



### The Use of ChatGPT in Teaching Argumentative Text Writing: A Qualitative Study in an Indonesian Junior High School

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#### Abstract

*This study aims to analyze the ability to write argumentative texts through the utilization of Artificial Intelligence (ChatGPT) in Indonesian language learning for ninth-grade students at SMP Advent 2 Manado. The research is based on the need for writing learning innovation in the digital era, particularly in helping students develop ideas, construct logical arguments, and improve written language skills. ChatGPT is used as a learning support medium to provide examples, guidance, and reinforcement in the argumentative text writing process. This study employs a descriptive qualitative approach with ninth-grade students as research subjects, while data were obtained through students' written work, learning observations, and documentation of student interactions with ChatGPT. The results show that the use of ChatGPT in Indonesian language learning helps students understand the structure of argumentative texts, develop ideas, and construct more systematic and coherent arguments. Students appeared more active and assisted in the process of writing argumentative texts, especially in formulating opinions and supporting reasons. Thus, ChatGPT can be utilized as an innovative alternative learning medium to improve students' argumentative text writing abilities, provided it is used in a directed manner with teacher guidance.*

#### Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan menulis teks argumentasi melalui pemanfaatan Kecerdasan Buatan (ChatGPT) dalam pembelajaran bahasa Indonesia pada siswa kelas IX di SMP Advent 2 Manado. Penelitian ini didasarkan pada perlunya inovasi pembelajaran menulis di era digital, khususnya dalam membantu siswa mengembangkan ide, menyusun argumen yang logis, dan meningkatkan keterampilan berbahasa tulis. ChatGPT digunakan sebagai media pendukung pembelajaran untuk memberikan contoh, panduan, dan penguatan dalam proses menulis teks argumentasi. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian siswa kelas IX, sedangkan data diperoleh melalui hasil karya tulis siswa, observasi pembelajaran, dan dokumentasi interaksi siswa dengan ChatGPT. Hasil penelitian menunjukkan bahwa penggunaan ChatGPT dalam pembelajaran bahasa Indonesia membantu siswa memahami struktur teks argumentasi, mengembangkan ide, serta menyusun argumen yang lebih sistematis dan koheren. Siswa tampak lebih aktif dan terbantu dalam proses menulis teks argumentasi, terutama dalam merumuskan pendapat dan alasan pendukung. Dengan demikian, ChatGPT dapat dimanfaatkan sebagai alternatif media pembelajaran yang inovatif untuk meningkatkan kemampuan menulis teks argumentasi siswa, dengan catatan digunakan secara terarah di bawah bimbingan guru.

## 1. Introduction

The development of digital technology has driven the integration of artificial intelligence (AI) into various aspects of education, including Indonesian language learning. One form of artificial intelligence that has begun to be utilized in the learning process is the ChatGPT application, which can help students generate and develop texts systematically. In the context of learning to write, particularly argumentative texts, the use of ChatGPT has the potential to become a supporting tool for students in constructing logical, coherent arguments based on clear reasoning. Therefore, studying the use of ChatGPT in Indonesian language learning is important to understand its contribution to improving students' writing abilities at the junior high school level.

The Merdeka Curriculum provides freedom for teachers to choose teaching materials, develop content, methods, and assessments according to the characteristics of students. In ninth-grade Indonesian language learning, the ability to write argumentative texts falls within Phase D, which includes skills in understanding, analyzing, and producing various types of texts, including persuasive and argumentative texts.

The learning outcomes (Capaian Pembelajaran/CP) in Indonesian language for Phase D include: "Students are able to understand, evaluate, and produce argumentative texts by paying attention to structure, language features, and context of use, as well as demonstrating a critical and responsible attitude in expressing opinions." Meanwhile, the learning objective flow (Alur Tujuan Pembelajaran/ATP) for argumentative text material in ninth grade includes the

following steps: (1) identifying the characteristics, purposes, and structure of argumentative texts; (2) analyzing the language features of argumentative texts; (3) exploring relevant issues or topics for argumentative text writing; (4) drafting an argumentative text framework; (5) writing argumentative texts according to rules and purposes; and (6) revising argumentative texts based on feedback.

In practice, many students experience difficulties at steps 3 to 6 of the ATP above. Students often struggle to find data, have difficulty constructing logical arguments, and lack thoroughness in correcting errors in their writing. Even though information is very easy to obtain in the current era, students are expected to be able to sort facts, connect data, and build logical opinions.

