
THE INFLUENCE OF FACULTY GUIDANCE, SELF-EFFICACY, AND THE USE OF ARTIFICIAL INTELLIGENCE ON THE COMPLETION OF FINAL PROJECTS BY ISLAMIC EDUCATION STUDENTS AT STATE ISLAMIC UNIVERSITY

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Abstract

This study aims to analyze the influence of faculty guidance, self-efficacy, and the use of Artificial Intelligence (AI) on the acceleration of final project completion among students in the Islamic Religious Education (PAI) program at UIN Ar-Raniry in Banda Aceh. Delays in completing final projects often pose a major obstacle to timely graduation, influenced by both internal student factors and external factors. The research approach used was a mixed-methods design employing an associative-causal methodology. The population for this study consisted of PAI students at UIN Ar-Raniry who were working on their final projects (theses), a total of 490 students, with sampling conducted using proportional stratified random sampling. Data were collected through observation, documentation, and the distribution of structured questionnaires that had been tested for validity and reliability, and were then analyzed using descriptive statistical analysis. The research results partially indicate that: (1) faculty guidance has a positive and significant effect on accelerating the completion of final projects; (2) self-efficacy has a positive and significant effect on the acceleration of final project completion; and (3) the use of AI technology (such as tools for literature search, grammar checking, and data analysis) has been proven to significantly accelerate the process of students' final project completion. Simultaneously, these three independent variables have a significant effect on the dependent variable. The findings of this study confirm that the integration of academic support (from faculty members), mental readiness (self-efficacy), and the use of modern technology (AI) is a crucial formula for promoting efficiency and accelerating the completion of students' studies at PTKIN institutions.

Keywords

Artificial Intelligence, Islamic Education, Lecturer Guidance, Self-Efficacy.



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INTRODUCTION

The completion of a student's final project marks the final step in completing their studies and earning a specific degree corresponding to their educational level, whether vocational, bachelor's, master's, or doctoral. The process of completing a final project is not always smooth; there are various challenges that differ from one individual to another, and the level of education also plays a role in determining the difficulty of completing the project. For students of Islamic Religious Education (PAI), the final project serves not only as an administrative requirement for graduation but also as a manifestation of intellectual and moral responsibility in developing Islamic scholarship relevant to societal dynamics. Therefore, the successful completion of the final project reflects both the academic quality and the readiness of PAI students as prospective educators and Muslim intellectuals (Idris, 2022).

In practice, writing a thesis is the most crucial and challenging phase for students in the Islamic Religious Education (PAI) program at UIN Ar-Raniry. Based on preliminary observations on campus, there is a clear decline in academic productivity among students in their final semester. Many of them tend to procrastinate on their thesis writing, are rarely seen using the program's library facilities for thesis research, and the frequency of their visits to faculty offices for guidance has remained stagnant.

This phenomenon is supported by the results of a brief survey distributed to a number of Islamic Education (PAI) students at UIN Ar-Raniry who are currently taking a thesis course. The survey data show that the majority of respondents reported falling behind their ideal graduation timeline. The main obstacles they cited included a lack of proficiency in research methodology (particularly in selecting research instruments and analyzing data), as well as poor time management due to conflicts with non-academic activities.

This situation was further highlighted by the results of in-depth interviews with several PAI students who were struggling to complete their final theses. They revealed that the greatest obstacles were not only technical but also psychological. They experienced a lack of confidence when meeting with their thesis advisors, excessive anxiety about revisions, and insufficient mental preparedness to cope with high academic demands. These issues indicate that the success of PAI students at UIN Ar-Raniry in completing their theses does not depend solely on cognitive abilities but is significantly influenced by psychological factors and the effectiveness of academic support available to them.

Improving the effectiveness of academic advising has become a critical issue in the Islamic Religious Education (PAI) program at UIN Ar-Raniry, particularly regarding the completion of final theses. A preliminary survey of 50 PAI students from the 2021–2022 cohort who are currently writing their theses revealed several specific problems in completing their assignments: The majority of respondents (72%) reported experiencing difficulties in analyzing research data, particularly in processing qualitative data from interviews and field observations. A total of 65% experienced significant delays due to difficulties in formulating a comprehensive theoretical framework aligned with the theme of Islamic education research. Additionally, 58% of students stated that the revision process took a long time due to difficulties in understanding the revision instructions provided.

