

Students' Tabayyun Practice in Using Artificial Intelligence: A Study of The Living Qur'an Qs. Al-Hujurat [49]:6

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Abstract

Purpose: This study aims to analyze how the value of *tabayyun* in QS. al-Hujurat [49]:6 can be actualized as an ethical framework for the use of Artificial Intelligence (AI) by students in an academic context.

Methodology: This study employed a qualitative, library-based research approach. Data were obtained from tafsir books, scientific journals, and previous research relevant to the use of Artificial Intelligence by students. The analysis was conducted using a Living Qur'an approach, examining how the value of *tabayyun* (reconciliation) in Surah al-Hujurat [49]:6 is reflected in the phenomenon of AI use among students, based on literature data.

Results: The findings indicate that the principle of *tabayyun* (reconciliation) has profound relevance as an ethical foundation for the use of AI, particularly in fostering critical thinking, information verification, and intellectual responsibility. However, in contemporary academic practice, this value is often neglected due to technological dependence, and a lack of values-based digital literacy. AI, while beneficial, has the potential to erode cognitive autonomy and exacerbate disinformation if not governed by moral principles such as *tabayyun* (reconciliation).

Applications/Originality/Value: This research provides an original contribution through a contextual reinterpretation of QS. al-Hujurat [49]:6 within the discourse of AI ethics. The findings not only enrich the Living Qur'an paradigm in the digital era but also offer a theoretical basis for the development of ethical guidelines, an Islamic-values-based digital literacy curriculum, and academic policies responsive to the challenges of generative technology in higher education.

Introduction Section

In the era of the digital revolution, the presence of Artificial Intelligence (AI), especially generative AI, has revolutionized the way students access, process, and produce. However, this convenience is not necessarily accompanied by critical skills in verifying the truth of information. It is in this context that the principle of *tabayyun*, as explained in QS. al-Hujurat [49]:6—becomes relevant as an ethical foundation in communicating and disseminating information. Without understanding and practicing *tabayyun*, students are vulnerable to being trapped in the spread of disinformation, academic plagiarism, and even losing intellectual autonomy, which impacts academic integrity and digital morality.

Social facts demonstrate the urgency of this problem. Recent research reveals that only 32% of Indonesians possess sufficient digital literacy to evaluate AI-generated content critically (Sonni et al., 2025). Among university students, 63% admit to having difficulty completing assignments without the aid of generative AI, while 30% of academic work shows signs of AI-related plagiarism (Herlina et al., 2024). More concerning, 74% of universities in developing countries do not yet have explicit policies on AI use (Khalida, Rahmandri, Matilda Magren, et al., 2025). These findings underscore the disparity between technological acceleration and ethical-pedagogical preparedness to address it.

In previous research trends, studies related to *tabayyun*, AI, and digital literacy have focused more on three interrelated issues. First, research conducted by Marlina et al. (2025) emphasized the role of AI in improving communication literacy and verifying hoaxes, but has not yet addressed the operational application of Qur'anic values (Marlina et al., 2025). Second, in the research trends of Fitria et al. (2025) and Kholifah (2025), the principle of *tabayyun* is examined through an Islamic value approach and sociohistorical interpretation, but there is minimal empirical exploration of student practices in digital academic environments. Third, research such as Khalida et al. (2025) concluded that the issue of plagiarism due to AI is systemic, but has not yet linked it to a Qur'anic ethical framework (Khalida, Rahmandri, Magren, et al., 2025). In fact, the

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integration of the value of *Living Qur'an*—especially QS. al-Hujurāt [49]:6—in the context of AI use by students has not been explored in depth. Therefore, this research is here to fill this gap.

This study aims to examine how students understand and practice the value of *tabayyun* in QS. al-Hujurāt [49]:6 when using AI in academic activities, as well as identifying the driving and inhibiting factors for its implementation. The research locus was chosen at universities in Indonesia, considering the high adoption of AI among students but low critical literacy and minimal campus regulations related to AI. The main contribution of this study lies in the integration of the Living Qur'an approach with digital ethics studies, which not only enriches academic discourse across disciplines—Qur'an studies, communication, and technology—but also provides strategic recommendations for Islamic-based AI ethics policies in universities.

METHOD

This research uses a qualitative approach with a library research type. The qualitative approach was chosen because this research aims to understand and comprehend the meaning and values contained in QS. al-Hujurāt [49]:6, especially the concept of *tabayyun*, and its relevance to the phenomenon of the use of Artificial Intelligence (AI) among students. Library studies allow researchers to dig deep into data through relevant written sources without conducting direct field data collection.