At SMP Advent 2 Manado, initial observation results showed that most ninth-grade students still experience difficulties in writing argumentative texts. Their writing tends to be incoherent, arguments are still weak, and language use still needs improvement. Teachers have tried various methods such as group discussions and providing text examples, but the results have not been optimal.

Based on these conditions, new learning innovations are needed that can improve writing skills while motivating students. The use of ChatGPT is expected to provide a more interesting, responsive, and effective learning experience in helping students understand and produce argumentative texts properly. This study will examine in depth the effectiveness of learning to write argumentative texts using ChatGPT in ninth-grade students at SMP Advent 2 Manado. The research focus is not only on students' writing outcomes but also on

changes in attitudes, motivation, and learning independence that may occur.

## 2. Literature Review

### 2.1 The Nature of Writing in Indonesian Language Learning

Writing is an active and productive language skill. This skill requires not only knowledge about language but also mastery of thinking strategies, such as organizing ideas, using appropriate language structures, and developing logical arguments. According to Tarigan (2013), writing is an activity of pouring out ideas, thoughts, or feelings into written form using language as a tool. In the context of Indonesian language learning, writing skills are important indicators in achieving students' literacy competencies.

Writing also trains students in developing critical and creative reasoning because, in the process, writers must be able to connect facts, data, and logic into a unified, communicative discourse. Through writing, students not only express ideas but also learn to think systematically and organize information coherently (Alwasilah, 2005).

### 2.2 Argumentative Text

Argumentative text is a type of text that aims to convince readers of an opinion by presenting arguments and supporting evidence. This text is generally used to build opinions, refute other views, or provide solutions to a problem. According to Kosasih (2014), argumentative text presents the writer's view or attitude toward a problem reinforced by logical reasons, evidence, and data. The main characteristics of argumentative text include: (1) containing a statement of

opinion (thesis); (2) accompanied by reasons and evidence; (3) having a logical structure (thesis - arguments - reaffirmation); and (4) using argumentative conjunctions such as "because," "therefore," "although," "however," and so forth.

In the Merdeka Curriculum, learning to write argumentative texts in ninth grade aims to develop critical thinking skills and convey views responsibly. This competency is stated in the Indonesian Language CP for Phase D, which encourages students to construct arguments based on facts and logic and present ideas systematically.

### 2.3 Artificial Intelligence in Education

Artificial intelligence (AI) refers to technology that can mimic human abilities to think, learn, and adapt. In the educational context, AI can create systems that adjust teaching materials to individual student abilities, provide automatic feedback, and analyze data to improve student learning outcomes. AI plays a role in providing more efficient and engaging learning experiences. Prof. Tuti emphasized that AI should be a tool in education, not replace the role of educators, encouraging educators to continue learning and developing themselves to use AI wisely (Tuti, 2023).

### 2.4 The Use of ChatGPT in Writing Instruction

ChatGPT is an AI-based language model developed by OpenAI designed for natural language conversations. In writing instruction, ChatGPT can serve as: (1) an idea assistant, helping students find topics or main ideas; (2) a paragraph developer, providing examples of argument development; (3) a structure checker, examining logical order and transitions

between paragraphs; and (4) a feedback provider, offering revision suggestions for student writing.

According to research by Dwivedi et al. (2023), the use of ChatGPT has been shown to increase students' motivation and academic performance in writing tasks. ChatGPT can facilitate project-based learning and encourage learning independence, especially when guided wisely by teachers.

## **2.5 Technology-Based Learning and Digital Literacy**

Digital literacy ability is an important need in 21st-century education. Digital literacy includes the ability to use technology wisely and productively, including in writing. ChatGPT, as part of AI writing tools, provides space for strengthening digital literacy among students. According to Kemendikbudristek (2022), the integration of technology in Indonesian language learning is directed to improve students' communication, critical thinking, and creative abilities. Learning to write using AI focuses not only on the final product but also on the thinking process and decision-making during writing.

## **2.6 Constructivism Theory in Writing Instruction**

Constructivism theory states that knowledge is built by students through experience and interaction with the environment. In the context of writing, students need to experience the process of thinking, revising, and evaluating their own writing to learn more meaningfully. ChatGPT acts as a mediating tool that supports students' knowledge construction process. AI does not replace the teacher's

role but complements and strengthens the active and reflective writing learning process (Jonassen, 1999).

