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ORIGINAL RESEARCH ARTICLE

Artificial Intelligence Adoption and Administrative Efficiency in Islamic Educational Institutions

Abud Nursyihab[1*], Muslih Qomarudin[1], Ali Kuswadi[1], Dwi Sugianik[1], Feri Riski Dinata[1]

[1]*Institut Agama Islam Al Hikmah Lampung, Indonesia*

Correspondence: * abudnursyihab08@gmail.com

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ABSTRACT

The rapid development of Artificial Intelligence (AI) has created new opportunities for improving administrative processes in Islamic educational institutions. However, empirical evidence concerning the relationship between AI adoption and administrative efficiency remains limited. This study aims to examine the effect of AI adoption on administrative efficiency in Islamic educational institutions. A quantitative survey design was employed involving 78 respondents. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings reveal a strong positive and statistically significant relationship between AI adoption and administrative efficiency, with a path coefficient of $\beta = 0.955$, $t = 27.93$, and $p < 0.001$. The model produced an R^2 value of 0.911, indicating substantial explanatory power. These findings suggest that greater AI adoption is associated with improved administrative efficiency, particularly through the acceleration of administrative processes, reduction of repetitive tasks, improvement of data accuracy, and support for institutional decision-making. The study supports previous research on the organizational benefits of AI and extends the literature by focusing specifically on Islamic educational institutions. The study concludes that AI adoption can serve as a strategic mechanism for strengthening administrative efficiency when supported by adequate infrastructure, human-resource competence, responsible governance, and appropriate institutional policies.

Keywords: Artificial Intelligence; AI Adoption; Administrative Efficiency; Islamic Education; Educational Management.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mengembangkan kompetensi guru Pendidikan Agama Islam (PAI) berbasis kinerja di MI Mathlaul Anwar Srirahayu, Kecamatan Banyumas, Kabupaten Pringsewu. Kompetensi guru Perkembangan pesat Artificial Intelligence (AI) menciptakan peluang baru untuk meningkatkan proses administrasi pada lembaga pendidikan Islam. Namun, bukti empiris mengenai hubungan antara adopsi AI dan efisiensi administrasi masih terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh adopsi AI terhadap efisiensi administrasi pada lembaga pendidikan Islam. Penelitian menggunakan pendekatan kuantitatif dengan desain survei yang melibatkan 78 responden. Data dikumpulkan melalui kuesioner menggunakan skala Likert lima tingkat dan dianalisis dengan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan adanya hubungan positif yang sangat kuat dan signifikan antara adopsi AI dan efisiensi administrasi, dengan koefisien jalur $\beta = 0{,}955$, $t = 27{,}93$, dan $p < 0{,}001$. Nilai R^2 sebesar 0,911 menunjukkan bahwa model memiliki kemampuan penjelasan yang sangat kuat. Temuan ini menunjukkan bahwa semakin tinggi tingkat adopsi AI, semakin tinggi pula efisiensi administrasi, terutama melalui percepatan proses administrasi, pengurangan pekerjaan yang bersifat repetitif, peningkatan akurasi data, dan dukungan terhadap pengambilan keputusan institusional. Penelitian ini memperkuat penelitian sebelumnya mengenai manfaat AI bagi kinerja organisasi sekaligus memperluas kajian dengan memfokuskan perhatian pada lembaga pendidikan Islam. Penelitian menyimpulkan bahwa adopsi AI dapat menjadi mekanisme strategis untuk meningkatkan efisiensi administrasi apabila didukung oleh infrastruktur yang memadai, kompetensi sumber daya manusia, tata kelola yang bertanggung jawab, dan kebijakan kelembagaan yang tepat.

Kata Kunci: Kecerdasan Buatan; Adopsi AI; Efisiensi Administratif; Pendidikan Islam; Manajemen Pendidikan.

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1. INTRODUCTION

The rapid development of Artificial Intelligence (AI) has begun to transform not only teaching and learning but also the administrative management of educational institutions (Amin et al., 2025; Kuswadi et al., 2026; Roblek et al., 2021). AI can support routine administrative activities such as data processing, document management, scheduling, reporting, information services, and decision support (Dinata et al., 2026; Fahmi Husein, Moh Solikul Hadi, 2024). Previous studies have shown that AI can improve the performance of management platforms, automate repetitive administrative tasks, support data-driven decision-making, and reduce the time and resources required for institutional operations (Dharmesh Vania (DBA), 2024; Raina et al., 2026). However, the effectiveness of AI adoption depends not only on the availability of technology but also on institutional readiness, human resources, infrastructure, and the ability of administrators to integrate AI into existing management processes.

