

REVITALIZING THE TEACHING AND LEARNING PROCESS WITH ARTIFICIAL INTELLIGENCE APPLICATIONS

Loso Judijanto *¹

IPOSS Jakarta, Indonesia
losojudijantobumn@gmail.com

Syarif Hidayatullah

Mahasiswa Program Doktor PAI FITK UIN Sunan Kalijaga Yogyakarta
shidayatullah44@gmail.com

Zulvia Trinova

Universitas Islam Negeri Imam Bonjol , Padang
zulviatrinova@uinib.ac.id

Abstract

The development of artificial intelligence (AI) technology has opened up new opportunities in various sectors, including education. This study uses the literature research method. The results show that the integration of AI in the teaching and learning process has significant potential to improve learning personalization, assessment effectiveness, and education management efficiency. AI can facilitate adaptive learning, provide real-time feedback, and assist educators in identifying students' individual learning needs. However, AI implementation also faces challenges such as the need for adequate technological infrastructure, improving educators' digital competencies, and ethical and data privacy issues.

Keywords: Revitalization, Teaching and Learning, Artificial Intelligence.

INTRODUCTION

The increasingly rapid digital era has brought significant changes in various aspects of life, including education. The traditional teaching and learning process is now faced with the challenge of adapting to technological developments and the needs of the digital generation. (Sitopu et al., 2024); (Guna et al., 2024); (Sartika & Fransiska, 2024).. Meanwhile, artificial intelligence (AI) has emerged as a transformative technology that has the potential to revolutionize the way we learn and teach.

Technology that was once simple and manual has now transformed into sophisticated and automated systems. For example, in the field of communication, we have moved from conventional correspondence to email and instant messaging. (Malamateniou, 2022). In the manufacturing industry, many jobs that were once done manually by humans have now been replaced by robots and automated machines. This change not only increases efficiency and productivity, but also opens up new opportunities in various sectors of the economy. (Grover, 2024).

¹ Correspondence author

The digital age has also changed the way we access and process information. Physical libraries that used to be the main source of knowledge are now complemented by digital libraries and online search engines. Data storage that used to rely on paper and physical archives has now shifted to cloud storage that is more secure and easily accessible. (Zhai & Wibowo, 2023). Blockchain technology has even changed the way we conduct financial transactions, creating a digital currency that does not require a bank intermediary. All these changes require people to continuously adapt and improve their digital skills to stay relevant in an increasingly connected and technology-driven world. (Yu, 2021).

Some of the factors behind the importance of revitalizing the teaching and learning process with artificial intelligence applications include: 1) The need for personalized learning: Every learner has a different learning style, pace of understanding, and needs. Conventional teaching methods are often unable to accommodate this diversity optimally. 2) Increased efficiency and effectiveness: Repetitive administrative and assessment tasks often take up educators' time and energy, reducing their focus on the more substantive aspects of teaching. 3) 21st century skills demands: The future world of work requires graduates who not only master theoretical knowledge, but also possess critical thinking, creativity and complex problem-solving skills. 4) Digital divide: Differences in access to technology and quality of education between urban and rural areas are widening, creating inequalities in the quality of human resources. 5) COVID-19 pandemic: The global health crisis has forced educational institutions to shift to distance learning, revealing the weaknesses of the conventional education system and the urgency of technology adoption in learning. 6) Rapid development of AI: Advances in machine learning, natural language processing, and other AI technologies open up new opportunities to improve the quality and accessibility of education. 7) Global competition: In the era of globalization, a country's education system must be able to produce graduates who are competitive at the international level. 8) The need for lifelong learning: Rapid changes in the world of work require individuals to constantly update their knowledge and skills, creating the need for a flexible and accessible learning system. (Kajiwara & Kawabata, 2024); (Fawait et al., 2024); (Syakhrani & Aslan, 2024); (Judijanto et al., 2024).

While the potential of AI in education is promising, its implementation also presents challenges and ethical questions that need to be addressed. Issues such as data privacy, technology dependency, and potential bias in AI algorithms need to be carefully considered. (White, 2020).

Therefore, there is a need for a comprehensive study on how artificial intelligence can be effectively integrated in the teaching and learning process to revitalize the education system. This research aims to review the current literature on AI applications in education, analyze its impact on teaching and learning, and identify strategies and challenges in its implementation.

