

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