The Relationship Between Faculty Mentoring, Self-Efficacy, and AI Support: Data show that faculty mentoring is often constrained by time and frequency. On average, formal mentoring sessions occur only 1–2 times per month, with a limited duration of 30–45 minutes per session, which is considered insufficient to address the methodological complexities of educational research. This situation has a direct impact on students' academic self-efficacy (Sahertian et al., 2024). The self-efficacy scale revealed a decline in confidence regarding problem formulation (average score of 5.8/10) and data analysis (average score of 4.9/10). This creates an opportunity for AI-assisted interventions. A total of 81% of students expressed interest in using AI tools as aids, particularly to help with brainstorming research ideas, elaborating on theoretical frameworks, and conducting preliminary data analysis, provided that such use remains within the framework of guidance and validation by their academic advisors.

In addition to external factors, internal factors such as self-efficacy also play an equally important role. Self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve a specific goal. In the context of writing a final thesis, self-efficacy is reflected in a student's belief that they are capable of drafting a proposal, analyzing data, writing a research report, and completing all stages of the research in a systematic and responsible manner. Students with high self-efficacy tend to be more diligent, optimistic, and less likely to give up when facing academic difficulties. Conversely, students with low self-efficacy tend to be easily doubtful, anxious, and pessimistic about their own abilities, making them more prone to delays or obstacles in completing their academic work.

Self-efficacy is not the only factor that supports or hinders the process of completing a student's final project. The use of AI (Artificial Intelligence) in completing final projects is no longer

a novelty; the use of AI in the academic realm has become a necessity in the current development of information technology (Liu & Yushchik, 2024). The measured, limited use of AI and, of course, one that prioritizes academic ethical values (Bashir & Lapshun, 2025) is a smart and effective step toward facilitating the completion of students' final projects. Students who possess the ability to utilize AI will find it much easier to complete their final projects. Conversely, students who are resistant to advancements in information technology or even reject the use of AI in completing their final projects can be certain they will not find an effective and efficient way to complete their final projects (Namatovu & Kyambade, 2025) compared to students who utilize AI in their final projects.

Previous research has already examined the influence of instructors, self-efficacy, and the use of AI on students' completion of their final projects. For example, a study by Nielsen (2020) revealed that self-efficacy cannot be used as the sole measure of student exam success. Furthermore, research by Nissim & Weissblueth (2024) found that self-efficacy and the improvement of social-emotional skills among graduate students can be enhanced through the use of VR (Virtual Reality). Furthermore, research by (Power et al., 2025), which studied undergraduate engineering students, found that the development of self-efficacy is largely determined by students' social experiences at home or within the family environment; additionally, gender also influences the development of self-efficacy among undergraduate engineering students. Additionally, research by (Cornelia et al., 2019) noted that self-efficacy among science teachers is positively correlated with commitment and negatively correlated with workload and stress. Finally, research by Rahiman & Kodikal (2024) confirms that the use of AI in education is part of the digital transformation of education and is also an inevitable aspect of the educational revolution.

Previous studies have focused on only a single research variable, whether it be the influence of instructors, self-efficacy, or the use of AI in influencing students' completion of their final projects. The state-of-the-art approach of this study lies in combining all three variables simultaneously to identify and compare the most critical indicators influencing students' completion of their final projects. This research is crucial as an initial step toward identifying solutions to the causes of delays and even failures in students' completion of their final projects. The findings are expected to provide concrete steps for both faculty and students to complete their studies effectively and on time. Therefore, this study aims to examine the influence of faculty, self-efficacy, and the use of AI on the completion of final projects by students at UIN Ar-Raniry in Banda Aceh.

METHOD

This study employs a mixed-methods approach using a causal-associative research design (Sugiyono, 2020). Causal-associative research aims to identify the relationship between two or more variables. A causal relationship is a cause-and-effect relationship, in which one variable (the independent variable) influences another (the dependent variable) (Kusumastuti et al., 2020). A causal-associative research design is a type of study that aims to identify the influence of two or more variables. This study focuses on explaining the relationships between variables that influence one another.

