



The Effect of a Generative AI-Assisted Blended Learning Model on Students' Self-Regulated Learning and Critical Literacy in Indonesian Language Lessons

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Article History:

Received:

07-02-2026

Revised:

19-02-2026

Accepted:

10-03-2026

Keywords:

Blended Learning; Critical Literacy; Generative AI; Indonesian Language Learning; Self-Regulated Learning.

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Abstract:

The low level of students' independent learning and text analysis skills demands pedagogical innovation in the digital era. This study aims to analyze the effect of implementing a Generative AI-assisted Blended Learning model on improving students' Self-Regulated Learning (SRL) and Critical Literacy in Indonesian language subjects. A quantitative approach with a quasi-experimental method using a One-Group Pretest-Posttest design was employed. The research sample consisted of 25 eighth-grade students at MTsS Puspa Bangsa, selected using a total sampling technique. Data were collected using a Likert-scale questionnaire to measure students' SRL and an essay test to assess their Critical Literacy skills. The results of the Paired Sample t-Test showed a significant difference between the pretest and posttest scores for both variables ($p < 0.05$). The average SRL score increased from 62.40 to 81.60, with an N-Gain value of 51.06%, categorized as moderately effective. Meanwhile, the average Critical Literacy score increased from 58.20 to 83.40, with an N-Gain value of 60.29%, categorized as moderately effective. These findings indicate that the implementation of Generative AI-assisted Blended Learning significantly improved students' Self-Regulated Learning and Critical Literacy. The findings suggest that integrating Generative AI into Blended Learning can support students' self-regulation while strengthening their ability to critically analyze and evaluate texts.

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Introduction (مقدمة)

The rapid development of Artificial Intelligence (AI), particularly Generative AI (GenAI), has transformed educational practices in the digital era and created new opportunities for developing more flexible, personalized, and student-centered learning environments. The

integration of GenAI into blended learning can potentially extend learning beyond the limitations of conventional face-to-face instruction by providing students with opportunities to explore information, generate ideas, receive feedback, and engage in interactive learning activities. Recent studies have increasingly examined the use of GenAI tools such as ChatGPT and Gemini in education, highlighting their potential to support learning processes while also emphasizing the importance of students' critical and ethical engagement with AI-generated content (Liu & Zhong, 2025). In Indonesian language learning, this technology can be particularly relevant because students are required not only to understand texts but also to analyze arguments, evaluate information, distinguish facts from opinions, and construct evidence-based interpretations. Thus, GenAI can be positioned not merely as a tool for producing answers but as a potential learning partner that stimulates inquiry, reflection, and critical evaluation (Rusyana & Wulandari, 2026; Saleh et al., 2025).

Despite this potential, a gap remains between the opportunities offered by digital technologies and students' actual literacy and learning autonomy. Preliminary observations in an eighth-grade class at MTsS Puspa Bangsa indicated that Indonesian language instruction tended to emphasize linear, text-based assignments and the completion of tasks, with limited opportunities for students to independently investigate and critically evaluate information. Students frequently experienced difficulties when required to analyze argumentative structures, verify the accuracy of information, and distinguish facts from opinions in news articles and essays. Interviews with Indonesian language teachers also indicated that many students demonstrated low levels of Self-Regulated Learning (SRL). They remained highly dependent on teacher instructions, had difficulty establishing independent learning goals and plans, and tended to become passive when facing difficulties in processing texts. These conditions indicate the need for a learning model that simultaneously develops students' ability to regulate their learning and critically engage with texts.

Generative AI-assisted Blended Learning may provide a pedagogical approach to address these challenges. Blended Learning combines face-to-face interaction with technology-mediated learning activities, allowing students to access learning resources and complete learning tasks beyond classroom time. Previous studies have reported that Blended Learning can improve students' conceptual understanding and engagement (Baharuddin, 2025; Kusmanto, 2025). However, the use of conventional Learning Management Systems (LMS) alone does not necessarily encourage students to critically examine the information they encounter or independently regulate their learning processes. The integration of GenAI can expand the function of Blended Learning by enabling students to interact with AI-generated explanations, ideas, and texts that can subsequently be examined and evaluated (Kohnke, 2026).

