

BAB V

KESIMPULAN DAN SARAN

A. Kesimpulan

Berdasarkan hasil analisis dan pembahasan, penelitian ini menyimpulkan bahwa penggunaan GenAI oleh mahasiswa FST UIN Imam Bonjol Padang tidak terjadi begitu saja, melainkan dibentuk oleh bagaimana mahasiswa memaknai tekanan akademik dan kesempatan yang mereka hadapi dalam lingkungan perkuliahan.

Tekanan akademik yang dialami mahasiswa hadir dalam berbagai bentuk, mulai dari beban tugas yang menumpuk, tenggat waktu yang ketat, ekspektasi dosen yang tidak selalu selaras dengan kemampuan awal mahasiswa, ketimpangan kemampuan antar mahasiswa, hingga tuntutan untuk menampilkan performa akademik yang baik. Menariknya, tekanan-tekanan tersebut tidak dimaknai dengan cara yang sama oleh setiap mahasiswa. Bagi sebagian mahasiswa, tekanan dimaknai sebagai hambatan yang harus segera diatasi, sehingga GenAI dipandang sebagai teknologi yang sangat bermanfaat untuk menghemat waktu, menutup kesenjangan kemampuan, dan memenuhi tuntutan akademik secara cepat. Namun bagi sebagian mahasiswa lain, tekanan yang sama justru dimaknai sebagai bagian dari proses belajar yang harus dijalani, sehingga GenAI hanya ditempatkan sebagai alat bantu yang digunakan secara terbatas. Hal ini menunjukkan bahwa persepsi manfaat GenAI tidak ditentukan oleh besar kecilnya tekanan yang dihadapi, melainkan oleh cara mahasiswa memaknai tekanan tersebut.

Hal serupa juga ditemukan pada kesempatan. Lingkungan akademik mahasiswa menyediakan berbagai bentuk kesempatan, seperti lemahnya sistem pengawasan, ketidakjelasan aturan penggunaan GenAI, aksesibilitas GenAI yang tidak terikat waktu, serta variasi instruksi dosen yang tidak selalu konsisten. Namun kondisi-kondisi tersebut pun tidak dimaknai secara seragam. Lemahnya pengawasan dan ambiguitas aturan oleh sebagian mahasiswa dimaknai sebagai ruang kebebasan untuk menggunakan GenAI secara lebih luas, sementara sebagian lain tetap melihat adanya batas etis yang perlu dijaga

meskipun tidak tertulis secara resmi. Instruksi dosen yang mendukung penggunaan GenAI pun dimaknai berbeda, ada yang melihatnya sebagai legitimasi, ada pula yang justru merasa bingung karena batasannya tidak pernah dijelaskan secara jelas. Dengan demikian, persepsi kemudahan penggunaan GenAI tidak semata-mata berasal dari kondisi lingkungan akademik itu sendiri, tetapi dari cara mahasiswa menginterpretasikan kondisi tersebut.

Pada akhirnya, tekanan dan kesempatan yang telah dimaknai ini saling berinteraksi dan membentuk variasi praktik penggunaan GenAI. Tekanan akademik berperan sebagai pendorong awal yang membuat mahasiswa memandang GenAI sebagai sesuatu yang berguna, tetapi penggunaan tersebut baru terealisasi ketika mahasiswa mempersepsikan adanya kesempatan yang memungkinkan. Interaksi ini tidak berlangsung seragam di semua bidang ilmu. Pada mahasiswa Matematika, tuntutan berpikir kritis dan kesadaran akan keterbatasan GenAI membuat penggunaannya lebih terkontrol dan terbatas pada fungsi pemahaman serta konfirmasi. Sebaliknya, pada mahasiswa Sistem Informasi, karakter tugas yang lebih berorientasi pada output membuat tekanan dan kesempatan lebih mudah mendorong penggunaan GenAI yang intensif dan rutin. Dalam jangka panjang, pola penggunaan yang berulang ini membentuk kebiasaan, sehingga GenAI semakin terintegrasi dalam aktivitas akademik sehari-hari. Pada titik tertentu, terutama ketika kesempatan terbuka lebar dalam situasi evaluasi formal, penggunaan ini dapat bergeser menjadi praktik yang berisiko terhadap integritas akademik.

B. Saran

Penelitian ini memiliki beberapa keterbatasan karena analisis difokuskan pada konsep tekanan dan kesempatan dari TAM sebagai lensa konseptual, sehingga belum menggambarkan secara utuh seluruh dinamika penggunaan GenAI dalam praktik akademik mahasiswa. Selain itu, hasil temuan juga menunjukkan adanya faktor-faktor lain di luar dua aspek tersebut yang belum dibahas secara mendalam dalam penelitian ini dan berpotensi untuk dikaji lebih lanjut. Oleh karena itu, penelitian selanjutnya dapat memperluas konteks dan sudut pandang analisis dengan mengintegrasikan aspek-aspek lain dalam

dinamika penggunaan GenAI, termasuk konsep-konsep dari teori lain yang relevan serta menggunakan kombinasi pendekatan kualitatif dan kuantitatif. Pendekatan tersebut diharapkan dapat memberikan pemahaman yang lebih komprehensif mengenai hubungan antara penggunaan GenAI, kondisi akademik, dan integritas akademik di pendidikan tinggi.



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