

REFERENCES

- Ahmed, V., & Opoku, A. (2022). Technology Supported Learning and Pedagogy in Times of Crisis: The Case of COVID-19 Pandemic. In *Education and Information Technologies* (Vol. 27, Issue 1). Springer US.
- Alam, A., & Mohanty, A. (2023). Educational Technology: Exploring The Convergence of Technology and Pedagogy Through Mobility, Interactivity, AI, and Learning Tools. *Cogent Engineering*, 10(2).
- Alawida, M., Mejri, S., Mehmood, A., Chikhaoui, B., & Isaac Abiodun, O. (2023). A Comprehensive Study of ChatGPT: Advancements, Limitations, and Ethical Considerations in Natural Language Processing and Cybersecurity. *Information (Switzerland)*, 14(8).
- Algabri, H. K. M. (2024). *Artificial intelligence and ChatGPT*. Academic Guru Publishing House.
- Almusaed, A., Almssad, A., Yitmen, I., & Homod, R. Z. (2023). Enhancing Student Engagement: Harnessing “AIED”’s Power in Hybrid Education—A Review Analysis. *Education Sciences*, 13(7).
- Alshater, M. (2023). Exploring the Role of Artificial Intelligence in Enhancing Academic Performance: A Case Study of ChatGPT. *SSRN Electronic Journal*.
- Aoun, J. E. (2017). *Robot-Proof: Higher Education in The Age of Artificial Intelligence*. MIT Press.
- Atallah, M. J., McDonough, C. J., Raskin, V., & Nirenburg, S. (2000). Natural language processing for information assurance and security: An overview and implementations. *Proceedings New Security Paradigm Workshop*, 51–65.
- Bali, M. M. E. I., Kumalasani, M. P., & Yunilasari, D. (2022). Artificial Intelligence in

- Higher Education: Perspicacity Relation between Educators and Students. *Journal of Innovation in Educational and Cultural Research*, 3(2), 146–152.
- Bandura, A., Bandura A, & Bandura, A. (1977). *Self-efficacy: Toward A Unifying Theory of Behavioral Change* (Vol. 84, Issue 2).
- Barkley, E. F., Major, C. H., & Cross, K. P. (2014). *Collaborative Learning Techniques: A Handbook for College Faculty*. John Wiley & Sons.
- Basha, J. Y. (2024). *The Negative Impacts of AI Tools on Students in Academic and Real-Life Performance*. 1(3), 1–16.
- Bhati, K., & Sethy, T. P. (2022). Self-Efficacy: Theory to Educational Practice. *The International Journal of Indian Psychology*, 10(1), 1123–1128.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. In *International Journal of Phytoremediation* (Vol. 21, Issue 1).
- Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports. In *ASHE-ERIC Higher Education Report*.
- Caelen, O., & Blete, M. A. (2024). *Developing Apps with GPT-4 and ChatGPT: Build Intelligent Chatbots, Content Generators, and More*. O'Reilly Media, Inc.
- Casheekar, A., Lahiri, A., Rath, K., Prabhakar, K. S., & Srinivasan, K. (2024). A Contemporary Review on Chatbots, AI-Powered Virtual Conversational Agents, ChatGPT: Applications, Open Challenges and Future Research Directions. *Computer Science Review*, 52, 100632.
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial Intelligence in Education: A Review. *IEEE Access*, 8, 75264–75278.
- Chickering, A. W., & Gamson, Z. F. (2007). Undergraduate Student Researchers – The