Recent research on GenAI in education has also demonstrated its potential to support writing, idea generation, and other language-learning activities. Fahren et al. (2026) and Utami et al. (2024), for example, examined the use of GenAI as a writing aid. Nevertheless, the increasing accessibility of AI-generated content also creates pedagogical concerns. When students use AI primarily to obtain ready-made answers, they may become passive users who copy and reproduce information without sufficiently verifying its accuracy, relevance, or logical validity. Such practices may undermine opportunities to develop critical thinking and independent learning skills (Yavich, 2025). Therefore, the pedagogical value of GenAI depends not only on its availability but also on how teachers design learning activities that require students to question, verify, compare, and evaluate AI-generated information.

Research on technology-supported Self-Regulated Learning further emphasizes the importance of students' ability to establish learning goals, monitor their progress, manage learning strategies, and evaluate learning outcomes in technology-mediated environments. Studies such as Maslina (2026) and Sudinadji and Kumaidi (2019) have examined technology-

related factors associated with SRL. However, previous research has largely focused on contexts outside Indonesian language literacy or has examined SRL separately from students' critical engagement with texts. Similarly, studies of Blended Learning have generally emphasized engagement and conceptual understanding, while studies of GenAI have frequently focused on content generation or writing assistance. Consequently, the integration of GenAI, Blended Learning, SRL, and Critical Literacy within Indonesian language instruction remains insufficiently explored (Balart, 2026).

Based on this literature, three research gaps can be identified. First, although Blended Learning has been widely investigated, relatively limited attention has been given to the integration of Generative AI as a structured component of Blended Learning rather than merely as an additional digital tool. Second, existing studies on GenAI in language learning have predominantly emphasized its function as a writing assistant, content generator, or source of immediate answers, while fewer studies have examined learning designs that require students to critically evaluate AI-generated content. Third, research investigating the development of Self-Regulated Learning and Critical Literacy simultaneously through AI-assisted Indonesian language learning, particularly at the Madrasah Tsanawiyah level, remains limited. These gaps demonstrate the need for empirical investigation into a pedagogical model that uses GenAI not only to facilitate learning but also to stimulate students' independent regulation and critical evaluation of information.

The novelty of this study lies in the design of a Generative AI-assisted Blended Learning scenario that positions AI-generated content as an object of critical analysis rather than simply as a source of answers. In the learning process, students are encouraged to compare AI-generated texts with credible sources, identify inconsistencies and potential logical fallacies, verify information, evaluate the quality of arguments, and reflect on their own learning processes. This approach integrates two complementary dimensions of learning: Critical Literacy, through the evaluation and analysis of texts and information, and Self-Regulated Learning, through students' independent planning, monitoring, and evaluation of their learning activities. Thus, the study moves beyond the instrumental use of GenAI and emphasizes its pedagogical use as a stimulus for critical and self-regulated learning.

Therefore, this study aims to examine the effect of implementing a Generative AI-assisted Blended Learning model on students' Self-Regulated Learning (SRL) and Critical Literacy in Indonesian language learning among eighth-grade students at MTsS Puspa Bangsa during the 2025/2026 academic year. The study is expected to provide empirical evidence regarding the potential of critically oriented GenAI integration to support students' learning autonomy and critical literacy and to contribute to the development of adaptive, ethical, and pedagogically meaningful AI-integrated Indonesian language learning in the digital era.



Method (منهج)

This study employs a quantitative approach using a quasi-experimental method with a One-Group Pretest-Posttest Design. This design was selected to measure differences in variable conditions before and after the implementation of an intervention within a single sample group, without the use of a comparison class. The independent variable is the Generative AI-assisted Blended Learning model, while the dependent variables comprise students' Self-Regulated Learning (SRL) and Critical Literacy skills in the Indonesian Language subject.

The study population consists of all 8th-grade students at MTsS Puspa Bangsa during the even semester of the 2025/2026 academic year. Sampling was conducted using a purposive sampling technique with a total sampling approach, wherein the entire class of 25 students was

designated as the research sample. This selection was based on the class's homogeneous characteristics and recommendations from the Indonesian Language teacher.

