Al-I'lam Journal of Contemporary Islamic Communication and Media
eISSN: 2785-8839
Universiti Sains Islam Malaysia

The Impact of Media Students' Interest in Artificial Intelligence Technologies on Their Perceptions of Future Career Prospects

Ahmed A.Q. Karim*

**Article Info*

Faculty of Leadership & Management, Universiti Sains Islam Malaysia (USIM), Nilai, Malaysia
Email: d.ahmed.karim1986@gmail.com

Article Info

Article history:
Received: 26th December, 2025
Accepted: 9th May, 2026
Published: 1st July, 2026

DOI:
10.33102/jcicom.vol6no1.154

ABSTRACT

This study examined the impact of media students' interest in artificial intelligence (AI) technologies on their perceptions of their professional future, considering rapid digital transformations in the media work environment. The study compared media students in Palestine and Malaysia. A descriptive-analytical approach was adopted, using questionnaires to collect quantitative data, alongside semi-structured interviews for qualitative insights. The population consisted of 582 students from five selected universities, with a systematic random sample of 232 participants, yielding 212 valid questionnaires. Findings revealed a high level of interest in AI technologies among students, with statistically significant differences favoring Malaysian universities due to variations in technical infrastructure, academic support, and practical training. Moreover, a positive and significant relationship was found between students' AI interest and their perceptions of their professional future, reflecting awareness of AI's role in career opportunities and adapting to the evolving media labor market. The study recommends integrating AI applications into curricula and offering training programs to build skills aligned with technological changes in media.

Keywords: *Artificial Intelligence, Student Interest, Media Students, Professional Future, Palestine, Malaysia*

INTRODUCTION

The media environment has undergone profound transformations in recent years due to the rapid development of artificial intelligence (AI) technologies, which have become one of the main drivers reshaping the structure of media work, content production and distribution, and audience engagement (Alshawi, 2025). This transformation has brought significant changes to the nature of media professions, redefining traditional roles within the sector and imposing new professional requirements based on digital skills and the ability to adapt to continuously evolving work environments (Alshawi, 2025).

The impact of AI technologies in the media field extends beyond technical and institutional dimensions to include human and cognitive aspects, particularly individuals' attitudes and level of interest in these technologies. The adoption of AI by individuals is influenced by cognitive and psychological factors that determine their readiness to use such technologies in educational and professional contexts (Lan et al., 2025). The stage of interest is considered a central step in technology adoption, reflecting individuals' readiness to evaluate and utilize innovations before actual use, which subsequently affects their professional intentions and behaviors regarding AI adoption in the future (Lan et al., 2025).

In the media context, media students' interest in AI technologies is particularly important as they are the group soon to enter a labor market undergoing deep structural changes. AI is already present in many media practices, including content production, automated editing, big data analysis, fact-checking, and personalized messaging, which enhances newsroom efficiency and productivity, yet also raises professional challenges regarding traditional journalistic roles and editorial standards (Shi & Sun, 2024; Generative AI and its disruptive challenge to journalism, 2025). Students' level of interest in these technologies is expected to influence their perceptions of their professional future, including employment opportunities, emerging media roles, and the skills required for success in the media labor market (Shi & Sun, 2024; Generative AI and its disruptive challenge to journalism, 2025).

Individuals' perceptions of AI in media work vary between positive attitudes, which see it as an opportunity to enhance professional efficiency and expand creativity, and cautious or concerned perspectives regarding its potential impact on employment and human roles in media processes. Research indicates that journalists and media practitioners recognize the value of AI in improving efficiency and accuracy, but it also raises concerns about misinformation and the potential loss of control over core professional standards (Peña-Alonso, Peña-Fernández & Meso-Ayerdi, 2025; Kumar & Singh, 2025). This variation shapes different levels of interest in AI, particularly among media students, whose future perceptions are influenced by educational, cultural, and

institutional factors, including available training and awareness of labor market changes.

The importance of this study increases when considering different educational contexts, such as Palestine and Malaysia, where technological infrastructure, educational policies, and institutional support for modern technology adoption in higher education vary. While Palestinian universities face challenges related to limited resources and technical capabilities, Malaysian universities show relative progress in integrating digital technologies into academic programs, which may affect students' interest in AI and their perceptions of their professional future.

In light of the above, there is a need to examine the impact of university media students' interest in AI technologies on their perceptions of their professional future through a comparative analytical approach between the Palestinian and Malaysian contexts. This study aims to provide a deeper understanding of how interest in these technologies shapes students' professional perspectives, offering an evidence-based foundation to support curriculum development and guide educational policies aligned with the requirements of the rapidly transforming media labor market.

