

## INTEGRATION OF CHATGPT APPLICATION IN MADRASAH IBTIDAIYAH LEARNING: A STUDY OF ACADEMIC ETHICS AND ITS IMPACT ON STUDENTS' READING LITERACY

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### ABSTRACT

This study aims to analyze the integration of ChatGPT in Madrasah Ibtidaiyah learning with a focus on academic ethics and its impact on students' reading literacy. This research uses a qualitative approach with a case study design carried out in one of the Madrasah Ibtidaiyah that has utilized digital technology in learning. Data was collected through in-depth interviews with teachers and madrasah heads, classroom observations, and document analysis. Data analysis is carried out interactively through data reduction, data presentation, and conclusion drawn, while data validity is ensured through triangulation of sources and techniques. The results of the study show that ChatGPT integration can increase students' access to reading materials, enrich vocabulary, and help text comprehension when used in a targeted manner. However, unsupervised use has the potential to lead to violations of academic ethics, dependence, and weakening of critical literacy. This study concludes that ethical guidelines and madrasah value-based mentoring are needed so that the use of ChatGPT supports the strengthening of reading literacy without reducing academic integrity

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### INTRODUCTIONS

Digital transformation in education is entering a new phase with the presence of generative artificial intelligence such as ChatGPT. This technology no longer functions just as an information search engine, but as a system capable of generating texts, answering complex questions, and simulating pedagogical dialogue in real-time. From a digital pedagogical perspective, generative AI opens up more personalized, adaptive, and interactive learning opportunities. However, its use in basic education requires critical study because the characteristics of cognitive development of elementary school students are still at the concrete operational stage so they are vulnerable to technology dependence. (Munawaroh & Syahansyah, 2026)

Reading literacy as a fundamental competency at the Madrasah Ibtidaiyah level has a strategic role in building students' critical, analytical, and reflective thinking skills. Reading literacy is not only related to the ability to

understand texts, but also the ability to interpret information critically and reflectively in various learning contexts. Studies show that the integration of digital technology in learning can increase students' motivation to learn as well as expand access to more diverse reading resources. (Agustina et al., 2025)

However, the presence of generative AI presents a new, more complex dimension, especially related to the issue of academic ethics in learning. emphasized that the use of AI in education has the potential to give rise to the practice of covert plagiarism, erosion of the originality of works, and the weakening of deep *Hafidz et al. (2026) learning processes*. This phenomenon is a serious challenge for the world of education, especially in maintaining academic integrity and encouraging student learning independence.

In the context of Madrasah Ibtidaiyah, the use of technology cannot be separated from the dimension of value and character formation. Madrasah education places integrity, honesty, and responsibility as an integral part of the learning process. Therefore, the integration of ChatGPT is not enough to be assessed from the aspect of learning effectiveness alone, but also needs to be analyzed from the perspective of academic ethics and its implications for the formation of students' literacy characters.

Previous research has generally focused on the effectiveness of AI in improving academic achievement or exploring the perception of students and lecturers towards the use of ChatGPT in higher education. Studies that place elementary school students as research subjects, especially in the context of Madrasah Ibtidaiyah based on Islamic values, are still very limited. In addition, research that integrates three dimensions at once—namely the use of ChatGPT, academic ethics, and reading literacy—has not been widely found in the literature. (Musa et al., 2025; Nasrullah et al., 2025)

This gap shows the need for more comprehensive research on the use of AI technology in learning at the madrasah-based elementary education level. The novelty of this research lies in the integrative analysis of the use of ChatGPT in Madrasah Ibtidaiyah learning with a madrasah value-based academic ethics approach and its implications for students' reading literacy. Thus, this research not only contributes to the study of educational technology, but also expands the discourse on the relationship between artificial intelligence, Islamic character education, and strengthening students' basic literacy. This study aims to analyze the integration of ChatGPT in Madrasah Ibtidaiyah learning, identify its implications for academic ethics, and examine its impact on students' reading literacy.

The development of artificial intelligence technology in education also requires a redefinition of the role of teachers in the learning process. The presence of AI systems such as ChatGPT has the potential to change the pattern of learning interaction from previously teacher-centered to a more open and digital-based pattern. In this context, teachers no longer function simply as conveyors of information, but as facilitators who direct students' thought processes to be able to use technology critically and responsibly. Without adequate pedagogical assistance, the use of technology can actually cause students to focus more on instant results rather than the process of deep understanding of the reading material. (Abrari & Fajariningtyas, 2026; Nopiyanti, 2025)

On the other hand, the use of generative AI in reading learning can affect the way students interact with texts. AI systems are able to simplify the reading content, provide automatic summaries, and quickly answer questions related to the content of the text. This convenience has the potential to help students understand complex readings, but at the same time it can reduce the cognitive activities that are actually important in the literacy process, such as interpreting implicit meanings, making inferences, and evaluating arguments in the text. If not balanced with the right learning strategies, dependence on technology can limit the development of high-level thinking skills that should be built through reading activities.