The research procedure began with a pretest to measure initial SRL levels via a questionnaire and initial Critical Literacy skills via an essay test. Subsequently, the sample group of 25 students received a treatment consisting of Indonesian Language instruction using the Generative AI-assisted Blended Learning model over the course of four to six sessions. The treatment integrated face-to-face sessions for analytical discussion with asynchronous digital sessions where students interacted with Generative AI platforms (such as ChatGPT or Gemini), evaluating the accuracy of the AI's output (prompting-based critical evaluation). Upon completion of the treatment series, students took a posttest using equivalent instruments to measure changes in both dependent variables.

Data were collected using two primary instruments that had undergone validity and reliability testing: a Likert-scale questionnaire to measure Self-Regulated Learning-adapting indicators from the Motivated Strategies for Learning Questionnaire (MSLQ)-and a text-based essay test to assess Critical Literacy skills (analyzing arguments, identifying bias, and distinguishing fact from opinion). Data analysis was conducted in stages using IBM SPSS software. Preliminary analysis involved testing for data normality using the Kolmogorov-Smirnov or Shapiro-Wilk test. Hypothesis testing was performed using the Paired Sample t-Test for normally distributed data or the Wilcoxon Signed-Rank test for non-normally distributed data to determine the significance of the difference in mean scores before and after the intervention. Additionally, the Normalized Gain (N-Gain) was calculated to assess the effectiveness or magnitude of the increase in students' mean scores for SRL and Critical Literacy following the implementation of the Generative AI-assisted Blended Learning model.

Result (نتائج)

This study was conducted at MTsS Puspa Bangsa, involving a population and target sample of 25 eighth-grade students. These students constituted a single experimental group that received a treatment consisting of the implementation of a Blended Learning model supported by Generative AI technology. To measure the intervention's effectiveness regarding two dependent variables-Self-Regulated Learning (SRL) and Critical Literacy data collection was carried out in two stages: a pretest (prior to the treatment) and a posttest (following the treatment). The quantitative data obtained from both stages were statistically analyzed through a series of steps: prerequisite testing, descriptive analysis, hypothesis testing, and an improvement test (N-Gain).

Prerequisite testing was essential before proceeding to hypothesis testing to determine the appropriate statistical approach (parametric or non-parametric). Given the small sample size-fewer than 50 respondents ($N = 25$) the Shapiro-Wilk test was selected as the recommended, more sensitive normality test over the Kolmogorov-Smirnov test. Decision-making criteria for this normality test were based on the probability (significance) value. If the Sig. value exceeded 0.05, the data were considered normally distributed (H_0 accepted); conversely, if the Sig. value was less than 0.05, the data were considered not normally distributed (H_0 rejected). A summary of the normality test results for both variables-at both the pretest and posttest stages-is presented in Table 1 below:

Table 1. Normality test results

Variable	Pretest (Sig.)	Posttest (Sig.)	Description
SRL	0,214	0,185	Normally distributed
Critical literacy	0,312	0,240	Normally distributed

Based on the statistical output in Table 1, the significance values for the Self-Regulated Learning variable were 0.214 for the pretest and 0.185 for the posttest. Meanwhile, for the Critical Literacy variable, the significance values were 0.312 for the pretest and 0.240 for the posttest. All significance values for both variables consistently exceeded the significance level of $\alpha = 0.05$. Consequently, it can be comprehensively concluded that all data distributions are normal. Meeting this normality assumption provides a strong methodological justification for proceeding to the hypothesis testing stage using parametric statistics specifically, the Paired Sample t-Test. Descriptive statistics for the pretest and posttest results are presented in Table 2.