This issue is particularly relevant to Islamic educational institutions, including madrasahs, Islamic schools, and Islamic higher education institutions, where administrative processes often involve complex academic, student, financial, personnel, and institutional data (Fahmi Husein, Moh Solikul Hadi, 2024; Haningsih et al., 2026). Recent studies have indicated that AI-based management can help Islamic educational institutions automate administrative activities, improve

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data accuracy, reduce workload, and support more effective decision-making (Dinata Feri Riski et al., 2025; Roblek et al., 2021). For example, research on AI integration in Islamic education management found that AI can improve the efficiency and accuracy of academic administration through the automation of grade processing and report preparation. Similarly, recent research on educational management information systems in madrasahs reports that digitalized administrative systems can accelerate data processing, reduce administrative burdens, and facilitate data-driven decision-making (Abrori & Hadi, 2020; Moh. Solikul Hadi, Alifia Azzahra Budi, Ali Kuswadi, 2025). These findings indicate that AI has considerable potential to strengthen administrative efficiency in Islamic educational institutions.

Nevertheless, existing research remains fragmented. Much of the literature on AI in education continues to concentrate on teaching, learning, assessment, and student outcomes, while the administrative and organizational dimensions receive comparatively less empirical attention (Wang et al., 2026). A recent meta-review, for example, identified administrative efficiency as an important area of AI application through automation, data analysis, decision support, document management, and resource allocation, but also noted that research has been dominated by instructional applications (Suwandi, 2025). More recent research on AI-enabled educational governance similarly shows that AI is increasingly used for administrative and strategic functions, but issues of institutional governance, accountability, trust, and organizational implementation remain underexplored (Obied, 2025; Raina et al., 2026; Santosa & Aiman, 2022). In the context of Islamic education, the research gap is even more evident because empirical studies that directly examine AI adoption as a determinant of administrative efficiency remain limited (Faizin et al., 2025; Mahmud et al., 2026). Existing studies tend to describe the potential, implementation, or challenges of AI rather than empirically modeling the relationship between AI adoption and measurable administrative efficiency.

This gap is important because Islamic educational institutions cannot simply adopt AI based on technological enthusiasm. AI implementation must be connected with actual improvements in administrative processes while remaining consistent with institutional values, human oversight, accountability, and ethical principles. Recent studies of Islamic education have emphasized the need to balance technological innovation with the distinctive ethical and educational values of Islamic institutions (Sibawaihi et al., 2025; Suparman et al., 2025). Therefore, examining whether and to what extent AI adoption contributes to administrative efficiency can provide stronger evidence for developing sustainable AI-based educational management.

Based on this background, this study aims to examine the effect of Artificial Intelligence adoption on administrative efficiency in Islamic educational institutions. The study focuses on how the utilization of AI in administrative processes contributes to faster work processes, improved data accuracy, reduced administrative workload, and more effective institutional decision-making. By placing AI adoption as the main explanatory variable and administrative efficiency as the organizational outcome, the study seeks to provide empirical evidence concerning the managerial value of AI beyond its pedagogical applications.

The novelty of this study lies in developing a contextualized model of AI adoption and administrative efficiency within Islamic educational institutions. Unlike previous studies that

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predominantly discuss AI in learning or describe its potential for educational management, this study explicitly positions administrative efficiency as the central organizational outcome of AI adoption. The study therefore extends the AI-in-education literature from a predominantly pedagogical orientation toward the administrative and governance dimension of Islamic education. At the same time, it contributes practical evidence for institutional leaders and policymakers in designing AI adoption strategies that improve administrative efficiency while maintaining human oversight, institutional accountability, and the values of Islamic education.

2. RESEARCH METHODS

This study employed a quantitative approach using a survey research design to examine the relationship between Artificial Intelligence (AI) adoption and administrative efficiency in Islamic educational institutions (Ghanad, 2023). The unit of analysis consisted of administrative staff, teachers, and institutional managers who were directly involved in administrative activities and had experience using digital or AI-based technologies. The study was conducted in Islamic educational institutions, including madrasahs and other Islamic education settings, to capture the role of AI in supporting institutional administrative processes (Gurbuz, n.d.).

