presentations with AI support, making it quicker to create engaging slides for complex topics.
Google AI (Bard)	Offer explanations of legal terms and student-friendly descriptions of legal concepts.
ChatPDF	Enable quick responses to student questions by querying PDFs of legal notes or case studies.
Turnitin	Ensure efficient grading and academic integrity by checking for plagiarism.
QuillBot	Rephrase complex legal text to improve readability in student materials.
SlidesAI.io	Support the creation of presentations with minimal effort, making legal concepts easier to present.
Zoom, Teams, Google Meet	Enhance virtual teaching with AI features like transcription, real-time translation, and interactive tools, improving remote learning engagement.

Figure 5: Suggested AI for Lecturer's Usage in Teaching Law

6.2 Findings of the Mini-Interviews

The qualitative narratives from the 10 mini-interview informants expanded significantly upon the survey themes, revealing personalized experiences with these tools. First, the operational assistance for students. Informant 3 highlighted that AI is invaluable for understanding legal logic, particularly for non-law majors, as it breaks down complex judicial rationale into accessible definitions. Informant 4, a non-native English speaker, noted that AI serves as an indispensable linguistic bridge, translating archaic legal vocabulary into modern terminology. For assignment preparation, Informants 6 and 7 explained that they use platforms like ChatGPT to correct grammar, create logical question structures, and build essay templates, which they then populate with their own analysis. However, minor notes of caution emerged; Informant 2 emphasized that

while AI speeds up lecture note-taking, it must be handled carefully during assessments, and Informant 5 revealed that they treat AI strictly as a supplement because it occasionally provides unrelated or hallucinated content. Informant 10 expressed deep skepticism, noting that AI is structurally prone to missing or misrepresenting historical facts and case details critical to legal arguments.

Second, support for faculty teaching practices. Informants focused heavily on active, blended learning applications. Informant 1 recommended that lecturers introduce professional legal engines like ROSS Intelligence, Westlaw Edge, and LegalSifter during lectures to prepare business students for the tech-driven corporate landscape. To maximize engagement, Informant 1 suggested using Quizizz to dynamically adapt situational law questions based on student performance, while Informant 2 noted that automated slide tools help make dense legal doctrines visually accessible. Interestingly, Informants 3, 4, and 6 emphasized that AI should never become the primary mode of instruction. Informant 4 proposed a novel pedagogical strategy: lecturers should intentionally generate incorrect or flawed AI legal arguments and challenge students to debate, identify the errors, and correct them using real statutes, thereby fostering critical evaluation. For remote learning contexts, Informants 8 and 9 valued the AI features of Google Meet and Microsoft Teams (such as live transcription and collaborative document editing) for reinforcing peer teamwork and ensuring accessibility during remote sessions.

7.0 DISCUSSION AND SYNTHESIS

The empirical findings demonstrate that AI plays a foundational role in enhancing student efficiency, resource accessibility, and structural comprehension. The rapid info-retrieval and language simplification observed here align directly with Holmes et al. (2019) regarding AI's utility in knowledge delivery.

However, beneath these practical efficiencies lies a deeper pedagogical tension. While students praise AI's ability to optimize drafting and note-taking, their insistence that AI remains a 'supplementary' tool reflects an awareness of the cognitive risks of over-dependence. This supports the warnings of Holmes and Tuomi (2022), who argue that excessive reliance on automated outputs can lead to superficial engagement, by passing the deep mental processing required to internalize higher-order analytical competencies.

A major theme identified is the conflict between operational speed and factual accuracy. Students view AI as highly efficient, yet simultaneously identify it as a source of inaccurate, unverified, or contextually irrelevant legal information. This paradox indicates that while business undergraduates use AI frequently, they may not yet possess the advanced critical appraisal skills required to recognize sophisticated errors in AI output. This reinforces Tuomi's (2023) assertion that AI must be designed to support human agency and independent reasoning rather than replace it.

Furthermore, the shift in student workflow toward automated summarization and structural drafting challenges traditional assessment modes. If students rely on AI to generate response frameworks, the line between constructive scaffolding and academic dishonesty becomes blurred. This shift confirms the broader literature concerns regarding assessment validity in the generative era. Ultimately, the data indicates that the primary issue is not the choice of AI software itself, but the pedagogical framework within which the student interacts with the technology.

8.0 CONCLUSION AND RECOMMENDATIONS

This study provides discipline-specific insights into the adoption of artificial intelligence within undergraduate legal education for business students—a domain undergoing rapid disruption. The findings confirm that while AI tools offer clear advantages for study efficiency, terminology simplification, and resource accessibility, they introduce distinct risks to student critical thinking, academic honesty, and the development of independent legal reasoning. By evaluating these student usage patterns, this paper advances our understanding of how generative technology behaves not just as an administrative aid, but as an active intervention in the cognitive learning process.

Based on the empirical insights gathered, the following actions are recommended for higher education institutions. First, pedagogical and assessment redesign. Faculty must pivot away from assessment models that reward mere answer retrieval or basic summarization. Evaluation strategies should emphasize live debates, oral arguments, interactive problem-solving, and the critical evaluation of AI-generated text, forcing students to justify their legal rationale independently. Second, institutional guidelines and ethical frameworks. Universities must publish clear, transparent policies detailing the permissible boundaries of generative AI use in coursework, ensuring students understand the difference between writing tools and unauthorized collusion. Lastly, AI literacy training for faculty. Institutions should invest in comprehensive training programs to equip educators with the technical literacy required to integrate specialized platforms (such as legal databases, adaptive quizzing, and document review engines) productively into their curricula.

This study is limited by its relatively small, localized sample size drawn from a single institution (UPM), which may restrict the immediate generalizability of the findings across different regional contexts. Additionally, the reliance on qualitative self-reporting through surveys and mini-interviews introduces potential subjective bias. Future research should implement larger, multi-institutional comparative designs or longitudinal frameworks to track the long-term impact of AI tools on the analytical competencies and professional ethics of graduates entering the workforce.

9.0 CONFLICT OF INTEREST

The author declares no conflict of interest regarding the publication of this manuscript.

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11.0 AUTHOR CONTRIBUTIONS

The sole author was entirely responsible for the conceptualization, study methodology, data collection, qualitative analysis, manuscript drafting, and subsequent revisions of this paper.

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