Data collection was conducted through questionnaires, observations, and documentation. The questionnaire was used to collect data on the support provided by academic advisors, students' self-efficacy, and the efficient and accurate completion of students' final projects. The questionnaire was designed using a Likert scale with five response options: strongly agree, agree, undecided, disagree, and strongly disagree. The data were then analyzed using descriptive statistics. Finally, the data were presented in numerical and descriptive formats to facilitate the reader's understanding. Meanwhile, observations and documentation were conducted to examine the actual reality in the field, particularly regarding the variables of self-efficacy and the relationship with academic advisors in the completion of students' final projects. The questionnaire was used to efficiently collect a large amount of data in a short period of time, while observations and documentation were used to corroborate the findings from the questionnaire.

The population in this study consisted of all students in the Islamic Religious Education graduate program at UIN Ar-Raniry in Banda Aceh from the 2020–2022 cohorts who were currently writing or had completed their final theses, totaling 600 students. The sample in this study consists of students who have completed or are currently working on their final thesis between 2020 and 2022, totaling 165 respondents. The sample was selected using proportional stratified random sampling, with the number of respondents determined in an accurate and structured manner.

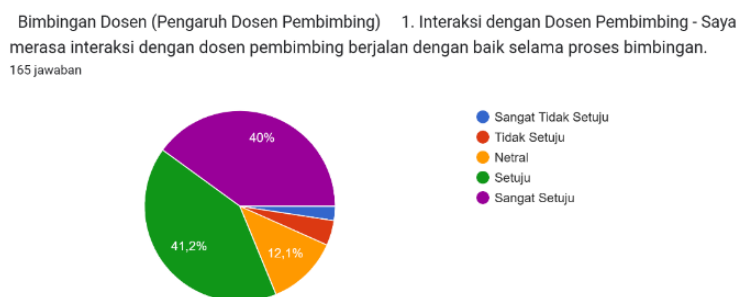
The research was conducted at the Faculty of Tarbiyah, UIN Ar-Raniry, Banda Aceh, within the Islamic Religious Education program. Data sources included questionnaires, observations, and documentation. The data were then analyzed using descriptive statistics. The hypothesis of this study is that the roles of academic advisors, self-efficacy, and the use of AI have an influence on and are interconnected with the completion of final projects by students in the Islamic Religious Education program.

FINDINGS AND DISCUSSION

Findings

The Effect of Faculty Supervision on the Acceleration of Thesis Completion

Based on the results of a survey administered to UIN Ar-Raniry Islamic Education (PAI) undergraduate students from the classes of 2020, 2021, and 2022, it was found that the variable of faculty guidance has a positive and significant influence on the speed at which UIN Ar-Raniry Islamic Education (PAI) students complete their final projects. These results indicate that the higher the quality, intensity, and adaptability of the guidance provided by academic advisors or faculty advisors, the faster students will complete their theses. In an academic context, faculty advisors serve not only as technical writing editors but also as scaffolding that helps students navigate their intellectual anxiety while drafting their academic papers (Akib & Ilmiawan, 2026). The following diagram presents the survey results;



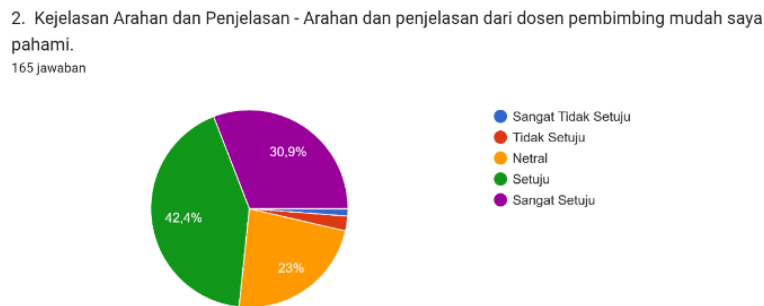
Source: Google Form

Figure 1. Survey Question Results

Of the 165 respondents, 68 students (41.2%) agreed, 66 students (40%) strongly agreed, and the remaining 31 students (18.8%) chose neutral, disagree, or strongly disagree. These findings confirm that student interaction with their academic advisors is a key factor in the process of completing students' final projects. The combined percentage of respondents who selected "strongly agree" and "agree" reached 81.2%, totaling 132 students. This figure highlights the crucial role of academic advisors in ensuring the smooth completion of students' final projects.