- Ultraversity Model for Work Based Learning. Ian Tindal, Stephen Powell, Richard Millwood. *Interactive Learning Environments*, 18(3), 157–166.
- Early, S. L. (2011). Book Review Student Engagement Techniques: A Handbook for College Faculty. *Journal of the Scholarship of Teaching and Learning*, 11(1), 155–157.
- Eisenring, M. A. A., Jamiluddin, J., Hairul, M. A., & Putri, and D. (2024). He Use of Chatbots in the English Language Teaching to Promote Modern Language Learning: A Literature Review. *International Journal of Indonesian Education and Teaching*, 8(1), 127–139. <https://e-journal.usd.ac.id/index.php/IJiet/article/view/7321>
- Essel, H. B., Vlachopoulos, D., Tachie-Menson, A., Johnson, E. E., & Baah, P. K. (2022). The impact of A Virtual Teaching Assistant (Chatbot) on Students' Learning in Ghanaian Higher Education. *International Journal of Educational Technology in Higher Education*, 19(1).
- Fuchs, K. (2023). Exploring the Opportunities and Challenges of NLP models in Higher Education: is Chat GPT a Blessing or A Curse? *Frontiers in Education*, 8.
- Fuchs, K., & Aguilos, V. (2023). Integrating Artificial Intelligence in Higher Education: Empirical Insights from Students about Using ChatGPT. *International Journal of Information and Education Technology*, 13(9), 1365–1371.
- Garlinska, M., Osial, M., Proniewska, K., & Pregowska, A. (2023). The Influence of Emerging Technologies on Distance Education. *Electronics (Switzerland)*, 12(7).
- Gill, S. S., & Kaur, R. (2023). ChatGPT: Vision and Challenges. *Internet of Things and Cyber-Physical Systems*, 3(May), 262–271.
- Guo, Y., & Lee, D. (2023). Leveraging ChatGPT for Enhancing Critical Thinking Skills.

Journal of Chemical Education, 100(12), 4876–4883.

Haleem, A., Javaid, M., & Singh, R. P. (2022). An Era of ChatGPT as A Significant Futuristic Support Tool: A Study on Features, Abilities, and Challenges. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 2(4), 100089.

Hao, X., & Fang, F. (2024). Learners' Speaking Self-Efficacy, Self-Efficacy Sources and Their Relations in the Traditional and Flipped Instructional Modes. *Asia Pacific Journal of Education*, 00(00), 1–16.

Haque, M. A., & Li, S. (2024). Exploring ChatGPT and its impact on society. *AI and Ethics*, 0123456789.

Harper, B. (2018). Technology and Teacher–Student Interactions: A Review of Empirical Research. *Journal of Research on Technology in Education*, 50(3), 214–225.

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.

Hennik, Mo., Hutter, I., & Bailey, A. (2020). *Qualitative Research Methods*. Sage Publications.

Holmes, W., Persson, J., Chounta, I. A., Wasson, B., & Dimitrova, V. (2022). *Artificial Intelligence and Education: A Critical View Through the Lens of Human Rights, Democracy and the Rule Of Law*. Council of Europe.

Huallpa, J. J., Flores Arocutipa, J. P., Panduro, W. D., Huete, L. C., Flores Limo, F. A., Herrera, E. E., Alba Callacna, R. A., Ariza Flores, V. A., Medina Romero, M. Á., Quispe, I. M., & Hernández Hernández, F. A. (2023). Exploring the Ethical Considerations of Using Chat GPT in University Education. *Periodicals of*

Engineering and Natural Sciences, 11(4), 105–115.

Idoko, I. P., Enyejo, L. ., & Ebiega, G. I. (2024). Integrating Superhumans and Synthetic Humans into the Internet of Things (IoT) and Ubiquitous Computing: Emerging Ai Applications and Their Relevance in the U.S. context. *Global Journal of Engineering and Technology Advances*, 19(1), 006–036.

Javaid, M., Haleem, A., Singh, R. P., Khan, S., & Khan, I. H. (2023). Unlocking the Opportunities Through ChatGPT Tool Towards Ameliorating The Education System. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 3(2), 100115.

Johnson, D. W., & Johnson, R. T. (1999). Making Cooperative Learning Work. *Theory into Practice*, 38(2), 67–73.

Jun, J. S., Kremer, K. P., Marseline, D., Lockett, L., & Kurtz, D. L. (2021). Effective Social Work Online Education in Response to COVID-19. *Journal of Teaching in Social Work*, 41(5), 520–534.