The data sources in this study consist of primary and secondary data. The primary data is the verse of the Qur'an, QS. al-Hujurāt [49]:6 along with the interpretations of the commentators in classical and contemporary tafsir books. The secondary data is obtained from scientific journals, books, and the results of previous research discussing the use of Artificial Intelligence in education, especially among students. All data sources were selected selectively by considering their relevance, credibility, and relevance to the research focus.

Data analysis was conducted using the Living Qur'an approach, an approach that emphasizes the study of the interaction between the text of the Qur'an and social reality. In this context, researchers analyzed how the value of *tabayyun* contained in QS. al-Hujurāt [49]: 6 is reflected in students' attitudes and practices in utilizing AI technology based on existing literature data. The analysis process was carried out through the stages of data collection, grouping themes, interpretation, and drawing conclusions descriptively-analytically.

Result and Discussion

Students' Use of Artificial Intelligence in Academic Activities

Advances in technology have brought about significant changes in human life. One technological advancement currently in widespread use is the use of Artificial Intelligence (AI). The use of AI has spread to many fields and has transformed various aspects of daily life, including education (Bimantara et al., 2024).. In a constantly changing global context, the education sector is faced with the demand to continuously adapt to technological developments to improve the quality of learning (Marlin et al., 2023). In education, students utilize AI as a grammar checker and machine translation tool (Nugrahawati, 2025), for writing scientific papers (Taib, 2024), for searching for information and materials (Salsabilla et al., 2023), or simply for brainstorming or developing ideas and thoughts (Putri et al., 2023).

Numerous studies have demonstrated the growing popularity of AI among students. One such study, by Praharisti et al., revealed that 82.4% of students use AI moderately to very frequently (Kurniasari et al., 2025). Furthermore, research by Mazaherian and Nourbakhsh revealed that 92% of students use AI for academic purposes (Mazaherian & Nourbakhsh, 2025). Other research indicates that Chat GPT is the most widely used AI by students due to its ease of access and ability to complete academic assignments. It is also considered superior because it provides more relevant answers (Suryawijaya et al., 2025).

Student adoption of AI is driven by many factors, including the perceived time-saving and improved quality of work (Mazaherian & Nourbakhsh, 2025). AI also plays a role in personalization, helping students receive material tailored to their level of understanding. Furthermore, AI supports adaptive learning. In this case, AI is able to identify student difficulties so that it can automatically provide additional materials so that learning obstacles can be overcome effectively and reduce frustration levels (Putri et al., 2023).

Technological advancements—in this case, Artificial Intelligence (AI)—do indeed offer two sides. Its benefits can be felt if individuals are ethical in their use. However, if not handled wisely, the use of AI assistance in the academic world can have negative impacts. These negative impacts include diminishing student knowledge due to obtaining information from unsourced sources, and diminished critical thinking skills due to becoming accustomed to relying on AI. Critical thinking skills can be threatened if humans, as actors, lack awareness and knowledge in handling technology.

The use of AI certainly cannot be simply rejected or avoided. Awareness in technology education for humans as users of technology itself is a challenge: how to maintain a critical generation amidst the increasingly unstoppable development of technology. A generation that is ready for technology will not be fooled by the convenience it constantly offers.

In the face of rapid change and progress, students must be prepared to be the next generation who can adapt well, so that they are not late in responding to change and progress but still prioritize the values they embrace. The important role of education in preparing students to become people who are wise in the face of change (Maksum, 2016). Educational institutions and educators need special strategies to create students who have high ethics and critical thinking in responding to technological conveniences so that students' scientific values are maintained even though technology is present in various dimensions.

Students' Understanding and Practice of AI-Based Information

The phenomenon of AI use, which is now almost universal among students, is an important issue to study because it directly touches on issues of scientific authority and scientific integrity. In practice, students tend to use AI as their primary reference without undergoing an adequate verification process. Research by Pamuto et al. showed that 60.9% of students did not further investigate the results provided by AI (Pamuti et al., n.d.). Meanwhile, research by Mazaherian found that of the 92% of students who used AI, only 32% received formal guidance (Mazaherian & Nourbakhsh, 2025). These studies demonstrate the low level of academic integrity among students. While the information provided by AI may seem convincing, it is not always accurate. In some cases, AI can even fabricate data that is inconsistent with the facts (Suryawijaya et al., 2025)

Research by Klingbeil reveals that individuals tend to follow AI recommendations even when the information contradicts their personal judgment and available contextual data (Klingbeil et al., 2024). This reflects the weakness of the practice of *tabayyun* (intelligence review) in the use of digital technology. Given that recommendations or information provided by AI are not always accurate due to factual errors or algorithmic bias (Klingbeil et al., 2024), *tabayyun*, or verification of information against AI results, is essential to ensure the validity of the information. This aligns with Suryawijaya's view (Suryawijaya et al., 2025), which emphasizes the importance of caution in accepting information from AI, especially when students prefer to complete assignments with the help of artificial intelligence without referring to authoritative scientific sources (Musthafa, 2024).