Research Methods

The research method conducted in this study uses the literature method. This method focuses on collecting and analyzing information from various written sources relevant to the research topic. (Alaslan, 2022); (Suyitno, 2021); (Adlini et al., 2022).

Results and Discussion

Artificial Intelligence Applications in the Teaching and Learning Process

Artificial Intelligence (AI) is a branch of computer science that focuses on developing computer systems capable of performing tasks that would normally require human intelligence. AI aims to create machines or programs that can think, learn, and act like humans, or even surpass human capabilities in some aspects. The basic concepts of AI include the ability to process information, recognize patterns, make decisions, and adapt to changing environments. (Fu & Qiao, 2023). It encompasses various techniques and methods, including machine learning, natural language processing, and computer vision. (Sarker et al., 2024)..

In its development, AI has become an increasingly integrated technology in everyday life, from virtual assistants such as Siri or Alexa to recommendation systems in e-commerce and entertainment platforms. AI also has wide applications in fields such as healthcare, finance, transportation, and manufacturing. (Rodrigues et al., 2024). Although AI is currently far from reaching the level of full-blown human intelligence (known as Artificial General Intelligence or AGI), advances in this field continue to drive innovation and open up new possibilities in the way we interact with technology and solve complex problems. (Migle, 2023).

The development of Artificial Intelligence (AI) in education has brought about a significant revolution in the way we learn and teach. AI enables more effective personalization of learning, where the system can tailor teaching materials and methods based on students' individual needs and abilities. It also facilitates automated assessment and real-time feedback, allowing educators to focus more on aspects of teaching that require a human touch. (Masuma, 2023). In addition, AI has introduced advanced tools such as virtual tutors, adaptive learning recommendation systems, and interactive simulations that enrich the learning experience. In education administration, AI helps in resource management, student performance prediction, and data-driven decision-making. Despite ethical challenges and concerns about data privacy, the integration of AI in education continues to grow, promising to improve access, efficiency, and effectiveness in the global education system. (GULATI, 2022).

The Impact of Artificial Intelligence on Revitalizing the Teaching and Learning Process

Artificial Intelligence (AI) has brought a revolutionary impact in revitalizing the teaching and learning process, changing the traditional education paradigm to be more dynamic and adaptive. One of the main impacts is the more sophisticated

personalization of learning. AI enables education systems to analyze the learning patterns, strengths, and weaknesses of each student individually. (Jeroen, 2023). Based on this analysis, AI can devise customized curriculum and learning materials, ensuring that each student gets the optimal learning experience according to their needs and abilities. This not only enhances learning effectiveness but also motivates students by presenting challenges that are appropriate to their ability level. (Dhara et al., 2022).

In terms of teaching, AI has enabled teachers to take a more strategic role. With AI systems that can handle routine tasks such as automated grading and basic feedback, teachers have more time and energy to focus on aspects of teaching that require a human touch, such as the development of critical thinking skills, creativity, and emotional intelligence. AI also assists teachers in identifying areas where students need additional help, allowing for more timely and effective interventions. (Segbenya et al., 2023).

Furthermore, AI has opened the door to innovative learning methods that were previously impossible. Technologies such as AI-powered virtual reality (VR) and augmented reality (AR) allow students to experience immersive learning, e.g. exploring virtual historical sites or conducting scientific experiments in a safe simulated environment. (Ekici, 2023). AI-based chatbots and virtual tutors can provide 24/7 learning support, allowing students to get help whenever they need it. AI recommendation systems can also suggest additional relevant learning resources, expanding students' knowledge horizons beyond the standard curriculum. (Osipova, 2024).

However, the integration of AI in education also brings challenges and ethical considerations that need to be addressed. There are concerns about student data privacy, potential bias in AI algorithms, and the risk of over-reliance on technology (Hanh, 2023). Therefore, it is important to develop and apply AI in education with a balanced approach, ensuring that these technologies are used as tools to enrich, not replace, human interaction in the teaching and learning process. With the right approach, AI has great potential to continue to revitalize the education process, making learning more inclusive, effective, and relevant to 21st century needs.