LITERATURE REVIEW

The Theoretical Framework

Concept of Artificial Intelligence

Artificial Intelligence (AI) is a branch of computer science that focuses on designing and developing systems and software capable of performing tasks that typically require human intelligence, such as learning, reasoning, decision-making, and natural language processing (UNESCO, 2025). AI includes a set of techniques such as machine learning, neural networks, and language processing, enabling machines to simulate some aspects of human cognitive abilities and improve performance based on data (UNESCO, 2025; Psychology and Education, 2025).

In other words, AI can be defined as a concept that allows machines to perform functions requiring human intelligence—such as pattern recognition, problem-solving, and adapting to new situations—using advanced algorithms based on data and learning, making it one of the most influential technologies in contemporary digital transformations (UNESCO, 2025; Psychology and Education, 2025).

Importance of Artificial Intelligence

Artificial Intelligence (AI) is among the most prominent technological developments of the modern era. Its role goes beyond simple automation to include big data analysis,

decision-making improvement, and innovation enhancement across various economic and social sectors. Recent research evidence indicates that AI serves as a key driver of economic growth and development by increasing productivity, improving operational efficiency, and supporting the development of smart services in fields such as health, education, management, business, and media (Brandao, 2025).

Moreover, AI adoption contributes to reshaping the labor market by creating new jobs and skills that require advanced analytical and technical abilities, making it a vital tool for preparing individuals for future professions and enhancing workforce competitiveness in the knowledge economy.

AI Technologies in Media Work

Artificial intelligence technologies in media work encompass a set of tools and computer systems that utilize machine learning algorithms, natural language processing, and automated content generation to enhance the performance of various media operations, including news gathering, data analysis, content production, fact-checking, and targeted audience distribution (Abed & Farrokhi, 2025; Dodds et al., 2025; Ng, 2024; Karim et al., 2025). These technologies rely particularly on large language models and generative AI, which allow for rapid and efficient responses to the requirements of contemporary media production, contributing to the acceleration of traditional processes and enhancing efficiency and innovation in digital media. These applications combine automation with intelligent analysis to deliver higher-quality content, interact with audiences in a personalized manner, and improve the competitiveness of media organizations in the evolving digital media environment, while maintaining journalists' roles in supervising and verifying content and core journalistic concepts.

Impact of AI on the Media Labor Market

AI is causing fundamental changes in the media labor market by reshaping job tasks, altering required skills, creating new opportunities, and limiting some traditional roles. Recent literature indicates that AI technologies, particularly generative AI, are used to automate routine tasks such as basic news editing and data analysis, reducing the demand for repetitive-task-based competencies while increasing the need for analytical, creative, and advanced technical skills (Marguerit, 2025).

Furthermore, research focusing on AI's impact in media organizations shows that this technology stimulates workforce restructuring by enhancing productivity and content personalization, though it may alter job nature or reduce roles for some staff, such as audio producers, necessitating continuous skill development and training to keep up with technological changes (Dwikat, 2025). Therefore, AI's impact on the media labor

market is multifaceted, combining new opportunities, role changes, and a need for updated professional competencies.

Previous Studies

The academic literature on AI in media can be categorized into three main themes: AI applications in journalism, journalists' attitudes toward AI, and its impact on media students. These studies indicate increasing scholarly interest, with varied approaches and findings.

Studies on AI Applications in Journalism

Recent literature has examined AI applications in journalism from multiple angles, with special attention to their effects on professional practices in digital journalism. Lewis et al. (2025) provided a detailed analysis of generative AI's impact on the essence of journalism, showing how this technology alters creativity, originality, and professional identity, reflecting a fundamental shift in the role of technology within media organizations (Generative AI and its disruptive challenge to journalism, 2025).

A large-scale study by Russell et al. (2025) found that AI usage in U.S. newspapers reached approximately 9% of published articles during summer 2025, with differences between small and large newspapers and a lack of transparency in reporting AI use, highlighting the need for editorial and ethical guidelines to ensure public trust (Russell et al., 2025).

Other studies, such as Peña-Alonso et al. (2025), examined journalists' perceptions of AI risks, particularly regarding misinformation, finding that most journalists see AI as potentially complicating fake news detection and professional accuracy, reflecting growing concerns over uncritical use of these tools. Qualitative research by Ng (2024) indicated that both journalists and journalism students face challenges related to ethics and trust in AI usage, while recognizing opportunities for faster news collection and analysis.

Overall, these studies agree that AI is an integral part of contemporary digital journalism, emphasizing the need for professional, ethical, and editorial frameworks that balance the benefits of AI with accuracy, credibility, and responsibility.

Studies on AI's Impact on the Future of Journalism

This category of research focuses on AI's effects on the future of journalism, highlighting opportunities and challenges associated with digital transformation. Systematic analyses show that AI transforms journalism through news automation,

data analysis, and audience-targeted content, while raising concerns about reduced depth, context, and changes in traditional journalistic roles (Digital Newsroom Transformation, 2025).

