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AI Tools Experience in Civitas Academic Portal in Timor-Leste

Agostinho Dos Santos GONÇALVES[a], Sebastião PEREIRA[a] & Saida ULFA[b]*
[a]*Faculty of Education, Instituto Superior Cristal, Timor-Leste*
[b]*Faculty of Education, State University of Malang, Indonesia*
*saida.ulfa.fip@um.ac.id

Abstract: The study aims to provide an overview of positive experiences of using Artificial Intelligence tools for academics at a university in Timor Leste. The results of this study show a generally positive response despite there still being research participants who gave negative responses. The results of this study can provide recommendations to stakeholders, especially in fostering more understanding and acceptance of AI tools among those who still feel neutral or dissatisfied.

Keywords: AI Tools, CIVITAS Academic Portal, Positive Experience of AI Usage

1. Introduction

The implementation of artificial intelligence in higher education refers to the application of AI technology in order to optimize the teaching and learning process thus making it more effective and efficient. Some examples of AI adoption in higher education are, Personalization in learning where AI can aid in generating learning experiences that are customized to the needs of each student (Zaman, 2023). By analyzing data from student learning behavior, AI can recommend appropriate learning materials. In addition, virtual assistants and chatbots are currently being developed that can assist students in answering student questions automatically. This virtual assistant can help students in terms of helping students complete academic assignments.

Not only for students, the use of AI plays a very important role in lightening the burden of a teacher's work, there are at least three advantages of adopting AI in education for teachers, namely in terms of planning, implementation and assessment (Celik, Dindar, Muukkonen, & Järvelä, 2022). We can observe that currently there are many AI power web based in Making lesson plans, Automatic content that can help in creating educational content, such as exam questions, assignments, and learning materials based on the existing curriculum. This can speed up the material development process and ensure that the content is always up to date. Lecturers only need to analyze the results of content recommendations generated by the machine to see whether they are in accordance with the teacher's needs.

Not all countries have the capacity to adopt AI in Education. This depends on the readiness of technology and the readiness of human resources in the country. The same is true in Timor Leste, a country that is still categorized as an underrepresented country. The use of AI in Education is currently still not optimal as the level of readiness of information technology infrastructure in Timor Leste is still limited, especially outside the capital city of Dili. With the limitations of existing infrastructure and resources, it is necessary to determine how the knowledge of the CIVITAS Academic Portal in Timor Leste relates to the implementation of artificial intelligence that currently exists.

2. Access to AI Education in Timor Leste

Due to the limited infrastructure in Timor Leste, access to AI in Education is also limited. Currently, Timor Leste is still categorized as a country that is in the early stages in terms of

integrating advanced technology into their education system. Timor Leste has just started undergoing a digital transformation in their education process (UNESCO, 2023). In addition, the education curriculum in Timor Leste is still developing, which still focuses on the development of foundational subjects. The use of AI to help students improve the effectiveness and efficiency of learning has not been a priority. Not only is this true in infrastructure and curriculum development, the development of Human Resources and Capacity Building has not been conducted on a massive level. Therefore, it is clear that there is still a lack of experts who master this field.

3. Research Methodology and Discussions

The subjects of this study were 82 staffs from the Instituto Superior Cristal Academic Community, Timor Leste, consisting of students and lecturers. The distribution of research subject data can be seen in Figure 1. The research subjects were selected randomly.