Challenges in Contemporary Teaching and Learning

Contemporary teaching and learning processes face complex and multidimensional challenges. One of the main challenges is the rapid changes in technology and information that require the education system to continuously adapt (Rodway & Schepman, 2023). (Rodway & Schepman, 2023).. Curricula and teaching methods that were once effective may no longer be relevant in the context of a rapidly evolving world. Educators are required to constantly update their knowledge and skills, while educational institutions must invest in up-to-date technological infrastructure. This requires not only significant financial resources, but also mental readiness and

flexibility from all stakeholders in the world of education. (Irwan et al., 2024); (Iksal et al., 2024).

The next challenge relates to the digital divide and accessibility of education. While technology has opened up many new opportunities for learning, not all students have equal access to digital devices or a stable internet connection. (Habte, 2022). This gap can widen the gap between students who have resources and those who do not, creating inequality in learning opportunities. There are also challenges in ensuring that digital content and online learning methods are accessible to students with different needs, including those with disabilities or from different language and cultural backgrounds. (Juma, 2021).

The shift in education focus from content mastery to 21st century skills development also poses its own challenges. Educators are now faced with the task of not only teaching subject matter, but also facilitating the development of critical thinking, creativity, collaboration and communication skills. (Hind et al., 2024). This requires a paradigm shift in the way students are taught and assessed. Traditional assessment systems that focus on standardized tests may no longer be sufficient to measure these skills, prompting the need for more holistic and authentic assessment methods. (Akintande, 2024).

Last but not least, an equally important challenge is maintaining the mental health and emotional well-being of students and educators. Academic pressure, social expectations and constant exposure to social media and online information can negatively impact mental health. Educational institutions must now think of ways to create a learning environment that not only focuses on academic achievement, but also supports students' emotional and social development. (Hossain et al., 2023). This includes integrating mental health education into the curriculum, providing psychological support services, and creating an inclusive and supportive school culture. These challenges require a holistic and collaborative approach from all parties in the education ecosystem to create an effective, inclusive and relevant teaching and learning system in the contemporary era. (Vinothkumar & Saratha, 2024).

Artificial Intelligence Implementation Strategy in Revitalizing the Teaching and Learning Process

The implementation of artificial intelligence (AI) in revitalizing the teaching and learning process requires a comprehensive and planned strategy. The first step is to conduct a thorough assessment of the existing technology infrastructure and the specific needs of the educational institution. This includes evaluating hardware, software, and network readiness, as well as understanding the digital literacy levels of teaching staff and students. (Sullivan, 2021). Based on this assessment, institutions can design a realistic and phased AI implementation roadmap. It is important to start with focused pilot projects, such as integrating AI tutoring systems in specific subjects or

using AI-based learning analytics to identify students who need additional support. The success of these initial projects can lay the groundwork for further expansion. (Hind et al., 2024).

Capacity building and training of teaching staff is a crucial component of an AI implementation strategy. Educators need to be equipped not only with the technical skills to operate AI tools, but also a deep understanding of the potential and limitations of these technologies in an educational context. Training programs should be designed to help teachers integrate AI into their pedagogical practices in a meaningful way, not just as a superficial add-on (Fachada, 2021). This could include workshops on learning design that leverages AI, the use of data analytics for personalized learning, and the ethics of AI in education. It is also important to create a community of practice where educators can share their experiences and learnings in using AI. (Loong & Chang, 2024).

AI implementation strategies should also consider ethical and data security aspects. Educational institutions need to develop clear policies regarding the use and protection of student data, and ensure that all AI solutions used adhere to strict privacy and security standards. Transparency in the use of AI is essential; students and parents should be informed about how AI is being used in the learning and assessment process. (Hornberger et al., 2023). In addition, there needs to be a mechanism to monitor and evaluate the impact of AI on learning outcomes and student well-being on a regular basis. This will assist in identifying areas where AI provides the greatest benefit and where additional human customization or intervention may be required. (Jiang et al., 2021).

Finally, collaboration and strategic partnerships play an important role in successful AI implementation. Educational institutions can partner with technology companies, research institutes, and other educational institutions to access the latest AI expertise, resources, and solutions. These partnerships can also help in the development of AI solutions that are customized to the local context and specific needs of the institution. (Chingakham & Tamuk, 2024). It is also important to involve key stakeholders-including students, parents, and the broader education community-in the planning and implementation process. This involvement can help build support and enthusiasm for AI initiatives, as well as ensure that the solutions developed truly meet the needs and expectations of all parties. (Stojanov et al., 2024); (Grassini et al., 2024). With this strategic and collaborative approach, AI implementation can be a powerful catalyst in revitalizing and improving the effectiveness of teaching and learning.