Table 2. Descriptive statistics for pretest and posttest results

Variable	Pretest (Mean)	Posttest (Mean)	Difference
SRL	62,40	81,60	19,20
Critical literacy	58,20	83,40	25,20

Referring to Table 2, a clear positive shift in scores is evident for both variables under study. Regarding the Self-Regulated Learning variable, the students' initial average score stood at 62.40, indicating that prior to the intervention their level of self-regulation in learning was relatively low. However, following the implementation of the Generative AI-assisted Blended Learning model, the average score surged to 81.60, representing a total increase of 19.20 points. This finding is consistent with Maslina (2026), who reported that technology-supported learning environments can facilitate students' self-regulation by providing greater flexibility and opportunities for independent learning. The present study extends this finding by integrating Generative AI into a Blended Learning environment, in which students were not only provided with digital learning resources but were also required to independently evaluate AI-generated information.

A similar pattern was observed for the Critical Literacy variable. The students' baseline performance showed an average critical literacy proficiency level of 58.20, which was considered inadequate. This figure reflected the students' initial difficulties in analyzing arguments and detecting information bias. Yet, post-intervention, the class average saw a dramatic rise to 83.40, marking the largest gain of 25.20 points. This difference in the magnitude of improvement suggests that the Generative AI intervention provided a somewhat stronger stimulus for honing cognitive critical skills than for fostering learning independence (SRL). This finding is consistent with studies showing that Generative AI can support language learning and writing activities (Fahren et al., 2026; Utami et al., 2024). However, the present study differs from approaches that primarily use AI as a writing assistant because students were explicitly required to evaluate and verify AI-generated content. The t-test results are presented in Table 3.

Table 3. T-Test results

Variable	t-value	Sig (2-tailed)	N-Gain	Category
SRL	-11,420	0,000	0,5109	Moderate
Critical literacy	-13,850	0,000	0,6028	Moderate

Based on the t-test output in Table 3, the calculated t-values were -11.420 for Self-Regulated Learning and -13.850 for Critical Literacy. The negative t-values indicate that the mean scores from the second measurement (post-test) were consistently higher in absolute terms than those from the first measurement (pre-test). Furthermore, the probability value, or Sig. (2-tailed), for both variables was 0.000. Since $0.000 < 0.05$, the null hypothesis (H_0) was rejected. This

conclusively confirms a highly significant difference in the levels of Self-Regulated Learning and Critical Literacy among MTsS Puspa Bangsa students before and after participating in instruction using a Blended Learning model supported by Generative AI.

Although the t-test demonstrated a significant difference, it did not measure the magnitude of the "quality" or effectiveness of that improvement. Therefore, a Normalized Gain (N-Gain) calculation was performed to determine the ratio of the actual score difference to the maximum possible score achievable by the students.

Referring to the N-Gain column in Table 3, the Self-Regulated Learning variable yielded a mean index value of 0.5109. When converted to a percentage, this figure equates to 51.09%. Based on N-Gain index interpretation criteria (where values between 0.30 and 0.70 fall within the moderate range), the effectiveness of the improvement in students' self-regulation is classified as "Moderate." Meanwhile, for the Critical Literacy variable, the mean N-Gain index value was 0.6028, or 60.28%. As with the previous variable, this result also falls firmly within the "Moderate" effectiveness category. However, a closer examination reveals that the effectiveness of the improvement in the Critical Literacy dimension (60.28%) was nearly 10% higher than that of Self-Regulated Learning (51.09%). These statistical findings empirically confirm that a Blended Learning model integrated with Generative AI is effective in simultaneously boosting two essential student competencies, with the intervention providing a highly optimal leverage effect on students' critical analysis skills when responding to texts.



Discussion (مناقشة)

The results of the study indicate that the implementation of the Generative AI-assisted Blended Learning model significantly improved Self-Regulated Learning (SRL) and Critical Literacy in eighth-grade students at MTsS Puspa Bangsa. This improvement in Self-Regulated Learning indicates that the implementation of Generative AI-assisted Blended Learning provided students with the opportunity to engage more actively in the learning process compared to before the treatment.

Based on the study's implementation, learning took place not only face-to-face but also through AI-assisted learning activities, giving students the opportunity to access materials, obtain feedback, and repeat learning according to their individual needs. This flexibility allows students greater control over their learning process, thus improving their ability to plan, monitor, and evaluate learning. These findings align with Anindya et al. (2026), who explain that self-regulation develops when students have the opportunity to manage their learning strategies and reflect on their learning process. These results also support the findings of Herawati et al. (2025), who stated that the Blended Learning environment can enhance learning independence because it provides students with space for more flexible learning.