Çenberli (2025) noted that journalists perceive AI as an opportunity to free time from routine tasks and focus on in-depth reporting, though concerns remain about professional control and the mechanization of journalism. Hassim & Mohamad Nasir (2025) emphasized ethical considerations, including bias, credibility, responsibility, and transparency in AI-assisted news production. Field studies indicate that increasing AI adoption raises questions about the professional identity of journalists, necessitating new editorial standards and regulatory mechanisms to ensure quality and reliability (UNESCO, 2025).

In general, these studies highlight the complex interplay of opportunities and challenges, showing that while AI enhances efficiency and production quality, it also raises issues related to credibility, professional roles, and public trust (Digital Newsroom Transformation, 2025; Çenberli, 2025; Hassim & Mohamad Nasir, 2025; UNESCO, 2025).

Studies on AI's Impact on Media Students

Recent studies have explored media students' interactions with AI in academic contexts and its reflection on performance, future aspirations, and readiness for the media labor market. A recent survey by Hailat et al. (2025) found that journalism students at Yarmouk University had moderate awareness of AI and its applications in content production, with moderate use of tools like ChatGPT for information gathering. Results indicated a significant relationship between students' perceptions of AI and their use of these tools in professional and educational tasks (Hailat et al., 2025).

These findings align with the Jisc (2025) report, showing that higher education students increasingly rely on AI for study purposes while expressing concerns about academic quality and readiness for the workforce, highlighting the need for institutional guidance and ethical frameworks. Mazaheriyan & Nourbakhsh (2025) reported that students primarily use AI tools to save time and improve academic output but often lack clear institutional policies, creating ethical challenges and affecting academic integrity.

Collectively, these studies indicate that media students are increasingly adopting AI technologies, with varying perceptions of benefits and challenges, emphasizing the need for practical training, clear educational policies, and curriculum development to better prepare students for a transforming media labor market.article.

RESEARCH METHODOLOGY

Conceptual Framework / Study Model

Based on the above, the conceptual framework of this study was designed as follows: Independent Variable: Level of interest in artificial intelligence technologies in media work.

Dependent Variable: Media students' perceptions of their professional future in light of technological transformations.
Demographic Variables: Gender, age group, educational level, and university.
This framework was developed based on the theoretical foundation of the Diffusion of Innovations Theory, supported by recent studies that indicated a relationship between individuals' interest in AI technologies and their readiness for the digital media labor market (Hailat et al., 2025; Lewis et al., 2025; Mazaheriyan & Nourbakhsh, 2025).

Figure 1 illustrates the study model:

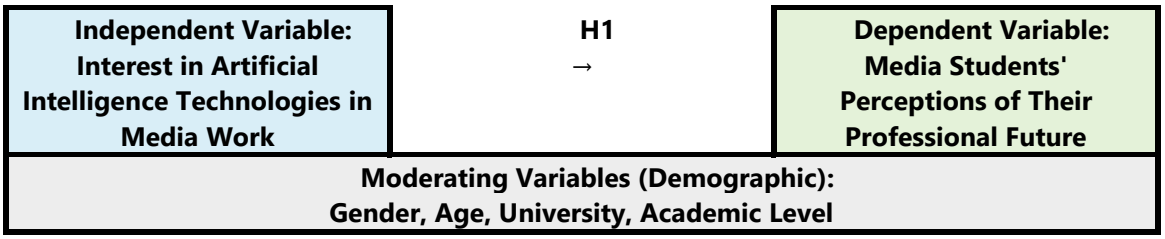

Figure 1: Conceptual Model of the Study

Conceptual model based on Diffusion of Innovations theory; supported by recent studies (Hailat et al., 2025; Lewis et al., 2025; Mazaheriyan & Nourbakhsh, 2025).

Figure 1 demonstrates the relationship among the study variables, where the level of interest in AI technologies in media work represents the independent variable, and media students' perceptions of their professional future represent the dependent variable. The demographic variables (gender, age group, educational level, and university) play a moderating role, potentially influencing the strength or direction of the relationship between interest in AI and professional future perceptions.

Hypothesis Development

Based on the adopted theory and the context of previous studies, the main hypothesis was formulated as follows, focusing on the nature of the relationship between the variables as discussed in recent literature on technology adoption in the media field:

Main Hypothesis (H1): There is a statistically significant relationship between media students' level of interest in AI technologies in media work and their perceptions of their professional future.

This hypothesis is based on the assumption that a higher level of interest in AI contributes to forming clearer and more positive perceptions of students' professional future, as indicated by Rogers' Diffusion of Innovations Theory (2003) and supported by recent studies on the impact of digital transformations on students' preparedness in media fields (Hailat et al., 2025; Lewis et al., 2025; Mazaheriyan & Nourbakhsh, 2025).