## **2.7 Relationship between AI, HOTS, and Argumentative Text**

Argumentative text is closely related to Higher Order Thinking Skills (HOTS) because it requires analysis, evaluation, and synthesis. AI writing tools like ChatGPT can support HOTS development by helping students think more broadly, find counter-arguments, and construct texts with strong and convincing structures. Research by Pham & Vo (2023) shows that using AI in writing tasks supports HOTS-based learning, provided that students are guided to think critically and not simply copy AI-generated content.

## **3. Research Method**

This study uses a descriptive qualitative approach aimed at describing in depth the process of learning to write argumentative texts through the use of artificial intelligence (AI), specifically the ChatGPT application, in Indonesian language learning. The descriptive qualitative approach was chosen because it aligns with natural and contextual learning phenomena, as stated by Sugiyono (2022) that qualitative research aims to understand meaning, processes, and social interactions in depth. The focus of this study is not only on the final product of students' argumentative texts but also on the learning process, student learning experiences, and the teacher's role in utilizing ChatGPT as a learning medium.

The research was conducted at SMP Advent 2 Manado with ninth-grade students over three months, including the stages of

planning, implementation, data collection, analysis, and reporting. The research subjects consisted of Indonesian language teachers and ninth-grade students selected through purposive sampling because they had direct experience using ChatGPT in learning to write argumentative texts.

Data collection techniques included observation, in-depth interviews, documentation, and document analysis. Observations were conducted to observe the learning process of writing argumentative texts using ChatGPT, including student engagement and interaction during activities. Interviews were conducted with teachers and students to explore their experiences and perceptions of using ChatGPT in learning, as recommended by Moleong (2018) that in-depth interviews are important in qualitative research to obtain meaningful data. Documentation in the form of students' argumentative texts, activity photographs, and field notes was used as supporting data. The collected data were analyzed using the Miles and Huberman data analysis model, which includes data reduction, data presentation, and conclusion drawing/verification, to produce systematic, valid, and accountable research findings.

## **4. Results and Discussion**

### **4.1 General Overview of Research Location**

This research was conducted at SMP Advent 2 Manado in Pandu Village, Bunaken District, Manado City, North Sulawesi Province. The class selected by the researcher for data collection was ninth grade, consisting of 20 students (8 males and 12 females).

SMP Advent 2 Manado is one of the junior high schools that has begun utilizing digital technology in the learning process. Ninth-grade students have diverse writing ability backgrounds, particularly in writing argumentative texts. Based on the research objectives, this study aims to determine and describe the process of learning to write argumentative texts using ChatGPT and to observe students' ability to write argumentative texts after utilizing this technology. This research not only assesses students' writing outcomes but also pays attention to how students develop ideas, construct opinions, and revise their writing during the learning process. This aligns with Tarigan's (2013) statement that writing is an activity of expressing ideas and thoughts regularly using appropriate language.

During the learning process in class, the researcher guided students to write argumentative texts in stages. Students were first introduced to the definition, purpose, and structure of argumentative texts, then given opportunities to determine topics and draft writing frameworks. At this stage, ChatGPT was used as a tool to explore ideas, construct arguments, and provide suggestions for improving students' writing when inappropriate. The researcher maintained the role of facilitator, guiding students to avoid complete dependence on ChatGPT. This type of learning aligns with the Merdeka Curriculum, which emphasizes active, independent learning and wise use of technology (Kemendikbudristek, 2022).

### **4.2 The Process of Learning to Write Argumentative Texts Using ChatGPT**

At the beginning of the learning activities, the researcher opened the lesson by explaining the learning objectives to students. The researcher explained that in this meeting, students would learn to write

argumentative texts with the help of ChatGPT. The researcher also explained the expected competencies, namely that students would be able to express opinions logically, coherently, and supported by clear reasons. After that, the researcher reviewed the definition of argumentative texts, their purpose, and their structure, which includes thesis, arguments, and reaffirmation. This explanation aimed to provide students with initial understanding before they began writing.

Next, the researcher introduced ChatGPT as a companion medium in writing instruction. The researcher explained ChatGPT's functions—helping students find ideas, construct arguments, and revise writing—not for copying text directly. The researcher also conveyed rules for using ChatGPT, such as students writing in their own language, not copying entire answers from the application, and remaining critical of the results provided. These rules were communicated to ensure that ChatGPT use remained educational and did not reduce the originality of students' writing.

During the core learning activities, students were asked to determine topics for writing argumentative texts according to predetermined themes. After determining topics, students drafted text frameworks containing opinion statements, supporting reasons, and conclusions. At this stage, some students still experienced difficulties formulating arguments, so the researcher directed them to use ChatGPT for assistance. Students used ChatGPT to find ideas, example arguments, and appropriate words, then adapted them to their drafted frameworks.