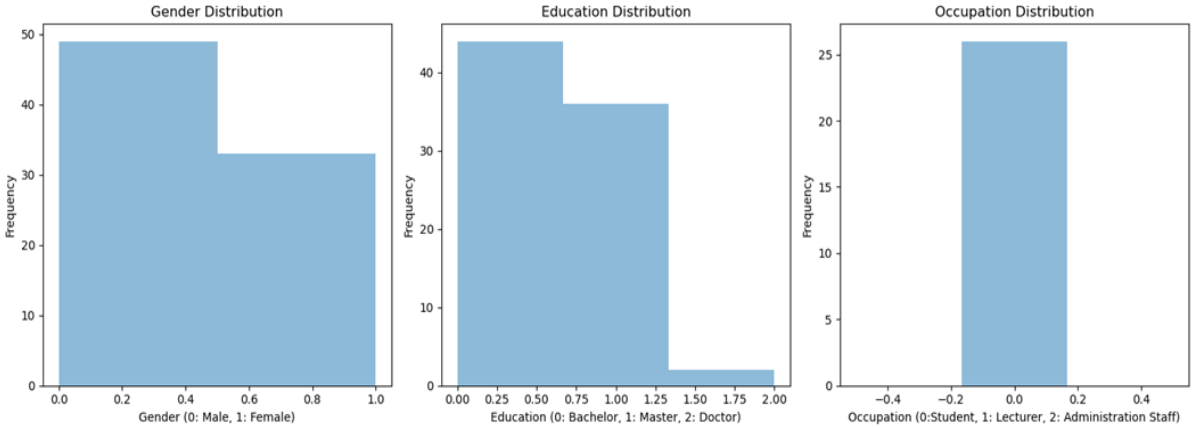

Figure 1. Data Distribution of Research Subject

Positive experiences using artificial intelligence (AI) were measured using the Likert Scale which can be seen in Figure 2. The results of this study show that 24.4%, almost a quarter, of all research participants experience significant benefits from AI in their activities. They may find AI tools very effective in increasing their efficiency, accuracy, and productivity. 37.8% agree with the positive experience as this data shows that they feel the benefits of AI and feel an increase in their academic or professional activities, but there may still be room for further improvement or optimization. In general, these two categories of positive responses indicate that the majority of research participants recognize the positive impact of AI in their activities. These results confirm that AI tools have made a significant contribution to improving the quality and effectiveness of work or learning among respondents.

As many as 23.2% of research participants were neutral about the positive experience of using AI Tools. This group felt that AI did not have a significant impact, either positive or negative. Their experience was mediocre, with no significant advantages or disadvantages. This indicates that about one in four participants felt that AI did not significantly affect their work or CIVITAS Academic Portal, either positively or negatively. One possible reason behind this result is that AI has not been widely adopted or effectively implemented in their academic environment. They may not have integrated AI technology into routine tasks, such as research, teaching, or academic administration. This result may also reflect a lack of awareness or understanding of the potential benefits of AI. Academics who are less familiar with AI may not have utilized this technology to its full potential, so they do not feel a significant impact.

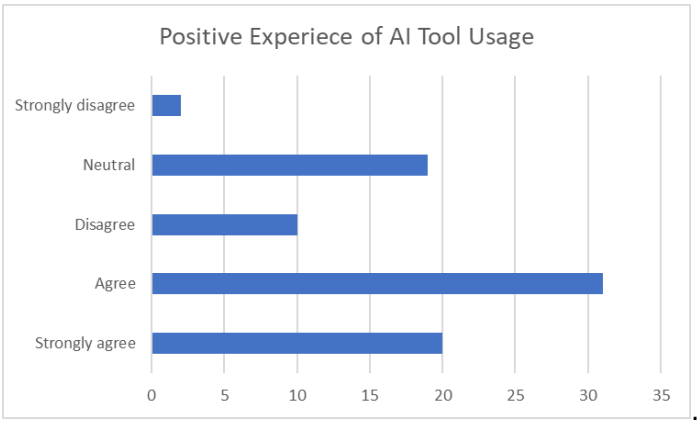

Figure 2. Research participants survey

In addition, 12.2% of research participants disagreed with the positive experience of using AI tools. This percentage reflects that some individuals feel that AI does not provide a positive contribution to their academic activities, or perhaps they feel that AI causes more problems than solutions. This percentage shows a small minority of participants, indicating that only a handful of people do not see AI as something useful or that they may have difficulty or frustration with this technology.

Surprisingly, there were 2.4% of research participants who strongly disagreed that AI tools provided a positive experience. This indicates a deep dissatisfaction, perhaps due to very negative experiences, possibly technical problems of use and or they do not yet know how to use AI tools to help them in performing academic and administrative tasks.

4. Conclusions

Overall, the results of this study indicate that AI tools were well received by the majority of the research participants in Timor Leste, with most feeling positive impacts. However, there is still room for improvement, especially in increasing the understanding and acceptance of AI tools among those who are still neutral or dissatisfied. Further efforts in education, support, and technology adaptation can help expand the benefits of AI tools in Timor Leste.

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