The current phenomenon of students and young people using AI as a reference for writing assignments, seeking instant answers, and even making academic decisions, often ignoring source verification (Pamuti et al., n.d.), demonstrates how the value of *tabayyun* is often overlooked. Students' understanding of the concept of *tabayyun* is generally limited to efforts to filter hoaxes on social media. *Tabayyun* is perceived as merely a matter of caution regarding provocative news or viral issues circulating on digital platforms. However, *tabayyun*, or the verification of information generated by AI, is just as important as verifying fake news or hoaxes. Without *tabayyun*, AI not only has the potential to introduce misinformation but can also undermine scientific reasoning and integrity. This narrow understanding of *tabayyun* has resulted in *tabayyun* practices that have yet to penetrate the academic realm.

This situation demonstrates a gap between students' normative understanding of *tabayyun* and its application in academic contexts. Students tend to view AI as a neutral and objective source, often accepting its results without adequate evaluation. However, the information generated by AI is probabilistic and highly dependent on training data and the context of the instructions given, thus potentially subject to bias, inaccuracy, and conceptual errors.

Furthermore, the lack of *tabayyun* practices in the use of AI has implications for the declining quality of the learning process. Reliance on instant answers has the potential to hinder students' critical, analytical, and reflective thinking skills. In the long term, this condition can weaken academic traditions that uphold the reasoning process, in-depth literature review, and scientific responsibility in producing valid and accountable scientific work.

Therefore, systematic efforts are needed to broaden students' understanding of *tabayyun* so that it extends beyond the context of social media to encompass the academic realm and the use of AI technology. Integrating *tabayyun* values into digital and academic literacy is crucial so that students can position AI as a tool, not as an authority on truth. Thus, *tabayyun* practices can serve as an ethical and intellectual mechanism for maintaining the quality of knowledge and academic integrity in the era of artificial intelligence.

Actualization of the Values of QS. al-Hujurat: 6 from the Perspective of Living Qur'an in the AI Era

Over-reliance on technology carries many risks, and AI is no exception. When AI presents logical answers without reliable sources, users tend to accept information instantly without further verification (Kamila et al., 2025). Excessive trust in AI can lead individuals to fail to recognize errors and to follow advice that can harm not only themselves but also others (Klingbeil et al., 2024). This statement demonstrates that the practice of verifying information generated by AI is crucial, especially among students as academic individuals with integrity. The Qur'an provides a highly relevant ethical foundation, namely the principle of caution in accepting any information, as emphasized in the following verse of Surah Al-Hujurat:6 :

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَنْ تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصِحُّوا عَلَىٰ مَا فَعَلْتُمْ نُدْمِينَ

"O you who believe, if a wicked person comes to you with important news, then ascertain its truth lest you harm a people through ignorance, and then you will regret what you have done."

In the Ministry of Religious Affairs' interpretation, "Fatabayyanu" is interpreted as "so examine it carefully" (*Mukadimah al-Qur'an dan tafsirnya*, 2010). Meanwhile, the word "naba'" in the interpretation of "al-misbah" is interpreted as important news. The word "naba'" differs from the word "khabar," which generally means news, whether important or not. Thus, the verse demonstrates the need to sort out information, whether it is important or not, and whether the information provider is trustworthy or not (*Tafsir al-Mishbah*, n.d.).

Surah Al-Hujurat, verse 6, is one of the foundations of social life established by religion and also serves as guidance for receiving and implementing information. Humans always need other parties to access all information. Some are honest and possess integrity, conveying only accurate information, while others are not. Therefore, every piece of information received should be thoroughly examined for its accuracy.

AI, although not mentioned in the verse, can be positioned as a "news carrier" that also has the potential to convey false information. Therefore, the fatabayyanu command should be considered an epistemological obligation, namely a moral obligation to verify the validity of data, check primary references, and ensure the information aligns with authoritative sources.

From a living Quran perspective, Surah Al-Hujurat: 6 is not merely a normative text but lives as a social practice. Therefore, this verse is understood not only as a command to verify the veracity of news from humans, but also as a principle of caution when accepting information from artificial intelligence systems that lack moral responsibility. The living Quran perspective views this verse as a living value that shapes behavior, so students do not view AI as an authority on truth, but rather as a tool that must always be critically examined.