The construction of this hypothesis is also justified by the fact that the "interest" stage represents the fundamental step preceding evaluation and experimentation, through which individuals begin forming their professional attitudes and decisions regarding the adoption or rejection of new technologies in the media work environment.

Research Design

This study adopted a descriptive-analytical approach, as it aligns with the research objectives, which aim to measure the level of media students' interest in artificial intelligence (AI) technologies in media work in Palestine and Malaysia, and analyze the impact of this interest on their perceptions of their professional future.

The study utilized a survey method to collect quantitative data through questionnaires, alongside a correlational study method to analyze the relationships among the main study variables. Additionally, the researcher conducted semi-structured interviews to support the qualitative aspect and provide a deeper understanding of the phenomenon, consistent with Creswell's (2014) recommendations on integrating quantitative and qualitative approaches in contemporary social research.

Population and Sample

The study population consisted of media students from five selected universities:

- Palestine: Al-Quds Open University and Palestine Technical University – Khadouri.
- Malaysia: International Islamic University Malaysia (IIUM), Universiti Sains Islam Malaysia (USIM), and Universiti Kebangsaan Malaysia (UKM).

The total population comprised 582 students.

The sample was selected using a systematic random sampling method, with an ideal sample size of 232 participants according to Krejcie & Morgan (1970). The sample was proportionally distributed based on the number of students in each university.

Questionnaires were distributed electronically with the assistance of academics and administrators from the participating universities, resulting in 212 valid responses for analysis, representing a response rate of 91.4%.

The researcher ensured fair representation across student levels (undergraduate and postgraduate) to enhance the credibility and generalizability of the results.

Research Instruments

The researcher employed two complementary tools for data collection:

1. Questionnaire: The main tool to measure media students' level of interest in AI technologies in media work and to analyze its relationship with their perceptions of their professional future.
2. Semi-Structured Interviews: Conducted with four experts in media and AI to deepen understanding and interpret quantitative results in light of professional and technological contexts.

Instrument Development

The questionnaire was developed through the following steps:

- Reviewing recent literature to identify dimensions and items related to the variable of interest in AI technologies in media work.
- Drafting items that reflect measurement indicators derived from reference studies.
- Consulting eight experts in media, statistics, and language to ensure content validity and clarity.
- Revising items based on expert feedback and finalizing the questionnaire after ensuring scientific and linguistic consistency.

Validity and Reliability of the Instrument

The researcher verified the instrument's validity through multiple procedures.

Construct Validity: Pearson correlation coefficients were calculated between the "interest in AI technologies" construct and its items. The results indicated statistical significance at Sig < 0.05, demonstrating a high level of construct validity (Table 1).

Table 1: Pearson Correlation Coefficients for the "Interest" Construct

Construct	Correlation Coefficient	Sig	Significance
Interest in AI Technologies	0.912	0.000	Statistically Significant

Internal Consistency: Pearson correlation coefficients between each item and its construct ranged from 0.534 to 0.916, indicating high internal consistency among the questionnaire items.

Reliability: Cronbach's Alpha was calculated to assess internal consistency. Results showed high reliability for both study constructs (Table 2).

Table 2: Cronbach's Alpha for Questionnaire Constructs

Construct	Cronbach's Alpha
Interest in AI Technologies in Media Work	0.910
Media Students' Perceptions of Professional Future	0.953

Overall, these results indicate that the study instrument possesses high validity and reliability, making it suitable for measuring media students' interest in AI technologies and analyzing its impact on their professional future perceptions.

FINDINGS AND DISCUSSION

Demographic Characteristics of the Participants

The study sample (N = 212) comprised male and female students from five Palestinian and Malaysian universities. Females represented the majority of the sample (65.6%) compared to 34.4% males. The age group from 20 to <35 years accounted for 90.1%. Regarding academic level, the sample was distributed almost equally between bachelor students in the third and fourth levels (35.8% each), while graduate students constituted 28.3%. Al-Quds Open University recorded the highest representation (37.3%), followed by USIM (31.6%).

Table 3: Demographic Characteristics of the Participants (N = 212)

Variable	Category	Count	Percentage (%)
Gender	Male	73	34.4%
	Female	139	65.6%
Age Group	20–<35	191	90.1%
	35–<45	19	9.0%
	45 and above	2	0.9%
Academic Level	Bachelor (Level 3)	76	35.8%
	Bachelor (Level 4)	76	35.8%
	Postgraduate	60	28.3%
University	Al-Quds Open University	79	37.3%
	USIM	67	31.6%
	IIUM	26	12.3%
	UKM	20	9.4%
	Palestine Technical University – Kadoorie	20	9.4%

Results of the Analysis of the Main Research Question

The main research question is accompanied by several sub-questions, including: "RQ1: What is the level of media students' interest in artificial intelligence technologies in media work?"