An empathetic, responsive, and supportive mentoring relationship (similar to that between a murabby and a student) at UIN Ar-Raniry effectively reduces academic procrastination because students feel guided and no longer feel alone in facing academic challenges (Latifah & Christiana, 2022). Clear guidance from the academic advisor is also crucial for efficient use of time. Many senior

students get bogged down in endless revisions, not because they are unwilling to work, but because of the ambiguity of the instructions they receive. When professors are able to clearly articulate how to reconstruct the theory, refine the methodology, and apply the correct data analysis techniques, students can immediately implement these improvements without wasting days trying to guess the meaning of the notes on their drafts. Below is a diagram of the survey results;



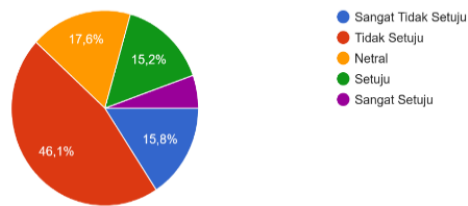
Source: Google Form

Figure 2. Survey Question Results

The majority of students (73.3%) agree that academic advisors play a crucial role in the completion of their final projects. However, the frequency of guidance alone is not enough; students' success depends heavily on clear direction and effective communication. These findings are consistent with instructional communication theory, which states that the clarity of the instructor's message can linearly increase students' academic efficacy (Tampubolon & Purba, 2025). Support from academic advisors is the strongest external factor contributing to students' success in their final year of study. Conversely, bureaucratic hurdles and rigid communication channels are the main obstacles to graduating on time (Syahri et al., 2025).

From an Islamic perspective, the role of a lecturer is reflected in the concept of Irsyad (guidance and direction). A dedicated lecturer not only imparts knowledge (ta'lim) but is also able to provide peace of mind (thumaninah) to students experiencing psychological stress (L. A. Ardi et al., 2025). Effective and supportive faculty guidance provides a sense of security and emotional support for PAI students at UIN Ar-Raniry. This approach transforms the anxiety associated with writing a final thesis into productive energy that accelerates graduation (Hikmah & Mufqi, 2025). The following diagram shows the results of the questionnaire;

3. Dukungan Emosional - Dosen pembimbing cenderung kurang memberikan dukungan ketika saya mengalami kesulitan dalam menyelesaikan tugas akhir.
165 jawaban

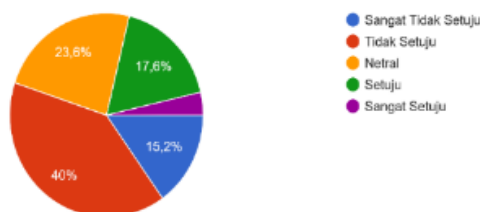


Source: Google Form

Figure 3. Survey Question Results

The questionnaire data show that the majority of Islamic Education students at UIN Ar-Raniry (class of 2020–2022) feel they receive significant emotional support from their academic advisors. This is evidenced by the fact that 46.1% of students disagreed with the statement that faculty members do not provide sufficient support in completing their final projects. There has been a shift in academic advising practices from a conventional model to a hybrid system (in-person and digital). The use of platforms such as WhatsApp, email, and Google Docs by academic advisors has been shown to significantly reduce students’ wait times (Herlina et al., 2025). Responsive instructors who review drafts digitally allow students to make revisions immediately without having to wait for in-person meetings, which are often delayed due to the instructors’ busy schedules. This prompt feedback serves as a source of motivation and indirect support for students as they complete their final projects. Below is a diagram of the survey results;

5. Umpan Balik (Feedback) - Masukan (feedback) dari dosen pembimbing terhadap hasil kerja saya kurang bersifat konstruktif dan kurang membantu perbaikan.
165 jawaban



Source: Google Form

Figure 4. Survey Question Results

Survey results show that faculty advisors for Islamic Education (PAI) students at UIN Ar-Raniry (class of 2020–2022) provide constructive feedback (40% of students disagreed with the

opposite statement). The students' success in completing their final projects is strongly supported by three key factors related to the faculty: the frequency of interaction, the clarity of guidance, and prompt responses. The effectiveness of academic advising is determined not only by physical or technological factors, but also by the quality of intellectual interaction. When instructors act as critical yet supportive discussion partners, students feel more academically valued and are motivated to complete their revisions promptly as a sign of respect for the instructor's dedication, which ultimately accelerates their graduation.