The implementation of tabayyun (religious inquiry) to counter information of uncertain accuracy aligns with modern demands. While the presence of AI makes it easier to obtain information quickly, humans are required to possess critical thinking skills. Islam, through the teachings of tabayyun, has provided a normative foundation for its followers to refrain from readily accepting information without verifying its truth. Therefore, tabayyun is not only a religious principle but also a normative command for an effective strategy in maintaining scientific integrity.

In the practice of living the Qur'an, the concept of tabayyun can be realized through three practical and systematic steps. The first step is to cultivate a cautious and critical attitude in accepting all information obtained, whether from humans or from technology such as artificial intelligence (AI). This attitude serves as the initial foundation so that individuals do not immediately accept information without a rational evaluation process.

The second step is to confirm the information by referring to valid and accountable data and sources. This verification process includes checking the information's conformity with authoritative primary sources, so that its accuracy can be ensured before it is used or referenced. This step emphasizes that tabayyun is not merely a passive attitude, but rather an active act in seeking the truth.

The third step is to refrain from hastily disseminating information to others before its clarity and accuracy can be confirmed (Bahri & Sassi, 2025). This principle aligns with the teachings of Surah Al-Hujurat, verse 6, which emphasizes the importance of tabayyun in receiving news to avoid errors and regret. This verse can be used as a normative basis for verifying AI-based information, so that the application of tabayyun in the context of modern technology functions as an effort to maintain information accuracy, academic ethics, and social responsibility.

Thus, the actualization of the values of QS. al-Hujurat:6 in the practice of living the Qur'an emphasizes the importance of caution and critical thinking in responding to the flow of information in the era of artificial intelligence. The principle of tabayyun serves as an ethical and epistemological foundation that guides individuals not to passively accept AI information, but rather to undergo a rational and responsible evaluation process.

Furthermore, the application of the values of QS. al-Hujurat:6 emphasizes that the process of verifying information is a concrete form of practicing the teachings of the Qur'an in the context of modern technology. From the perspective of living the Qur'an, tabayyun is understood not only as a normative doctrine but as a relevant social practice for maintaining the validity of knowledge, particularly in the use of AI in the academic and scientific realms.

Therefore, the actualization of QS. al-Hujurāt:6 in the era of AI demonstrates the Qur'an's responsiveness to modern developments. When the value of tabayyun is applied in AI-based information verification, scientific integrity, moral responsibility, and the quality of critical thinking can be maintained, while strengthening the position of the living Qur'an as a contextual and transformative paradigm.

Conclusion

The presence of technology always provides convenience to humans, and AI is no exception. Today, the use of AI is increasingly widespread and popular due to its sophistication and ability to provide convenience and time efficiency in various areas of life. In education, AI makes it easier for students to translate, check the grammar of scientific papers, search for information and materials, or simply use it for brainstorming or developing ideas. While offering convenience and numerous benefits, the presence of technology, including AI, always has negative impacts if humans are not wise in using it. Indeed, technological sophistication is not always accompanied by human ability to use it.

AI, as a technology generated by algorithms, certainly cannot always provide accurate answers. Information obtained from AI must always be verified for accuracy. The Quran, in this regard, provides an ethical basis for the importance of tabayyun (intelligible text) in receiving all incoming information. Through tabayyun, students can utilize the convenience of AI and avoid its negative impacts. However, in daily practice, many students are found to ignore and forgo the verification process for information obtained from AI. This indicates that tabayyun practice among students is still low. Students need to understand that tabayyun practice is not only carried out in responding to news on social media, but also in the use of AI.

The practice of tabayyun (verification) in verifying information obtained from artificial intelligence (AI) can be done by comparing and confirming AI-generated answers with credible primary sources, such as scientific journal articles, academic books, or the official websites of relevant institutions. This step is crucial to ensure the accuracy, validity, and reliability of information before it is used in an academic context.

The implementation of tabayyun (verification) allows students to optimally utilize AI technology without neglecting critical reasoning and scientific integrity. By not accepting AI information at face value, students remain active learners, evaluating and analyzing all information they receive.

Furthermore, tabayyun (verification) contributes to the development of students' critical thinking skills in filtering, assessing, and interpreting various available information. Through this process, students become not only users of technology but also able to develop reflective and responsible understanding in their academic activities.

Ultimately, the application of tabayyun (reference) in responding to information from AI reflects the integration of Quranic values and academic demands in the digital age. When students are able to internalize the principle of tabayyun as part of scientific ethics, the use of AI becomes not only technological but also morally and epistemologically valuable, thus contributing to the formation of a generation of critical, responsible, and integrated academics.

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