Data were analyzed using means and relative weights to identify the level of interest among media students in the selected universities in Palestine and Malaysia. The results show variation in the level of interest across universities, ranging from medium to high, as presented in Table (4).

Table 4: Media Students' Interest in AI Technologies by University

Dimension	University	Mean	Relative Weight (%)	Level of Interest
Interest in AI Technologies	Al-Quds Open University	3.843	76.87	High
	Palestine Technical University – Kadoorie	3.595	71.91	High
	USIM	4.100	82.01	High
	UKM	3.691	73.82	High
	IIUM	4.007	80.14	High
All universities	—	3.907	78.14	High

Interpretation of RQ1: Level of Media Students' Interest in AI Technologies in Media Work

The findings indicate that media students expressed clear interest in engaging with AI technologies and acquiring the skills needed to employ them in media work. This interest reflects their growing awareness of the importance of digital transformations in the media field and their desire to develop professional capabilities to keep pace with technological advances.

This trend is supported by observations of academic experts, who noted that the advanced technological infrastructure in Malaysian universities provides a stimulating learning environment for acquiring digital skills and applying them in practice, while students in Palestinian universities face challenges related to access to modern technological resources and specialized training programs, which limits effective engagement with these technologies.

From the perspective of the "interest" stage in Rogers' Diffusion of Innovations theory (2003), the results suggest that students recognize the relative advantage of AI technologies and their ease of understanding and use—they view them as tools that open new opportunities to develop media work and improve professional efficiency. Overall, interest in AI is not merely superficial knowledge; it represents an essential preparatory step toward future adoption, reflecting students' readiness to adapt to digital transformations and the professional challenges associated with contemporary media workplaces.

Table 5: Item-Level Analysis of Interest in AI Technologies

No	Statement	Al-Quds Open University	Kadoorie University	USIM	UKM	IIUM	Total Mean
1	My instructors and university encourage me to use AI technologies	3.354 (67.09%)	2.900 (58.00%)	4.090 (81.79%)	3.800 (76.00%)	4.231 (84.62%)	3.693 (73.87%)
2	People around me encourage me to use AI technologies	3.494 (69.87%)	2.900 (58.00%)	3.985 (79.70%)	3.850 (77.00%)	4.000 (80.00%)	3.689 (73.77%)
3	I will join training courses to learn how to use AI technologies	3.873 (77.47%)	3.900 (78.00%)	4.090 (81.79%)	3.550 (71.00%)	3.846 (76.92%)	3.910 (78.21%)
4	I follow global media experiments that use AI	3.456 (69.11%)	3.450 (69.00%)	3.940 (78.81%)	3.500 (70.00%)	3.538 (70.77%)	3.623 (72.45%)
5	I strive to develop my personal skills in dealing with AI	4.177 (83.54%)	4.200 (84.00%)	4.224 (84.48%)	3.600 (72.00%)	3.962 (79.23%)	4.113 (82.26%)
6	I encourage my colleagues to learn to use AI in media work	3.937 (78.73%)	3.750 (75.00%)	4.224 (84.48%)	3.550 (71.00%)	4.000 (80.00%)	3.981 (79.62%)
7	I believe that learning AI will improve my employment opportunities	4.443 (88.86%)	4.150 (83.00%)	4.239 (84.78%)	4.050 (81.00%)	4.269 (85.38%)	4.292 (85.85%)
8	Using AI in media work will increase my efficiency and productivity	4.139 (82.79%)	4.100 (82.00%)	4.284 (85.67%)	3.900 (78.00%)	4.308 (86.15%)	4.179 (83.59%)
9	I participate in forums and online groups discussing AI applications	3.278 (65.57%)	3.000 (60.00%)	3.627 (72.54%)	3.400 (68.00%)	3.577 (71.54%)	3.410 (68.21%)
10	I look forward to using AI in my academic projects	3.873 (77.47%)	3.450 (69.00%)	4.164 (83.28%)	3.450 (69.00%)	4.115 (82.31%)	3.915 (78.30%)
11	I believe AI will revolutionize media and change traditional workflows	4.253 (85.06%)	3.750 (75.00%)	4.239 (84.78%)	3.950 (79.00%)	4.231 (84.62%)	4.170 (83.40%)
—	Overall Dimension	3.843 (76.87%)	3.595 (71.91%)	4.100 (82.01%)	3.691 (73.82%)	4.007 (80.14%)	3.907 (78.14%)

The overall level of interest and acceptance of AI technologies among university media students was high, with a total relative weight of 78.14%. USIM recorded the highest level of interest and acceptance, attributed to a supportive learning environment and advanced technological infrastructure that facilitate practical engagement with AI applications. Conversely, Palestine Technical University – Kadoorie ranked lowest,

indicating that limited technological resources and weaker institutional support affect students' interest and acceptance levels.