The Effect of Self-Efficacy on the Acceleration of Thesis Completion

The results of the partial hypothesis testing indicate that self-efficacy has a positive and significant effect on the acceleration of final project completion among Islamic Education students at UIN Ar-Raniry. This finding reinforces the principles of social cognitive psychology pioneered by Albert Bandura, in which a person's belief in their ability to organize and carry out the actions necessary to achieve a specific outcome is crucial to the success of that task (Rochmat et al., 2025). Writing a thesis is an independent process fraught with obstacles, ranging from draft rejections and difficulties in finding literature to mental burnout, all of which require strong internal motivation. Therefore, high competence and self-confidence are essential for the successful completion of the final thesis. Below is a diagram of the survey results;



Source: Google Form

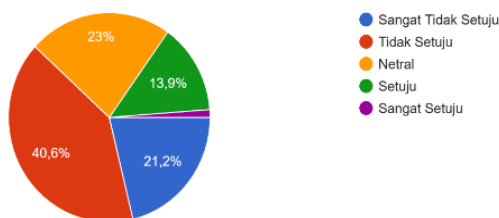
Figure 5. Survey Question Results

The data shows that the majority of Islamic Education (PAI) students at UIN Ar-Raniry (class of 2020–2022) have very strong self-efficacy in completing their final projects, with a total of 89.1% of students stating they agree or strongly agree. This internal factor serves as a key asset and an important catalyst in boosting students' motivation and self-confidence to complete their theses.

Islamic Education students with high levels of self-efficacy tend to view academic difficulties not as threats to be avoided, but as challenges to be overcome (Damarsari & Minarsi, 2025; Hajizah & Surawan, 2025). Students possess remarkable mental resilience; when their thesis drafts are crossed out, harshly criticized, or redirected by their professors, they do not let themselves become demotivated. Instead, they immediately assess their shortcomings, adjust their strategies, and return with a more polished draft.

Conversely, students with low self-efficacy tend to get caught in a vicious cycle of procrastination (Jing et al., 2025). Fear of failure, a sense of being unable to write a good academic paper, and excessive anxiety about faculty criticism lead them to avoid their laptops and postpone working on their final projects (Tan et al., 2025). This psychologically driven procrastination has been empirically proven to be the single largest internal factor prolonging students' academic tenure at UIN Ar-Raniry. Coupled with high levels of low self-confidence, this further exacerbates their fear of successfully completing their final projects. Below is a diagram of the survey results;

3. (Generality – Cakupan Keyakinan) - Saya kurang percaya diri dalam menyelesaikan setiap tahap tugas akhir (penelitian, penulisan, dan revisi).
165 jawaban



Source: Google Form

Figure 6. Survey Question Results

A total of 61.8% of students rejected negative statements regarding self-confidence, affirming that high self-confidence is a crucial motivator in completing their final projects. Without self-confidence, students tend to postpone advising sessions because they are afraid to meet with their professors (Utami et al., 2024). In addition to internal factors, this self-efficacy is reinforced by external factors such as vicarious experience (witnessing peers successfully pass their thesis defense) and a supportive academic environment in the Islamic Education program at UIN Ar-Raniry.

From an Islamic perspective, self-efficacy is the psychological manifestation of an optimistic attitude (Raja') and steadfast effort, stemming from the belief that Allah does not burden His servants beyond their capacity (QS. Al-Baqarah: 286). This synergy between self-confidence and

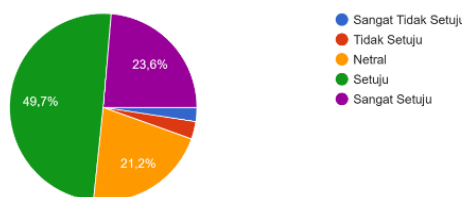
spiritual motivation (tawakal), coupled with the ability to manage stress during periods of burnout or writer’s block, enables students to think rationally, never give up, and has been shown to significantly accelerate the completion of their final projects.

Furthermore, this self-confidence also translates into students’ courage to defend their scientific arguments when interacting with their professors. Students who believe in the quality of their research will not easily waver or radically change the direction of their research simply because of initial criticism from their advisors. They possess the metacognitive ability to explain the rationale behind their choice of methodology or theory, which ultimately cuts down on unnecessary debate and speeds up the approval of their thesis drafts.