Conclusion

Revitalizing the teaching and learning process through the application of artificial intelligence (AI) is a promising transformative step in education. The implementation of AI opens up great opportunities to create a more personalized, adaptive, and effective learning experience. Through AI's ability to analyze real-time

learning data, identify individual learning patterns, and provide quick and accurate feedback, the teaching and learning process can be tailored to the specific needs of each learner. This not only improves learning efficiency, but also has the potential to increase student motivation and engagement in the educational process.

However, it is important to remember that the implementation of AI in education is not a magic solution that can solve all educational challenges instantly. Successful AI integration requires a careful, planned, and holistic approach. This includes the preparation of adequate technological infrastructure, capacity building of educators, development of supportive policies, and careful ethical considerations regarding the use of data and AI technologies. Furthermore, the role of teachers remains crucial in this process. AI should be viewed as a tool that strengthens and supports the role of teachers, not replaces it. The combination of human intelligence and artificial intelligence can create a richer and more effective learning environment.

In conclusion, revitalizing the teaching and learning process with AI applications offers great potential to improve education quality and access. However, its success depends on thoughtful and balanced implementation. Collaboration between educators, technologists, policymakers, and all stakeholders in the education ecosystem is needed to ensure that AI is used in a way that is ethical, effective, and beneficial for all learners. With the right approach, AI can be a powerful catalyst in creating a more dynamic, inclusive, and future-oriented education paradigm, preparing future generations to face the challenges and opportunities of the digital age.

References

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Qualitative Research Methods of Literature Study. *Edumaspul: Journal of Education*, 6(1), 974-980. <https://doi.org/10.33487/edumaspul.v6i1.3394>
- Akintande, O. J. (2024). Artificial versus natural intelligence: Overcoming students' cheating likelihood with artificial intelligence tools during virtual assessment. *Future in Educational Research*, 2(2), 147-165. <https://doi.org/10.1002/fer3.33>
- Alaslan, A. (2022). QUALITATIVE RESEARCH METHODS. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31237/osf.io/2pr4s>
- Chingakham, D. S., & Tamuk, K. (2024). *Using Artificial Intelligence (AI) in English Vocabulary Development for Higher Secondary School Students*. Query date: 2024-09-07 14:52:57. <https://doi.org/10.21203/rs.3.rs-4500329/v1>
- Dhara, S., Chatterjee, S., Chaudhuri, R., Goswami, A., & Ghosh, S. K. (2022). Artificial Intelligence in Assessment of Students' Performance. *Artificial Intelligence in Higher Education*, Query date: 2024-09-07 14:52:57, 153-167. <https://doi.org/10.1201/9781003184157-8>
- Ekici, Ö. (2023). *Artificial Intelligence in Oral and Maxillofacial Surgery: A Survey on Knowledge and Attitudes of Intern Dental Students*. Query date: 2024-09-07 14:52:57. <https://doi.org/10.2139/ssrn.4653188>