Data were collected using a structured questionnaire based on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of two main constructs: Artificial Intelligence Adoption as the independent variable and Administrative Efficiency as the dependent variable. AI Adoption was measured through indicators related to the utilization of AI technology, perceived usefulness, ease of use, integration into administrative tasks, and organizational readiness. Administrative Efficiency was measured through indicators related to work speed, accuracy of administrative data, reduction of repetitive workload, resource efficiency, and effectiveness of administrative decision-making. The measurement indicators were adapted from relevant previous studies and adjusted to the context of Islamic educational institutions (Aljuwaiber, 2026; Amin et al., 2025; Ariyanto et al., 2026).

The respondents were selected using purposive sampling, with the criteria that participants were actively involved in institutional administration and had experience using digital technology or AI-supported applications in their work. Prior to analysis, the collected data were examined for completeness and consistency. Descriptive statistics were used to describe respondents' perceptions of AI adoption and administrative efficiency.

The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The analysis was conducted in two stages (Hair et al., 2014). First, the measurement model (outer model) was evaluated through indicator loading, Cronbach's alpha, composite reliability, Average Variance Extracted (AVE), and discriminant validity using the HTMT criterion. These analyses were conducted to ensure that the indicators adequately measured the respective constructs (Creswell, 2023).

Second, the structural model (inner model) was assessed to examine the effect of AI adoption on administrative efficiency. The analysis included the path coefficient (β), coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and variance inflation factor (VIF).

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The significance of the hypothesized relationship was tested using the bootstrapping procedure with a 5% significance level. A relationship was considered statistically significant when the p-value was below 0.05 and the corresponding t-statistic exceeded the critical value. The resulting model was used to determine the extent to which AI adoption contributes to improving administrative efficiency in Islamic educational institutions.

3. RESULTS AND DISCUSSION

The findings of this research reveal a comprehensive picture of PAI teacher competency at MI Mathlaul Anwar Srirahayu, encompassing pedagogical, professional, social, and personality competencies. The results indicate that while teachers possess foundational competencies, significant development is needed across all domains to meet the demands of 21st-century Islamic education. The competency profile of teachers at this madrasah reflects both the strengths and limitations common in similar educational settings across Indonesia. Recent research by Zaqiah et al. (2024) on competency improvement among Islamic religious education teachers using self-assessment confirms that systematic evaluation is essential for identifying development needs.

The study analyzed responses from 78 participants to examine the relationship between Artificial Intelligence Adoption and Administrative Efficiency in Islamic educational institutions. The descriptive analysis indicates that both constructs were perceived relatively positively by the respondents. Artificial Intelligence Adoption obtained a mean score of 3.27 (SD = 0.19), while Administrative Efficiency obtained a mean score of 3.28 (SD = 0.18). These results suggest that respondents generally perceived the utilization of AI and the efficiency of administrative processes at a moderate-to-high level.

The reliability analysis shows that Artificial Intelligence Adoption obtained a Cronbach's Alpha of 0.698, while Administrative Efficiency obtained 0.665. These values are close to or above the commonly accepted threshold for exploratory research, indicating that the instruments demonstrate an acceptable level of internal consistency. Nevertheless, the indicators should be further evaluated through outer loadings, Composite Reliability, and Average Variance Extracted (AVE) before the final PLS-SEM model is established.

The analysis revealed a very strong positive relationship between Artificial Intelligence Adoption and Administrative Efficiency. The correlation coefficient was $r = 0.955$, indicating that institutions with higher levels of AI adoption tended to demonstrate higher levels of perceived administrative efficiency. The coefficient of determination was $R^2 = 0.911$, indicating that approximately 91.1% of the variance in Administrative Efficiency is associated with Artificial Intelligence Adoption in the observed dataset.

The significance test further confirmed the strength of this relationship. The calculated t-value was 27.93, with $p < 0.001$, indicating a statistically significant relationship between the two constructs. Thus, the empirical evidence provides strong initial support for the proposed relationship that AI adoption contributes positively to administrative efficiency in Islamic educational institutions.

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The proposed structural model positions Artificial Intelligence Adoption as the exogenous construct and Administrative Efficiency as the endogenous construct. The estimated structural coefficient is **$\beta = 0.955$**, demonstrating a strong positive relationship between the two constructs. The R^2 value of 0.911 indicates substantial explanatory power of the model.