The Impact of Artificial Intelligence (AI) on Accelerating the Completion of Theses

Statistical analysis results indicate that the use of Artificial Intelligence (AI) technology has a very strong, positive, and significant impact on accelerating the completion of final projects. In the era of digital transformation, PAI students at UIN Ar-Raniry no longer rely solely on time-consuming conventional literature searches in physical libraries. The use of generative AI, such as ChatGPT, Claude, and Perplexity, as well as reference management and language editing tools like Mendeley and QuillBot, has radically transformed the landscape of student research, making it more dynamic (Raharjo, 2025). AI is highly beneficial as a support tool in helping students complete their studies, including the completion of their final projects. The following is a diagram of the survey results;

1. (Perceived Usefulness / Manfaat) - Penggunaan AI memberikan manfaat dalam membantu saya memahami materi dan menyelesaikan tugas akhir.
165 jawaban



Source: Google Form

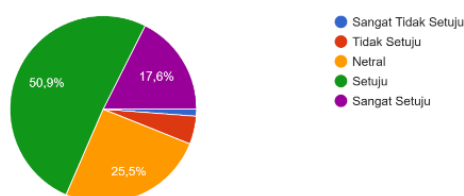
Figure 7. Survey Question Results

Survey results show that the majority of students (73.3% combined “agree” and “strongly agree”) consider AI to be very helpful in completing their final projects. AI serves as a partner that generates and reinforces ideas, which has been proven to accelerate the thesis writing process, especially in the early stages (ideation), such as identifying research gaps and discovering novelty

in hundreds of journals in just a matter of minutes (Anggraini & Saptorini, 2024).

During the content development phase, AI serves as a 24-hour personal research assistant capable of extracting and summarizing thick textbooks and international journals in foreign languages (such as English or Arabic). This feature greatly assists PAI students in conducting comparative studies of classical and modern Islamic educational concepts without losing the substance of their meaning (Zenab et al., 2025). However, to reach that stage, students must know how to utilize AI optimally and, of course, to the fullest extent to achieve the desired results. Below is a diagram of the survey results;

2. (Perceived Ease of Use / Kemudahan) - Saya merasa penggunaan AI mudah dipelajari dan digunakan dalam proses penyusunan tugas akhir.
165 jawaban



Source: Google Form

Figure 8. Survey Question Results

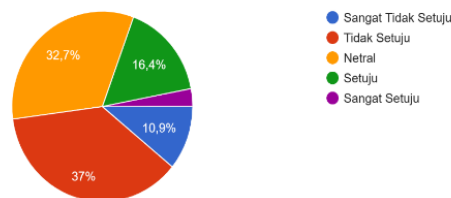
More than half of the respondents (50.9%) agreed that AI is easy to learn and use in the process of completing a final project. Additionally, students responded with “neutral” (25.5%) and “strongly agree” (17.6%). A small minority (5%) responded with “disagree” and “strongly disagree.” Therefore, there is no reason to believe that AI is difficult to use in completing students’ final projects. In fact, the use of AI in this process is highly beneficial, efficient, and helps students complete their final projects on time.

In addition to improving search efficiency, AI also reduces the time required for technical aspects of writing and editing (Rachim et al., 2024). The use of AI with intelligent algorithms can minimize technical errors (such as sentence structure, typos, and citations), making thesis drafts easier for professors to read. Students’ writing speed is also greatly influenced by their proficiency in prompt engineering and the use of specialized academic AI tools (such as Elicit or Consensus). Although its efficiency is remarkable, the use of AI at UIN Ar-Raniry remains strictly bound by Islamic academic ethics (akhlak al-karimah), under which AI must be positioned as a thinking aid, not a substitute for original ideas or a means of plagiarism (Khalida et al., 2025). The speed offered by AI has significantly reduced the time required to complete final assignments, provided that

intellectual integrity (amanah) remains the cornerstone of Muslim academia.

Nevertheless, the significant positive impact of AI on this acceleration also raises new challenges related to digital dependency (Sugitanata & Aqila, 2024). Implicit observational findings suggest a tendency whereby students who rely too heavily on AI experience a decline in their independent critical analytical skills if they are not careful. Therefore, healthy acceleration is achieved when students are able to position AI purely as a “data synthesis partner” rather than as the creator of decisions or final conclusions of the religious research they are studying. Limits on the use of AI are needed that are in line with ethical and moral boundaries for AI use. The following is a diagram of the survey results;

6. (Etika Penggunaan AI) - Saya kurang menggunakan AI secara etis (cenderung melakukan plagiasi dan kurang memahami materi).
165 jawaban



Source: Google Form

Figure 9. Survey Question Results

Survey results show that 37% of students reject the notion that using AI is unethical (plagiarism). This underscores that the use of AI among Islamic Education students at UIN Ar-Raniry is not merely a matter of technical expertise, but also of awareness of moral boundaries. Given the inevitability of AI as an academic partner today, a strong ethical foundation is absolutely necessary to ensure that students do not become overly dependent on it and that their critical thinking skills do not become dulled.