At the item level, the statement "Learning AI technologies will improve my future employment opportunities" ranked first, reflecting students' awareness of the professional value of these technologies and their role in enhancing competitiveness in the media labor market. This finding aligns with the concept of relative advantage in Diffusion of Innovations, whereby perceived benefits increase interest and acceptance. Meanwhile, participation in specialized online communities and forums ranked lowest, suggesting fewer opportunities for practical engagement and experimentation—consistent with the "trialability" attribute that facilitates progression beyond the interest stage toward adoption.

Personal interest in developing technical skills appears to be a pivotal factor in strengthening students' acceptance of AI technologies; however, the scarcity of applied programs—especially in some Palestinian universities—still constrains turning interest into actual practice. Strengthening hands-on training, organizing workshops, and providing realistic application models can alleviate concerns related to the impact of AI on traditional jobs and build more positive perceptions of students' professional futures.

Second: Results of the Second Question and Discussion

Question: What is the perceived professional future of using AI technologies in media work among university media students?

This question was answered using means and relative weights, as shown in Table (6).

Table 6: Item-Level Analysis of the Professional Future Axis

No	Statement	Al-Quds Open University	Kadoorie University	USIM	UKM	IIUM	Total Mean
1	AI technologies will play an important role in my professional future	4.000 (80.00%)	3.700 (74.00%)	4.194 (83.88%)	3.900 (78.00%)	4.038 (80.77%)	4.028 (80.57%)
2	I feel reassured about AI's impact on job opportunities in my field	3.696 (73.92%)	3.250 (65.00%)	4.015 (80.30%)	3.850 (77.00%)	4.038 (80.77%)	3.811 (76.23%)
3	It is essential that students learn AI skills before entering the job market	4.089 (81.77%)	4.000 (80.00%)	4.194 (83.88%)	4.200 (84.00%)	4.115 (82.31%)	4.127 (82.55%)
4	I am interested in developing AI skills to improve my chances of getting a job	4.000 (80.00%)	3.500 (70.00%)	4.209 (84.18%)	3.800 (76.00%)	4.115 (82.31%)	4.014 (80.28%)

5	Having AI experience helps me compete for job opportunities	4.101 (82.03%)	3.700 (74.00%)	4.164 (83.28%)	3.700 (74.00%)	4.077 (81.54%)	4.042 (80.85%)
6	Using AI increases my adaptability and flexibility in the job market	3.924 (78.48%)	3.800 (76.00%)	4.104 (82.09%)	4.000 (80.00%)	4.231 (84.62%)	4.014 (80.28%)
7	Using AI improves my work efficiency and productivity	4.101 (82.03%)	3.550 (71.00%)	4.209 (84.18%)	3.950 (79.00%)	4.192 (83.85%)	4.080 (81.60%)
8	AI technologies will create new jobs in the future	4.013 (80.25%)	3.600 (72.00%)	4.060 (81.19%)	4.200 (84.00%)	4.154 (83.08%)	4.024 (80.47%)
9	AI applications help continuously improve my media skills	3.962 (79.24%)	3.600 (72.00%)	4.045 (80.90%)	3.600 (72.00%)	4.038 (80.77%)	3.929 (78.59%)
10	Knowing AI technologies makes me more prepared for changes in the job market	3.962 (79.24%)	3.650 (73.00%)	4.209 (84.18%)	3.900 (78.00%)	4.115 (82.31%)	4.024 (80.47%)
11	AI can help me outperform competitors in my field	4.165 (83.29%)	3.600 (72.00%)	4.060 (81.19%)	4.300 (86.00%)	4.000 (80.00%)	4.071 (81.42%)
12	AI opens new opportunities for freelance work in media	4.101 (82.03%)	3.500 (70.00%)	4.179 (83.58%)	3.900 (78.00%)	4.077 (81.54%)	4.047 (80.94%)
13	Learning about AI gives me more confidence in facing professional challenges	4.127 (82.53%)	3.900 (78.00%)	4.134 (82.69%)	4.100 (82.00%)	4.115 (82.31%)	4.104 (82.08%)
—	Overall Dimension	4.019 (80.37%)	3.642 (72.85%)	4.137 (82.73%)	3.954 (79.08%)	4.101 (82.01%)	4.024 (80.49%)

The results of the second question show positive expectations among media students regarding the use of AI in their professional future, with an overall relative weight of 80.49%. USIM topped the results (82.73) due to its advanced educational environment, while Kadoorie recorded the lowest percentage (72.85) owing to limited resources and infrastructure. Interpreted through Diffusion of Innovations, USIM reflects a more

advanced stage of interest, whereas Kadoorie shows gaps in the stages of innovation adoption.