Levine, S., Beck, S. W., Mah, C., Phalen, L., & Pittman, J. (2024). How Do Students Use ChatGPT As A Writing Support? *The Michigan Daily*, March, 1–13.

Li, J., Wang, C., Zhao, Y., & Li, Y. (2023). Boosting Learners' Confidence in Learning English: Can Self-Efficacy-Based Intervention Make a Difference? *TESOL Quarterly*, 58(4), 1518–1547.

Lin, M. P. C., & Chang, D. (2023). CHAT-ACTS: A Pedagogical Framework for Personalized Chatbot to Enhance Active Learning and Self-Regulated Learning. *Computers and Education: Artificial Intelligence*, 5(May), 100167.

Liu, T., Yu, X., Liu, M., Wang, M., Zhu, X., & Yang, X. (2021). A Mixed Method Evaluation of An Integrated Course in Improving Critical Thinking and Creative

- Self-Efficacy Among Nursing Students. *Nurse Education Today*, 106(1).
- Luckin, R., & Holmes, W. (2016). Intelligence Unleashed: An argument for AI in Education. In *UCL Knowledge Lab: London, UK*.
<https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/innovation/Intelligence-Unleashed-Publication.pdf>
- Malinka, K., Peresíni, M., Firc, A., Hujnák, O., & Janus, F. (2023). On the Educational Impact of ChatGPT: Is Artificial Intelligence Ready to Obtain a University Degree? *Annual Conference on Innovation and Technology in Computer Science Education, ITiCSE, 1*, 47–53.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.
- Munna, A. S., & Kalam, M. A. (2021). Impact of Active Learning Strategy on the Student Engagement. *GNOSI: An Interdisciplinary Journal of Human Theory and Praxis*, 4(2), 96–114. <http://gnosijournal.com/index.php/gnosi/article/view/96>
- Murtaza, M., Ahmed, Y., Shamsi, J. A., Sherwani, F., & Usman, M. (2022). AI-Based Personalized E-Learning Systems: Issues, Challenges, and Solutions. *IEEE Access*, 10(June), 81323–81342.
- Nguyen, T. T., Tran, H. T., & Nguyen, M. T. (2023). *Empowering Education: Exploring the Potential of Artificial Intelligence Chapter Highlights*. 140–161.
- Nicol, D., & MacFarlane-Dick, D. (2006). Formative Assessment and Selfregulated Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), 199–218.
- Pedro, F., Subosa, M., Rivas, A., & Valverde, P. (2019). Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development Education

- Sector United Nations Educational, Scientific and Cultural Organization. *Ministerio De Educación*, 1–46. <https://en.unesco.org/themes/education-policy->
- Ragheb, M. A., Tantawi, P., Farouk, N., & Hatata, A. (2022). Investigating The Acceptance of Applying Chat-Bot (Artificial Intelligence) Technology Among Higher Education Students in Egypt. *International Journal of Higher Education Management*, 08(02), 1–13.
- Rahim, N. I. M., Iahad, N. A., Yusof, A. F., & Al-Sharaf, M. A. (2022). AI-Based Chatbots Adoption Model for Higher-Education Institutions: A Hybrid PLS-SEM-Neural Network Modelling Approach. *Sustainability (Switzerland)*, 14(19).
- Rane, N., Choudhary, S., & Rane, J. (2024). Gemini Versus ChatGPT: Applications, Performance, Architecture, Capabilities, and Implementation. *Journal of Applied Artificial Intelligence*, 5(1), 69–93.
- Ray, P. P. (2023). ChatGPT: A Comprehensive Review on Background, Applications, Key Challenges, Bias, Ethics, Limitations and Future Scope. *Internet of Things and Cyber-Physical Systems*, 3(March), 121–154.
- Robertson, A., Curtis, P. M., & Dann, C. (2018). Outcomes of A Collaborative Contextualised Learning Approach to Teacher Professional Development in Papua, Indonesia. *International Education Journal*, 17(2), 88–101.
- Sajja, R., Sermet, Y., Cikmaz, M., Cwiertny, D., & Demir, I. (2023). *Artificial Intelligence-Enabled Intelligent Assistant for Personalized and Adaptive Learning in Higher Education*. 1–23. <http://arxiv.org/abs/2309.10892>
- Shanto, S. S., Ahmed, Z., & Jony, A. I. (2024). Enriching Learning Process with Generative AI A Proposed Framework to Cultivate Critical Thinking in Higher Education using Chat GPT. *Journal of Populsion Technology*, 45(1), 3019–3029.