The Simultaneous Effects of Faculty Guidance, Self-Efficacy, and AI Use on the Acceleration of Thesis Completion

Based on the results of a comparison of three variables, it was found that faculty guidance, self-efficacy, and the use of Artificial Intelligence collectively (simultaneously) have a significant influence on the acceleration of final project completion among PAI students at UIN Ar-Raniry. The coefficient of determination indicates that variations in graduation speed are determined collaboratively by these three variables, while the remainder is influenced by other factors outside the research model. These results lead to an important conclusion: the acceleration of final projects

will not be optimal if it relies on only one variable.

This phenomenon shapes a modern academic ecosystem that is mutually reinforcing and symbiotic among internal and external human factors and technology. Self-efficacy serves as the primary fuel or driving force within students, sparking the intention and consistency to keep writing (Subhasree et al., 2023). Without strong self-confidence, no matter how advanced the technology or how excellent the instructors may be, they will be unable to motivate students who have already experienced a loss of motivation (academic burnout).

On the other hand, AI technology serves as a catalyst that cuts through the bureaucratic red tape involved in data retrieval, literature review, and technical editing. However, the speed generated by AI risks losing its direction and potentially violating ethical standards if not guided by faculty supervision (Atilla-Aydın & Lammasniemi, 2026). Faculty advisors act as navigators, ethical compasses, and scientific quality controllers who ensure that AI-processed results and student writing remain methodologically valid, substantively sound from a religious perspective, and free from digital data bias.

If there is an imbalance among these three variables, the progress of the thesis will be disrupted. For example, if a student has advanced AI proficiency and high self-efficacy but is assigned an advisor who is difficult to meet with or fails to provide clear guidance, the thesis process will still be stalled at the approval stage. Conversely, a highly supportive advisor will not be of much help if the student lacks self-confidence (low self-efficacy) and struggles to utilize digital technology to search for modern journal references.

Therefore, the integration of mental and spiritual strength (self-efficacy), the ability to utilize modern technological tools (AI), and academic adherence to faculty guidance (scientific mentorship in a modern context) creates the best synergy (Honicke & Broadbent, 2016; Long et al., 2026). This ideal combination has been empirically proven to be the most effective in accelerating the completion of final projects, not only in terms of speed but also in terms of scientific quality, while simultaneously upholding the dignity and values of Islamic scholarship within the environment of Ar-Raniry State Islamic University in Banda Aceh.

Theoretically, this simultaneous interconnection reinforces the model of reciprocal determinism in the modern academic environment. Student-related factors (self-efficacy), socio-academic environmental factors (faculty guidance), and technological environmental factors (use of AI) constantly influence one another. Students with high self-efficacy (personal) will be more

proactive in seeking faculty guidance (social) and more exploratory in utilizing AI (technology) to independently overcome obstacles in their thesis work.

Theoretically, these interconnections reinforce the model of reciprocal determinism in the modern academic environment, where students' internal factors (self-efficacy), the socio-academic environment (faculty guidance), and the technological environment (AI) influence one another. In practical terms, the PAI Study Program at UIN Ar-Raniry needs to reform its policies to focus not only on students' internal motivation or faculty punctuality but also on facilitating regulations and training in AI ethics literacy so that these three elements are harmoniously integrated to create a graduation ecosystem that is adaptive and grounded in Islamic integrity.

Discussion

The results of the study indicate that the acceleration of final project completion among Islamic Education (PAI) students at UIN Ar-Raniry is significantly influenced by faculty guidance, self-efficacy, and the use of Artificial Intelligence (AI). These findings confirm that the synergy between external (pedagogical), internal (psychological), and instrumental (technological) factors leads to a massive acceleration in graduation rates (Widyasari et al., 2026). The data show that when faculty members are highly accessible, and students have strong confidence in operating digital tools, the time required to write a thesis can be significantly reduced without compromising the quality of the academic work's content (Khairunnisa et al., 2025).