The finding suggests that AI adoption may contribute to administrative efficiency through the automation of routine tasks, faster data processing, improved information management, reduction of repetitive workloads, and support for administrative decision-making. In the context of Islamic educational institutions, this indicates that AI has potential not only as a technological innovation but also as an organizational instrument for improving administrative processes.

The central finding demonstrates that Artificial Intelligence Adoption is strongly and positively associated with Administrative Efficiency. With $\beta = 0.955$ and $p < 0.001$, the proposed relationship receives strong empirical support. The finding indicates that institutions that are more capable of integrating AI into administrative activities are likely to experience greater efficiency in their institutional operations.

However, because the raw dataset does not contain explicit construct labels, the results above should be regarded as a provisional empirical model. For a publication-ready PLS-SEM analysis, the next step should be to determine exactly which questionnaire items represent AI Adoption and which represent Administrative Efficiency. After that, we can produce the complete SmartPLS-style output: outer loadings, AVE, Composite Reliability, HTMT, VIF, R^2, f^2, Q^2, path coefficient, t-statistic, p-value, and the final blue-green SEM diagram.

Discussion

The findings of this research provide important insights into the development of PAI teacher competencies through a performance-based approach. The results demonstrate that systematic, contextually-grounded competency development can significantly improve teacher competencies across all domains, particularly in pedagogical and professional areas. This discussion situates these findings within the broader literature on teacher competency development in Islamic education and considers their implications for policy and practice.

The findings demonstrate that Artificial Intelligence (AI) adoption has a very strong and positive relationship with administrative efficiency in Islamic educational institutions. The structural model produces a path coefficient of $\beta = 0.955$, with $t = 27.93$ and $p < 0.001$, while the coefficient of determination reaches $R^2 = 0.911$. This finding indicates that institutions with stronger AI adoption tend to demonstrate substantially higher administrative efficiency. The result suggests that AI is not merely an additional technological tool but can function as an organizational mechanism for improving the speed, accuracy, and effectiveness of administrative processes. In Islamic educational institutions, where administrative activities involve academic records, student data, reporting, scheduling, documentation, and institutional decision-making, AI adoption can potentially reduce repetitive work and enable administrators to allocate more attention to strategic tasks.

This finding can be theoretically explained through the Technology Acceptance Model (TAM) proposed by Davis, which emphasizes perceived usefulness and perceived ease of use as important

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determinants of technology acceptance. When users perceive that AI can make their work easier, faster, and more productive, they are more likely to adopt and integrate the technology into their routine activities. The strong relationship identified in this study supports this theoretical proposition. AI adoption appears to be valuable when it is directly connected to practical improvements in administrative work. In other words, the effectiveness of AI adoption is not determined merely by the presence of AI technology but by its perceived and actual usefulness in solving administrative problems.

The findings also align with the broader logic of the Unified Theory of Acceptance and Use of Technology (UTAUT), particularly the concept of performance expectancy. UTAUT suggests that individuals are more likely to use technology when they believe that its use will improve their performance. In the present study, the strong relationship between AI adoption and administrative efficiency indicates that the perceived performance benefits of AI are highly relevant to institutional administrative practices. Recent research on AI acceptance in university contexts similarly shows that performance expectancy is an important factor in explaining effective AI use among students, faculty, and administrative staff. Thus, the present findings provide empirical support for technology-adoption theories by demonstrating that the usefulness of AI is particularly meaningful when it produces improvements in organizational performance.

The present study strongly supports previous research on AI and educational administration. A recent systematic review of AI in educational administration found that AI can improve administrative efficiency through data management, performance prediction, and resource allocation. Similarly, a systematic review of AI-enabled governance in higher education found that operational efficiency and process optimization were among the most frequently reported outcomes of AI adoption, including faster processing, improved administrative throughput, and more effective resource allocation. These findings are consistent with the present study and strengthen the argument that the contribution of AI to education extends beyond teaching and learning toward institutional management and governance.

More specifically, the findings support research conducted in the context of Islamic education. Pohan and Pohan reported that integrating AI into an Islamic education management system substantially reduced the time required for grade recapitulation and report preparation while also reducing input errors. Their findings demonstrate how AI can directly improve the efficiency and accuracy of administrative processes in madrasah settings. The present study extends this evidence by moving from a system implementation perspective to an empirical relationship model, demonstrating statistically that stronger AI adoption is associated with higher administrative efficiency. Therefore, the present research does not reject previous findings; rather, it strengthens them by providing quantitative evidence of the relationship.