- Fachada, N. (2021). ColorShapeLinks: A board game AI competition for educators and students. *Computers and Education: Artificial Intelligence*, 2 (Query date: 2024-09-07 14:52:57), 100014-100014. <https://doi.org/10.1016/j.caeai.2021.100014>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), 657-665-657-665.
- Fu, M., & Qiao, W. (2023). Analysis and Countermeasures of Psychological Characteristics in College Students' Psychological Education Based on Artificial Intelligence. *Applied Artificial Intelligence*, 37(1). <https://doi.org/10.1080/08839514.2023.2204262>
- Grassini, S., Aasen, M. L., & Møgelvang, A. (2024). Understanding University Students' Acceptance of ChatGPT: Insights from the UTAUT2 Model. *Applied Artificial Intelligence*, 38(1). <https://doi.org/10.1080/08839514.2024.2371168>
- Grover, S. (2024). A Socially Relevant AI/ML (Artificial Intelligence/Machine Learning) Curricular Module for High School Students. *AERA 2024*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.3102/ip.24.2107918>
- GULATI, T. (2022). ARTIFICIAL INTELLIGENCE AND PRIVACY VIOLATION. *THE JOURNAL OF UNIQUE LAWS AND STUDENTS*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.59126/v2i2a3>
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), 14-24. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Habte, D. T. (2022). *Artificial Intelligence-Based Higher Education Students Advising System: The Case of Ethiopia*. Query date: 2024-09-07 14:52:57. <https://doi.org/10.21203/rs.3.rs-2376655/v1>
- Hanh, D. T. M. (2023). Artificial Intelligence in University Education-Designing a Learning Model to Support the Interaction between Students and AI. *International Journal of Science and Research (IJSR)*, 12(3), 1258-1268. <https://doi.org/10.21275/sr23320133658>
- Hind, B., Serhier, Z., Jallal, M., & Othmani, M. B. (2024). Chatbots for Medical Students Exploring Medical Students' Attitudes and Concerns Towards Artificial Intelligence and Medical Chatbots. *Lecture Notes in Networks and Systems*, Query date: 2024-09-07 14:52:57, 119-124. https://doi.org/10.1007/978-3-031-48465-0_16
- Hornberger, M., Bewersdorff, A., & Nerdel, C. (2023). What do university students know about Artificial Intelligence? Development and validation of an AI literacy test. *Computers and Education: Artificial Intelligence*, 5(Query date: 2024-09-07 14:52:57), 100165-100165. <https://doi.org/10.1016/j.caeai.2023.100165>
- Hossain, Md. A., Ahammad, I., Ahmed, Md. K., & Ahmed, M. I. (2023). Prediction of the Computer Science Department's Educational Performance Through Machine Learning Model by Analyzing Students' Academic Statements. *Artificial Intelligence Evolution*, Query date: 2024-09-07 14:52:57, 70-87. <https://doi.org/10.37256/aie.4120232569>

- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), 761~774-761~774.
- Irwan, I., Arnadi, A., & Aslan, A. (2024). DEVELOPING CRITICAL THINKING SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH INDEPENDENT CURRICULUM LEARNING. *Indonesian Journal of Education (INJOE)*, 4(3), 788~803-788~803.
- Jeroen, T. (2023). Artificial Intelligence and Religious Freedom. *Artificial Intelligence and Human Rights*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.1093/law/9780192882486.003.0004>
- Jiang, T., Li, W., Wang, J., & Wang, X. (2021). Using Artificial Intelligence-based Online Translation Website to improve the Health Education in International Students. *2021 2nd International Conference on Artificial Intelligence and Education (ICAIE)*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.1109/icaie53562.2021.00012>
- Judijanto, L., Shodiqin, R., & Aslan. (2024). SOCIAL SOLIDARITY IN THE DIGITAL AGE: CHALLENGES AND OPPORTUNITIES. *Proceedings of the Indonesian National Seminar*, 2(3), 357-368.
- Juma, H. (2021). ARTIFICIAL INTELLIGENCE: HIGHER EDUCATION STUDENTS' KNOWLEDGE AND UNDERSTANDING. *Towards Excellence*, Query date: 2024-09-07 14:52:57, 834-841. <https://doi.org/10.37867/te130268>
- Kajiwara, Y., & Kawabata, K. (2024). AI literacy for ethical use of chatbots: Will students accept AI ethics? *Computers and Education: Artificial Intelligence*, 6 (Query date: 2024-09-07 14:52:57), 100251-100251. <https://doi.org/10.1016/j.caeai.2024.100251>
- Loong, C. N., & Chang, C.-C. (2024). Control knowledge tracing: Modeling students' learning dynamics from a control-theory perspective. *Computers and Education: Artificial Intelligence*, Query date: 2024-09-07 14:52:57, 100292-100292. <https://doi.org/10.1016/j.caeai.2024.100292>
- Malamateniou, Dr. C. (2022). *A postgraduate module in artificial intelligence for radiographers: Experiences of students and educators*. Query date: 2024-09-07 14:52:57. <https://doi.org/10.26226/m.630643c2fa816f364423c76c>
- Masuma, S. (2023). Artificial Intelligence and LGBTQ+ Rights. *Artificial Intelligence and Human Rights*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.1093/law/9780192882486.003.0015>
- Migle, L. (2023). Artificial Intelligence and Data Analytics. *Artificial Intelligence and Human Rights*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.1093/law/9780192882486.003.0019>
- Osipova, O. V. (2024). ARTIFICIAL INTELLIGENCE IN THE PREPARATION OF INTERNATIONAL STUDENTS IN THE XXI CENTURY. *ARTIFICIAL INTELLIGENCE IN THE PREPARATION OF INTERNATIONAL STUDENTS IN THE XXI CENTURY*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.46916/27032024-4-978-5-00215-326-8>
- Rodrigues, H., Santiago, E., Wanderley, G., Moraes, L., Mello, C., Alvares, R., & Santos, R. (2024). Artificial Intelligence Algorithms to Predict College Students' Dropout: A Systematic Mapping Study. *Proceedings of the 16th International Conference on Agents and Artificial Intelligence*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.5220/0012348000003636>