Theoretically, the significance of faculty guidance and self-efficacy aligns with Albert Bandura's Social Cognitive Theory, which emphasizes the concept of reciprocal determinism, the mutual interdependence between the environment, the individual, and behavior (Bandura, 1990, 2002). Faculty guidance functions as a form of social persuasion that reinforces students' beliefs, while self-efficacy, which, in the context of Islamic Education, is internalized through the concept of "*Raja'*" (theological optimism), serves as the driving force behind students' self-regulation in overcoming academic obstacles (Z. Ardi et al., 2024). The use of AI in this ecosystem acts as a cognitive offloading tool that helps students overcome technical limitations in data literacy and processing.

A dialogue with previous research reinforces these findings, which indicate that the role of instructors is not merely that of technical validators, but rather that of facilitators of instructional communication, a role crucial to the completion of studies (Budiawan et al., 2025). This is consistent

with studies showing that academic self-efficacy is positively correlated with stress management, enabling students to avoid academic procrastination (Pertwi, 2020). Furthermore, the integration of AI technology into student research has been shown to revolutionize work efficiency through the automation of reference management and more accurate identification of research gaps.

However, the predominant use of AI in this study has sparked debate regarding academic originality and integrity. Although AI accelerates the brainstorming and language editing processes, excessive reliance on it without strict supervision risks degrading students' critical thinking skills. Other studies caution that technological efficiency should not replace manual, in-depth study of the material, so that the intellectual essence is not lost (Kemala et al., 2026). Therefore, the resulting acceleration must remain under the supervision of instructors, who serve as methodological guides to ensure that the principles of scientific integrity are upheld.

A critical synthesis of this discussion confirms that the acceleration of final projects in the Islamic Education (PAI) program at UIN Ar-Raniry represents a "Modern Academic Ecosystem" model that successfully blends Islamic intellectual traditions with digital transformation. Self-efficacy as an internal driver and AI as an external facilitator will only achieve optimal results if guided by faculty supervision that prioritizes quality over mere speed. As an antithesis to concerns about the dehumanization of research due to AI, this study demonstrates that the presence of faculty members actually ensures that technology is used to enhance the quality of work, rather than to bypass the path of academic integrity.

CONCLUSION

Based on the results of the data analysis and discussion presented in the previous chapter, the first conclusion indicates that faculty guidance has a positive and significant partial effect on the acceleration of the completion of final projects by PAI students at UIN Ar-Raniry. This finding confirms that the role of the supervising lecturer is not merely that of a technical evaluator, but rather that of a facilitator of instructional communication and a spiritual mentor (*murabby*). Easy access to faculty members, prompt guidance responses—whether in-person or hybrid—and the provision of constructive feedback have been empirically proven to reduce academic procrastination and accelerate the duration of students' thesis writing.

The second finding indicates that students' self-efficacy has a positive and significant partial effect on the speed of completing their final projects. Internal motivation stemming from mental

resilience and theological optimism (Raja') enables students to view revisions or research obstacles as challenges rather than threats. Students with high self-efficacy demonstrate strong self-regulation in managing stress and academic burnout (writer's block), enabling them to remain consistent in their progress and complete their academic drafts on time.

This study also reveals that the use of Artificial Intelligence (AI) technology has a very strong, positive, and significant partial effect on accelerating the writing of final projects. Generative AI and digital reference management tools act as 24/7 research assistants that revolutionize students' work efficiency. AI has been proven to reduce the time required for brainstorming, identifying research gaps, and translation foreign literature, to language editing, so that the drafts submitted to the academic advisor are more polished and contain fewer technical errors.

This demonstrates that, collectively, faculty guidance, self-efficacy, and the use of AI have a significant impact on accelerating the completion of final projects by PAI students at UIN Ar-Raniry. These three variables form a modern academic ecosystem that is mutually complementary and characterized by reciprocal determinism. Self-efficacy acts as the driving force within the students themselves; AI serves as a facilitator that streamlines data processing by reducing time-consuming bureaucratic steps; and faculty guidance functions as the primary navigator, ensuring the scientific quality and research direction remain methodologically sound.

This study confirms that the significant increase in the graduation rate of Islamic Education students at UIN Ar-Raniry does not compromise academic quality or violate Islamic scholarly ethics. The integration of modern technology (AI) and mental resilience (self-efficacy) remains under the guidance of faculty members who emphasize the value of intellectual integrity (amanah). This ideal synergy between personal, socio-academic, and technological aspects has successfully created a graduation formula that is adaptive to digital transformation without diminishing the religious integrity of the Islamic campus institution.

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