The statement "It is essential that students learn AI skills before entering the job market" received the highest response (82.55), indicating the importance of prior training. In contrast, "I feel reassured about AI's impact on job opportunities" had the lowest percentage (76.23), reflecting hesitation and concerns about automation.

Experts have highlighted that challenges in some Palestinian universities stem from weak infrastructure, lack of institutional support, and limited curricular integration. Prior studies similarly suggest that insufficient resources hamper the integration of AI technologies, while practical training and advanced academic environments are crucial for preparing students for the labor market. Other research points to AI's role in improving productivity and accuracy in the media domain.

Third: Results of the Third Question and Discussion

The third question examines whether there is a statistically significant relationship between media students' level of interest in AI technologies and their perceptions of their professional future in media.

Hypothesis: There is a statistically significant relationship at the $\alpha \leq 0.05$ level between students' interest in AI technologies and their perceptions of their professional future in media.

Pearson correlation coefficients were used to test the hypothesis, and the results are shown in Table (7).

Table 7: Pearson Correlation between Interest in AI Technologies and Perceived Professional Future by University

No.	University	Interest & Acceptance	Sig.	Significance
1	Al-Quds Open University	0.627	0.000	Significant
2	Palestine Technical University – Kadoorie	0.748	0.000	Significant
3	USIM	0.820	0.000	Significant
4	UKM	0.458	0.042	Significant
5	IIUM	0.703	0.000	Significant
—	All universities	0.701	0.000	Significant

The results indicate a statistically significant and strong relationship between media students' interest in AI technologies and their perceptions of their professional future, with an overall correlation of 0.701 (Sig. = 0.000). Malaysian universities such as USIM and IIUM recorded the highest coefficients, reflecting the effect of combining interest with practical engagement in AI, while Palestinian universities also showed significant relationships despite resource constraints—underscoring students' recognition of AI's importance for readiness in the media labor market. These findings highlight the need to support academic interest in AI with practical training programs to strengthen students' perceptions of their professional future.

CONCLUSION AND IMPLICATIONS

This study concludes that media students demonstrate a high level of interest in artificial intelligence (AI) technologies, reflecting a strong awareness of their significance in enhancing professional competence and improving future career prospects within the media sector. The findings indicate that such interest plays a pivotal role in shaping students' positive perceptions of their professional future, particularly when engagement with AI technologies is practical and experience-based rather than purely theoretical. Moreover, the study reveals statistically significant differences between universities, with Malaysian media students exhibiting higher levels of interest compared to their Palestinian counterparts. This disparity can be attributed to differences in educational environments, particularly in terms of digital infrastructure, availability of advanced technological resources, and exposure to applied training programs.

The implications of these findings are multifaceted. From a practical perspective, the results suggest that integrating AI applications into both theoretical and practical media curricula can substantially enhance students' engagement and readiness for the evolving media labor market. Educational institutions are therefore encouraged to adopt applied learning approaches, including project-based training and real-world simulations, to strengthen students' technical competencies. Additionally, the findings highlight the importance of investing in modern educational infrastructure, particularly media laboratories equipped with up-to-date AI software and tools, to foster an interactive and motivating learning environment.

From an educational and professional development standpoint, the study implies that organizing continuous workshops and digital awareness initiatives can further enhance students' understanding of AI applications and ethical considerations in media practice, thereby contributing to clearer and more realistic career expectations. Furthermore, strengthening partnerships between academic institutions and national or international media organizations emerges as a key implication, as such collaborations can provide students with valuable hands-on training opportunities and facilitate the effective transfer of AI skills to professional contexts.

Finally, the study underscores the need for diversified training programs tailored to different academic levels, ensuring that both undergraduate and postgraduate media students can meaningfully engage with AI technologies. Collectively, these implications emphasize that sustained institutional support, curriculum innovation, and practical exposure are essential to maximizing the positive impact of AI interest on media students' professional future perceptions.

ACKNOWLEDGEMENT

The author would like to thank all participating universities and media students in Palestine and Malaysia for their valuable time, cooperation, and contribution to this study. Appreciation is also extended to Universiti Sains Islam Malaysia (USIM) for providing an academic environment that supported the completion of this research.

AUTHOR(S) CONTRIBUTION

Ahmed A. Q. Karim was responsible for the conceptualization, methodology, data collection, data analysis, interpretation of findings, writing, reviewing, and editing of the manuscript.

CONFLICT OF INTEREST

The author declares no conflict of interest related to this study.