- Rodway, P., & Schepman, A. (2023). The impact of adopting AI educational technologies on projected course satisfaction in university students. *Computers and Education: Artificial Intelligence*, 5 (Query date: 2024-09-07 14:52:57), 100150-100150. <https://doi.org/10.1016/j.caeai.2023.100150>
- Sarker, S., Paul, M. K., Thasin, S. T. H., & Hasan, Md. A. M. (2024). Analyzing students' academic performance using educational data mining. *Computers and Education: Artificial Intelligence*, 7 (Query date: 2024-09-07 14:52:57), 100263-100263. <https://doi.org/10.1016/j.caeai.2024.100263>
- Sartika, E., & Fransiska, F. W. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO THE PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), 939-953.
- Segbenya, M., Bervell, B., Frimpong-Manso, E., Otoo, I. C., Andzie, T. A., & Achina, S. (2023). Artificial intelligence in higher education: Modeling the antecedents of artificial intelligence usage and effects on 21st century employability skills among postgraduate students in Ghana. *Computers and Education: Artificial Intelligence*, 5 (Query date: 2024-09-07 14:52:57), 100188-100188. <https://doi.org/10.1016/j.caeai.2023.100188>
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), 121-134.
- Stojanov, A., Liu, Q., & Koh, J. H. L. (2024). University students' self-reported reliance on ChatGPT for learning: A latent profile analysis. *Computers and Education: Artificial Intelligence*, 6 (Query date: 2024-09-07 14:52:57), 100243-100243. <https://doi.org/10.1016/j.caeai.2024.100243>
- Sullivan, N. (2021). Bison Hacks the Yard: Assisting Underrepresented Students Overcome Impostor Syndrome with Augmented Reality and Artificial Intelligence. *Proceedings of the AAAI Conference on Artificial Intelligence*, 35(18), 15982-15983. <https://doi.org/10.1609/aaai.v35i18.17987>
- Suyitno. (2021). QUALITATIVE RESEARCH METHODS CONCEPTS, PRINCIPLES AND OPERATIONS. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/auqfr>
- Syakhrani, A. W., & Aslan, A. (2024). THE IMPACT OF INFORMAL FAMILY EDUCATION ON CHILDREN'S SOCIAL AND EMOTIONAL SKILLS. *Indonesian Journal of Education (INJOE)*, 4(2), 619~631-619~631.
- Vinothkumar, Dr. K., & Saratha, Mrs. M. (2024). Awareness on Artificial Intelligence Tools and Applications among Post Graduate Students in Madurai District. *International Journal of Research Publication and Reviews*, 5(2), 2915-2919. <https://doi.org/10.55248/gengpi.5.0224.0557>
- White, C. C. (2020). Alexa: Can Artificial Intelligence Effectively Support First-Generation Students? *Proceedings of the 2020 AERA Annual Meeting*, Query date: 2024-09-07 14:52:57. <https://doi.org/10.3102/1570456>

- Yu, X. (2021). *Advanced Artificial Intelligence Assisted Learning Model for Smart Educational Learning Strategies for Teachers and Students*. Query date: 2024-09-07 14:52:57. <https://doi.org/10.21203/rs.3.rs-739949/v1>
- Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university. *Computers and Education: Artificial Intelligence*, 4 (Query date: 2024-09-07 14:52:57), 100134-100134. <https://doi.org/10.1016/j.caeai.2023.100134>