- Sidorkin, A. M. (2024). *Sidorkin, A. M. (2024). Embracing Chatbots in Higher Education: The Use of Artificial Intelligence in Teaching, Administration, and Scholarship*. Taylor & Francis.
- Soliman, N. (2009). *Blended Teaching Pedagogies and Facilitating Online Interaction*. 2006, 1–12.
- Sridhar, V. (2024). *ChatGPT And Artificial Intelligence*. Academic Guru Publishing House.
- Suprpto, N., Prahani, B. K., & Cheng, T. H. (2021). Indonesian Curriculum Reform in Policy and Local Wisdom: Perspectives From Science Education. *Jurnal Pendidikan IPA Indonesia*, 10(1), 69–80.
- Tay, L. Y., Lee, S. S., & Ramachandran, K. (2021). Implementation of Online Home-Based Learning and Students' Engagement During the COVID-19 Pandemic: A Case Study of Singapore Mathematics Teachers. *Asia-Pacific Education Researcher*, 30(3), 299–310.
- Tayan, O., Hassan, A., Khankan, K., & Askool, S. (2024). Considerations for Adapting Higher Education Technology Courses for AI Large Language Models: A Critical Review of The Impact of Chatgpt. *Machine Learning with Applications*, 15(May 2023), 100513.
- Villegas-Ch, W., Arias-Navarrete, A., & Palacios-Pacheco, X. (2020). Proposal of An Architecture for the Integration of a Chatbot with Artificial Intelligence in a Smart Campus for the Improvement of Learning. *Sustainability (Switzerland)*, 12(4).
- Wang, T., Lund, B. D., Marengo, A., Pagano, A., Mannuru, N. R., Teel, Z. A., & Pange, J. (2023). Exploring the Potential Impact of Artificial Intelligence (AI) on International Students in Higher Education: Generative AI, Chatbots, Analytics,

- and International Student Success. *Applied Sciences (Switzerland)*, 13(11).
- Wu, Y. (2024). Critical Thinking Pedagogics Design in an Era of ChatGPT and Other AI Tools — Shifting From Teaching “What” to Teaching “Why” and “How.” *Journal of Education and Development*, 8(1), 1.
- Yang, X. (2023). A Historical Review of Collaborative Learning and Cooperative Learning. *TechTrends*, 67(4), 718–728.
- Yu, H. (2023). Reflection on whether Chat GPT should be banned by Academia from the Perspective of Education and Teaching. *Frontiers in Psychology*, 14.
- Zhai, C., Wibowo, S., & Li, L. D. (2024). The Effects of Over-Reliance on AI Dialogue Systems on Students’ Cognitive Abilities: A Systematic Review. *Smart Learning Environments*, 11(1).
- Zhang, H., Song, H., Li, S., Zhou, M., & Song, D. (2023). A Survey of Controllable Text Generation Using Transformer-based Pre-trained Language Models. *ACM Computing Surveys*, 56(3).
- Zidny, R., & Eilks, I. (2018). Indigenous Knowledge as a Socio-Cultural Context of Science to Promote Transformative Education for Sustainable Development: Insights into a Case Study on the Baduy Community (Indonesia). *Building Bridges across Disciplines for Transformative Education and a Sustainable Future*, October, 249–256.