ETHICS STATEMENT

This study was conducted in accordance with accepted research ethics principles. Participation was voluntary, informed consent was obtained from all participants, and anonymity and confidentiality were maintained throughout the research process. The collected data were used exclusively for academic research purposes.

Artificial intelligence tools were used only for language refinement and editing purposes, while all research design, data collection, analysis, interpretation, and conclusions remain the sole responsibility of the author.

REFERENCES

Abed, N., & Farrokhi, N. (2025). The role of artificial intelligence in media communications. *AI and Tech in Behavioral and Social Sciences, 3*(3), 1–9. https://doi.org/10.61838/kman.aitech.3.3.3

Al-Dalous, J., et al. (2022). Attitudes of media experts toward the use of artificial intelligence technologies in Palestinian journalism: A field study. *Al-Risalah Journal for Human Studies and Research, 7*(3), 53–90.

Alshawi, A. S. M. (2025). The impact of artificial intelligence in digital media on the reality of content production and journalists' perceptions of their functions and roles. https://www.researchgate.net/publication/395518387

Brandao, P. R. (2025). The impact of artificial intelligence on modern society. *AI Systems: Theory and Applications, 6*(8), 190. https://doi.org/10.3390/ai6080190

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Diago, G. G. (2022). Perspectives to address artificial intelligence in journalism teaching: A review of research and teaching experiences. *Revista Latina de Comunicación Social, 80*, 29–46.

Dodds, T., Yeung, W. N., Mellado, C., & de Lima Santos, M. F. (2025). On controlled change: Generative AI's impact on professional authority in journalism. *Journalism Studies*.

Hailat, K. M., Alzainat, A. S., Mahroum, M. K., Alnasser, T. Z., & Al Zoubi, O. A. (2025). Perception of artificial intelligence by journalism students at Yarmouk University and its impact on their production of journalistic content. *Dirasat: Human and Social Sciences, 53*(5), 9214. https://doi.org/10.35516/Hum.2026.9214

Hassim, M. N., & Mohamad Nasir, N. N. A. (2025). The rise of AI in journalism: Ethical and practical implications. *E-Journal of Media and Society, 8*(2), 46–58. https://doi.org/10.24191/ejoms.v8i2.5841

Jisc. (2025). *Student perceptions of AI 2025*. Jisc.

Karim, A. A. Q., Awais, I. A., & Abu Nuqira, A. K. (2025). The reality of artificial intelligence journalism in journalistic editing in Palestine. *Al-I'lam: Journal of Contemporary Islamic Communication and Media, 5*(1). https://doi.org/10.33102/jcicom.vol5no1.113

Kumar, A., & Singh, J. (2025). AI-powered journalism: Opportunities, challenges, and the road ahead. *International Journal of Advanced Mass Communication and Journalism, 6*(2), 203–208. https://doi.org/10.22271/27084450.2025.v6.i2c.136

Lan, Y., Liu, S., Chen, H., Xia, L., & Sihang, L. (2025). Mindfulness and AI adoption: Extending the technology acceptance model for Chinese media students. *Frontiers in Psychology, 16*, Article 1637502. https://doi.org/10.3389/fpsyg.2025.1637502

Lewis, S. C., Guzman, A. L., Schmidt, T. R., & Lin, B. (2025). Generative AI and its disruptive challenge to journalism: An institutional analysis. *Communication and Change, 1*(9). https://doi.org/10.1007/s44382-025-00008-x

Mazaheriyan, A., & Nourbakhsh, E. (2025). Beyond the hype: Critical analysis of student motivations and ethical boundaries in educational AI use in higher education. *Higher Education Futures*.

Ng, J. (2024). Journalism transformation and challenges in the era of artificial intelligence: Perspectives of journalists and journalism students. *Al-I'lam: Journal of Contemporary Islamic Communication and Media, 4*(2).

Peña Alonso, U., Peña Fernández, S., & Meso Ayerdi, K. (2025). Journalists' perceptions of artificial intelligence and disinformation risks. *Journalism and Media, 6*(3), Article 133. https://doi.org/10.3390/journalmedia6030133

Shi, Y., & Sun, L. (2024). How generative AI is transforming journalism: Development, application and ethics. *Journalism and Media, 5*, 582–594. https://doi.org/10.3390/journalmedia5020039

UNESCO. (2025). *Exploring the future of journalism in an AI-driven world* (World Press Freedom Day report). https://www.unesco.org/en/articles/wpfd-2025-exploring-future-journalism-ai-driven-world

UNESCO. (2025). *What is artificial intelligence?* https://www.unesco.org/en/query-list/a/artificial-intelligence

Çenberli, Y. (2025). Incursion of artificial intelligence into news production: Will AI revive journalism? *OPUS Journal of Society Research, 22*(5), 1032–1045. https://doi.org/10.17645/opus.v22i5.1743749