The result also supports recent research emphasizing that AI can improve administrative efficiency in Islamic education while simultaneously requiring attention to institutional values. Studies of AI integration in Islamic education management have reported that AI can automate student data management, scheduling, resource allocation, and other routine administrative tasks, thereby reducing workload and human error. This is particularly significant for Islamic educational institutions because technological modernization should not simply pursue operational efficiency

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but should remain consistent with institutional accountability, human responsibility, and Islamic educational values. Accordingly, AI should be positioned as a supporting technology rather than a replacement for human administrative judgment.

An important contribution of this study is reflected in the magnitude of the explanatory power. The R^2 value of 0.911 indicates that AI adoption accounts for a very substantial proportion of the variance in administrative efficiency in the observed dataset. This is stronger than what is commonly reported in studies that examine multiple organizational determinants simultaneously. The result suggests that AI adoption may be especially salient in institutions where administrative processes are still characterized by repetitive tasks, manual data processing, and fragmented information management. Nevertheless, the high R^2 should be interpreted cautiously. Administrative efficiency can also be influenced by leadership, digital infrastructure, staff competence, organizational culture, financial resources, and institutional policies. Recent research on madrasah digital management, for example, identifies leadership commitment, infrastructure, and human-resource readiness as important conditions for successful digital transformation.

The findings therefore do not reject the dominant direction of previous research; instead, they consistently support the emerging body of literature showing that AI can improve educational administration. However, the study provides a different emphasis by specifically connecting AI adoption with administrative efficiency in Islamic educational institutions. Much previous research has concentrated on AI-supported learning, assessment, or general technological opportunities, while administrative and governance applications have received comparatively less empirical attention. A major systematic review of AI in education likewise identified administration as one of the important domains but noted the need for further research into how AI is integrated across educational functions. The present study responds to this gap by treating administrative efficiency as the central organizational outcome.

The novelty of the finding therefore lies in demonstrating that AI adoption can be conceptualized not simply as a technological innovation but as an organizational efficiency mechanism in Islamic educational management. The model suggests that the successful adoption of AI may contribute to more streamlined administrative workflows, faster information processing, improved accuracy, reduced repetitive workload, and stronger data-based decision-making. This extends the existing literature from the question of *whether AI can be used in education* toward the more specific question of *whether AI adoption produces measurable organizational efficiency*. In the context of Islamic education, this perspective is particularly important because digital transformation needs to combine technological advancement with responsible institutional governance.

Overall, the findings support rather than contradict previous theoretical and empirical research. The strong and significant coefficient confirms the expectation that AI adoption is positively associated with administrative efficiency. The study consequently reinforces TAM and UTAUT-based arguments concerning the importance of perceived usefulness and performance improvement in technology adoption, while extending existing AI-in-education research into the administrative dimension of Islamic educational institutions. At the same time, the findings imply that institutional leaders should not view AI adoption as an end in itself. Its value depends on how effectively AI is integrated into administrative workflows, supported by competent human

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resources, adequate infrastructure, ethical governance, and appropriate institutional policies. Thus, the study positions AI as a strategic enabler of administrative efficiency, while maintaining human oversight as an essential element of responsible Islamic educational management.

4. CONCLUSION

This study concludes that Artificial Intelligence adoption has a strong and positive relationship with administrative efficiency in Islamic educational institutions. The PLS-SEM analysis shows a path coefficient of $\beta = 0.955$, with $t = 27.93$ and $p < 0.001$, indicating a statistically significant relationship between the two constructs. The R^2 value of 0.911 demonstrates substantial explanatory power, suggesting that AI adoption is strongly associated with variations in administrative efficiency in the observed institutions.

These findings indicate that AI can function as more than a technological innovation; it can become a strategic instrument for improving institutional administration. The integration of AI has the potential to accelerate data processing, reduce repetitive administrative tasks, improve information accuracy, and support more effective decision-making. The study therefore supports previous research and technology-adoption perspectives that emphasize the role of technology utilization in improving organizational performance. Its contribution lies in extending this discussion to Islamic educational institutions, where AI adoption must be integrated with institutional accountability, human oversight, and Islamic educational values.

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