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
☎ 08883077077
soshum@unuja.ac.id

**USULAN EKUIVALENSI
REKOGNISI KARYA MAHASISWA**

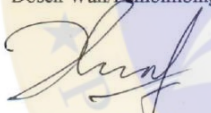
A. IDENTITAS PENGUSUL

1. Nama : Anisa Luluk Ulvia
2. NIM : 2142300038
3. Program Studi : Pendidikan Bahasa Inggris
4. Semester : 8

B. JENIS REKOGNISI YANG DIUSULKAN

1. Jenis Rekognisi : Skripsi
2. Jenis Karya : Jurnal Terakreditasi Sinta 1
3. Judul Karya : The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development
4. Peran dalam Kegiatan : Penulis ke-2
5. Nama Dosen yang Terlibat : Mochlis Ekowijayanto M.Pd

Mengetahui,
Dosen Wali/Pembimbing,


Mochlis Ekowijayanto M.Pd
NIDN. 260698701

Paiton, 18 Juni 2025
Pengusul,


Anisa Luluk Ulvia
NIM. 2142300038



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
☎ 08883077077
soshum@unuja.ac.id

FORMULIR PENILAIAN
REKOGNISI KARYA MAHASISWA

A. IDENTITAS PENGUSUL

1. Nama Pengusul : Anisa Luluk Ulvia
2. NIM : 2142300038
3. Program Studi : Pendidikan Bahasa Inggris
4. Jenis Rekognisi : Skripsi
5. Jenis Karya : Jurnal Terakreditasi Sinta 1
6. Judul Karya : The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development

B. TABEL PENILAIAN

No.	Aktifitas Pengusul	Capaian Pembelajaran Lulusan	Mata Kuliah	Nilai
			Tugas Akhir	A

Mengetahui,
Ketua Program Studi,



Syaiful Islam M.Pd

NIDN. 2116088602

Paiton, 18 Juni 2025
Pengusul,



Anisa Luluk Ulvia

NIM. 2142300038



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
 PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
 Karanganyar Paiton
 Probolinggo 67291
 ☎ 08883077077
 soshum@unuja.ac.id

BERITA ACARA BIMBINGAN TUGAS AKHIR

1. Nama Mahasiswa : Anisa Luluk Ulvia
2. NIM : 2142300038
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Tugas Akhir : The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development
5. Dosen Pembimbing : Mochlis Ekowijayanto M.Pd
6. Konsultasi : Tugas Akhir

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
3/11/2024	Pengajuan dan Acc judul	Revisi judul dan	
23/11/2024	Bimbingan Introduction	menambahkan referensi terbaru	
12/12/2024	Acc Introduction	melengkapi "Gap" & "Novelty"	
23/12/2024	Bimbingan dan Acc method	revisi metodologi & analisis	
7/1/2025	Bimbingan finding dan discussion	discussion ditambah kutipan	
11/1/2025	Acc finding dan discussion	ACC	
19/1/2025	Bimbingan conclusion dan abstract	Revisi abstract	
6/2/2025	Proses revisi proofreading naskah	Proofreading naskah	
15/2/2025	Acc publikasi jurnal	penentuan jurnal target	
3/3/2025	Bimbingan untuk submit article	Submit artikel	
17/3/2025	Persyaratan publikasi Bimbingan terkait persetujuan dan	melengkapi metadata jurnal	
30/3/2025	Revisi naskah jurnal pertama	Revisi introduction	
20/4/2025	Revisi naskah jurnal kedua	Revisi Gambar / Interpretasi data	
3/6/2025	Acc jurnal publis edisi september	Notifikasi jurnal diterima	
5/6/2025	Melengkapi persyaratan publikasi	Revisi Authorship	
9/6/2025	LoA diterbitkan	Penyerahan LoA jurnal	

7. Bimbingan telah selesai pada tanggal 5 Juni 2025
 Dosen Pembimbing:

Mochlis Ekowijayanto M.Pd