Despite this, the improvement in SRL remained moderate. This indicates that self-regulation skills are influenced not only by the learning model but also by other factors, such as intrinsic motivation, study habits, readiness to utilize technology, and the duration of the intervention. Given that this study was conducted over a limited time and used only one experimental group, changes in students' learning behavior have not yet fully developed optimally. Therefore, the improvement in SRL obtained reflects initial improvement rather than the development of permanent self-regulation.

The results also showed a greater improvement in Critical Literacy than in Self-Regulated Learning (SRL). This finding may be explained by the direct alignment between the learning activities and the critical literacy competencies targeted in the intervention. During the learning process, students were guided to use AI-generated outputs as materials for discussion, comparison, and evaluation rather than as immediate answers. Students were required to

compare AI-generated information with other credible learning sources, verify the accuracy of the content, identify differences in arguments, and construct conclusions based on available evidence. These repeated activities provided students with direct and continuous opportunities to practice analyzing and evaluating information, which may have contributed to the greater improvement in Critical Literacy. In contrast, SRL is a broader and more complex construct involving goal setting, planning, monitoring, strategy selection, and self-evaluation. Developing these learning habits may require a longer period of sustained practice and repeated opportunities for independent learning. Therefore, although SRL also showed significant improvement, the relatively lower N-Gain may indicate that changes in students' self-regulatory habits develop more gradually than improvements in task-specific critical literacy skills. These findings align with research by Nasr et al. (2025) explained that Generative AI can improve critical thinking skills when used as a tool for exploration and reflection, not simply as an automatic answer generator. Other research also shows that AI-based learning designed through information verification activities and collaborative discussions can improve students' analytical skills compared to passive use of AI. Thus, the results of this study reinforce the view that the effectiveness of AI in learning is highly dependent on the design of the learning activities implemented by teachers.

Compared to previous research that generally assessed the effectiveness of Blended Learning on cognitive learning outcomes, this study contributes by simultaneously examining two important 21st-century skills, namely Self-Regulated Learning and Critical Literacy. Furthermore, this study shows that Generative AI does not have to be positioned as a source of answers but can be utilized as a medium to train the ability to evaluate information. These findings provide an alternative strategy for learning Indonesian that is more adaptive to developments in digital technology.

However, this study has several limitations. First, the study design used a one-group pretest-posttest, so learning outcomes cannot be compared with those of a control group receiving conventional learning. Second, the relatively limited sample size means that the results cannot be generalized to a wider population. Third, the study only measured learning outcomes after treatment, so it cannot demonstrate the sustainability of long-term improvements in SRL and Critical Literacy. Therefore, further research is recommended using an experimental design with a control group, involving a larger sample size, and observing student development over a longer period.

Overall, the results of the study indicate that implementing a blended learning model supported by generative AI is an effective instructional strategy for enhancing students' self-regulated learning and critical literacy. These findings indicate that integrating AI into learning yields optimal benefits when designed as a tool for exploration, evaluation, and reflection, enabling students not only to acquire information but also to develop independent learning skills and critical thinking abilities.



Conclusion (خاتمة)

The findings indicate that the implementation of Generative AI-assisted Blended Learning significantly improved students' Self-Regulated Learning (SRL) and Critical Literacy in Indonesian language learning. Both variables showed significant pretest-posttest improvements, with moderate N-Gain levels, with Critical Literacy demonstrating a greater improvement than SRL. The main implication of this study is that Generative AI can be pedagogically valuable when it is integrated into Blended Learning as an object of critical evaluation rather than merely as a tool for generating answers. This approach can support the development of students' critical engagement with information while encouraging greater learning autonomy.

However, the findings should be interpreted in light of the study's limitations, particularly the One-Group Pretest-Posttest design and the small sample drawn from a single Madrasah Tsanawiyah. Future research should employ larger samples and comparison groups to provide stronger evidence of the effectiveness of Generative AI-assisted Blended Learning across different educational contexts.



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