Throughout the writing process, the researcher actively circulated around the classroom to provide guidance and

direction. The researcher helped students experiencing difficulties in composing texts, reminded them of argumentative text structure, and ensured that students did not become completely dependent on ChatGPT. Additionally, the researcher encouraged students to discuss, both with the researcher and with classmates, to strengthen arguments and improve writing flow. These discussions made the learning atmosphere more active and interactive.

At the end of the lesson, students were asked to revise their argumentative texts based on feedback from the researcher and discussion results. Revisions were made to improve structure, language, and argument strength. After that, the researcher invited all students to reflect on the learning that had taken place. Students were asked to share their experiences writing argumentative texts with ChatGPT's help. Most students stated that ChatGPT helped them find ideas and construct arguments more easily, although they still needed the researcher's guidance. Student responses indicated that using ChatGPT made learning to write more interesting and helped increase their confidence in writing argumentative texts.

### **4.3 Description of Student Interactions with ChatGPT**

Based on observation and documentation results, students utilized ChatGPT as a companion medium for writing argumentative texts. The use of ChatGPT was evident in the stages of idea development and argument construction. Students asked questions to ChatGPT when experiencing difficulties formulating main opinions or supporting arguments in their writing. This shows that ChatGPT was used as a learning tool in the writing process.

### **Finding 1: Students Seeking Information about Argumentative Text Structure**

Students interacted with ChatGPT to seek explanations about the structure and language features of argumentative texts. ChatGPT explained the main parts of argumentative texts, including thesis and argumentation, accompanied by simple examples. This indicates that students utilized ChatGPT to independently understand the basic concepts of argumentative texts. The concise and systematic presentation of material from ChatGPT helped students obtain an initial overview of how to properly compose argumentative texts.

### **Finding 2: Students Seeking Steps for Writing Argumentative Texts**

Students asked ChatGPT about how to create argumentative texts. ChatGPT presented simple steps adapted to the characteristics of junior/senior high school students, such as determining topics, determining positions or opinions, and formulating theses. This presentation shows that ChatGPT can adjust the complexity level of material to student needs. This finding indicates that ChatGPT helped students understand the differences between topics, opinions, and theses clearly—an important distinction because most students experience difficulty formulating attitudes or positions in argumentative texts.

### **Finding 3: Students Seeking Examples of Topic Development**

Students' interactions with ChatGPT showed balanced discussions of issues, such as the impact of online games on student achievement, divided into two perspectives: positive and negative impacts. ChatGPT presented positive arguments such as

increased concentration, logical thinking ability, and mastery of language and technology, while also presenting negative impacts such as decreased academic achievement and reduced learning focus when games are played excessively. This shows that ChatGPT encourages students to view issues comprehensively and multidirectionally. Students are trained to consider various perspectives before formulating conclusions or final opinions.

### **4.4 Students' Argumentative Text Writing Ability After Using ChatGPT**

The following presents the assessment results of five representative students' argumentative writing abilities, evaluated based on eight indicators: (1) topic suitability, (2) thesis clarity, (3) argument strength and completeness, (4) use of supporting evidence/data, (5) paragraph cohesion and coherence, (6) language use, (7) creativity and originality, and (8) strong conclusion.

**Student 1 (Muh. Iqbal Basir):** Total score 72 (Good category). The student demonstrated fairly clear thesis delivery and logical supporting arguments. Text structure showed regularity from opinion statement to argument reinforcement, although concrete example development still needs improvement. Language use was quite appropriate, though some spelling and punctuation errors remained.

**Student 2 (Anastasya Mamiasa):** Total score 86 (Good category). The student demonstrated clear thesis writing and argument development relevant to the raised issues. Argumentative text structure appeared more coherent and systematic. ChatGPT served as a scaffolding tool helping the student develop ideas and understand logical relationships between arguments.

**Student 3 (Regina Pedor):** Total score 85 (Good category). The student demonstrated ability to present relevant thesis with several supporting arguments, though development remained general without strong examples. Text structure was clearly visible, though paragraph transitions were not fully cohesive. ChatGPT helped the student understand how to construct arguments more coherently and logically.

**Student 4 (Stivenly Kasim):** Total score 83 (Good category). The student showed improvement in text organization after using ChatGPT, composing text with more systematic order from opinion statement to supporting argument development. Weaknesses remained in cohesion and coherence between sentences. ChatGPT helped the student develop clear thinking frameworks so ideas did not deviate from topics.

**Student 5 (Sheryl Ansiga):** Total score 94 (Very Good category). The student showed positive development, especially in argument relevance to topics. Main opinions were connected with several supporting reasons. ChatGPT helped the student construct arguments more coherently and clarify cause-effect relationships in the text.

#### 4.5 Overall Student Performance

Based on the complete assessment of 20 students, the results showed that 14 students (70%) achieved the "Good" category (B) with scores ranging from 72-90, while 6 students (30%) achieved the "Very Good" category (A) with scores ranging from 91-95. Students who achieved high scores demonstrated adequate ability to present clear theses, develop logical and relevant arguments, and present systematic and coherent argumentative text structures.

Language aspects such as vocabulary selection, sentence effectiveness, and spelling and punctuation accuracy were used quite well, resulting in texts that were easy to understand and had strong persuasive power.

#### 4.6 Discussion

The findings of this study indicate that the use of ChatGPT in learning to write argumentative texts provides several significant benefits. First, ChatGPT helps students overcome difficulties in finding and developing ideas. When students experience mental blocks or difficulty formulating arguments, ChatGPT provides examples and alternative perspectives that can stimulate students' thinking. This aligns with Dwivedi et al.'s (2023) finding that ChatGPT increases student motivation in writing tasks.

Second, ChatGPT assists students in understanding argumentative text structure. Through direct interaction with ChatGPT, students can repeatedly ask about structure and see examples of systematic argument presentation. This reinforces Kosasih's (2014) statement that argumentative text has a logical structure that must be understood by writers.

Third, the use of ChatGPT encourages students to think more critically and comprehensively. Based on observations, when students asked ChatGPT about issues, the application presented balanced views from multiple perspectives. This trains students to not be trapped in one-sided thinking and to consider various viewpoints before formulating opinions—an important skill in writing good argumentative texts.

However, this study also identified several challenges in using ChatGPT. Students who

lacked critical thinking skills tended to simply copy ChatGPT's answers without adaptation. Therefore, teacher guidance remains very important to ensure ChatGPT is used as a learning tool, not a shortcut to completing assignments. This finding supports Tuti's (2023) statement that AI should be a tool in education, not replace the role of educators.

From a constructivism perspective (Jonassen, 1999), ChatGPT acts as a mediating tool that supports students' knowledge construction process. Students build their understanding of argumentative texts through interaction with ChatGPT, then apply that understanding in their own writing. The revision process carried out based on feedback from ChatGPT and teachers strengthens students' understanding and improves the quality of their writing.

In the context of the Merdeka Curriculum, the use of ChatGPT supports the achievement of learning outcomes requiring students to produce argumentative texts with attention to structure, language features, and context of use. The technology also supports the development of Higher Order Thinking Skills (HOTS) because students are required to analyze, evaluate, and create arguments based on facts and logic (Pham & Vo, 2023).

## **5. Conclusion**

Based on the research findings and discussion presented above, it can be concluded that the use of ChatGPT in learning to write argumentative texts has a positive impact on improving students' writing abilities. This improvement is evident in several main aspects: clarity of thesis delivery, development of more logical and relevant arguments, and composition of

more coherent and systematic argumentative text structures. Students are able to express opinions more directionally and supported by clear reasons, resulting in better quality argumentative texts compared to before using ChatGPT.

Furthermore, the use of ChatGPT also contributes to improving students' language aspects, such as vocabulary selection, sentence effectiveness, and accuracy in spelling and punctuation use. ChatGPT acts as a learning aid that provides examples, guidance, and initial feedback, helping students understand the rules of writing argumentative texts. Overall, the use of ChatGPT supports the development of students' critical, analytical, and evaluative thinking abilities, which aligns with the objectives of Indonesian language learning and the strengthening of Higher Order Thinking Skills (HOTS) in the Merdeka Curriculum.

However, the effectiveness of ChatGPT greatly depends on how the teacher directs and guides its use. ChatGPT should function as a supporting tool that helps students learn, not as a substitute for the thinking process. Therefore, teachers need to continue developing competencies in integrating AI technology into learning wisely and responsibly.

## **Recommendations**

For teachers, it is recommended to integrate ChatGPT into writing instruction in a planned manner with clear rules so that students use it as a learning aid rather than copying answers directly. For further researchers, it is recommended to conduct quantitative or mixed-method studies to test the effectiveness of ChatGPT use more broadly and explore its long-term impact on students' writing ability development.

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