In the framework of basic education, strengthening reading literacy not only aims to improve academic ability, but also forms students' intellectual habits in acquiring knowledge independently. A strong reading culture requires students' active involvement in exploring the text, asking questions, and relating information to their own experiences. The integration of digital technologies, including generative AI, needs to be designed in such a way that it continues to encourage the exploratory process. Thus, technology does not replace the reading process, but rather becomes a supporting tool that enriches the learning experience of students. (Hafidz et al., 2026; Munawaroh & Syahansyah, 2026)

In addition to the pedagogical aspect, the readiness of educational institutions is also an important factor in determining the success of the integration of AI technology in learning. Many elementary schools and madrasahs still face limitations in digital infrastructure, teacher technology literacy competencies, and clear policy guidance regarding the use of AI in academic activities. This condition has the potential to create a gap in the use of technology between schools that have adequate digital access and schools that are not ready in terms of infrastructure and human resources. Therefore, studies on the use of AI in primary education need to consider the institutional context and the readiness of the education ecosystem more broadly.

The dynamics of the use of artificial intelligence in learning opens up a discussion space regarding the balance between technological innovation and student character formation. Madrasah education has an orientation that not only emphasizes cognitive achievement, but also the fostering of moral values and intellectual responsibility. The integration of learning technologies must be in line with these goals so that students are not only able to utilize technology effectively, but also have an ethical awareness in using it. Thus, an analysis of the use of generative AI in madrasah learning is important to ensure that the digital transformation of education remains in line with the principles of character education and sustainable literacy development. (Nasrullah et al., 2025; Syawaludin, 2025)

The development of the use of artificial intelligence in education is also related to changes in the knowledge ecosystem faced by students. In the digital era, information sources are no longer limited to textbooks or materials provided by teachers, but are widely spread through various digital platforms that can be accessed easily. The presence of AI systems such as ChatGPT speeds up the access process by providing answers that are formulated instantly and in a structured manner. This situation poses a new challenge for the world of education, namely how to guide students to not only passively receive information, but to be able to evaluate the validity, relevance, and context of the information they obtain from digital systems.

In the context of reading literacy, these changes also affect information consumption patterns among students. Generations growing up in digital environments tend to be accustomed to short, concise, and visual-interactive texts. Meanwhile, learning in schools still demands the ability to read longer and more complex texts. This imbalance can affect students' level of perseverance in reading as well as their ability to understand the structure of argumentation in more depth. Therefore, the integration of technology in learning needs to consider strategies that are able to bridge digital reading habits with the demands of more analytical academic literacy.

## METHOD

This research uses a qualitative approach with a case study type. The qualitative approach was chosen because this study aims to understand in depth the process of integrating the ChatGPT application in Madrasah Ibtidaiyah learning and its implications for students' academic ethics and reading literacy. The case study allowed researchers to examine the phenomenon of the use of artificial intelligence technology in learning in a contextual and comprehensive manner by placing teacher experiences and learning practices in the classroom as the main focus of the research. (Kusumastuti & Khoiron, 2021)

The research was carried out at MI Nurul Islam Selokgondang, Lumajang Regency, East Java, which is one of the basic education institutions that has utilized digital technology in the learning process. Data collection was carried out in a span of approximately two months. This time span is used by researchers to observe the learning process, build communication with informants, and gain a deeper understanding of the practice of using ChatGPT in reading literacy activities in the classroom.

The subjects in this study are the parties involved in the learning process at MI Nurul Islam Selokgondang. The research informants were selected purposively, namely based on the consideration that they have direct experience in the use of learning technology in madrasahs and are able to provide information relevant to the research focus (Creswell & Creswell, 2023). The main informants in this study include grade V teachers who integrate ChatGPT in reading literacy learning activities.

Data collection was carried out through in-depth interviews, observations, and documentation. In-depth interviews were used to explore teachers' views and experiences regarding the use of ChatGPT in learning, including

the dynamics of academic ethics that arise in the student learning process. Observations were carried out directly in the classroom to observe the practice of using ChatGPT in reading literacy activities, interactions between teachers and students, and student responses to the use of the technology. Documentation is used as supporting data which includes field records, learning tools, student assignment results, and madrasah documents related to the use of digital technology in learning.

The data analysis in this study uses the interactive analysis model of Miles, Huberman, and Saldaña, which includes three main stages, namely data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by selecting and grouping data from interviews, observations, and documentation according to the focus of the research. Furthermore, the data is presented in the form of a descriptive narrative to make it easier for researchers to understand the patterns and relationships between research findings. The last stage is the drawing of conclusions which is carried out gradually and continuously verified throughout the research process. (Miles & Huberman, 2014)

The validity of the data in this study is maintained through triangulation techniques, namely by comparing data obtained from various informants as well as from various data collection techniques, namely interviews, observations, and documentation. Through the triangulation process, the data produced is expected to have a high level of credibility and be able to provide a comprehensive picture of the integration of ChatGPT in Madrasah Ibtidaiyah learning and its implications for students' academic ethics and reading literacy.

## RESULT AND DISCUSSIONS

### Integration of ChatGPT Application in Learning at MI Nurul Islam Selokgondang

The integration of ChatGPT in reading literacy activities at Madrasah Ibtidaiyah shows a transformation in the pattern of learning interactions. The learning process that was previously centered on teachers and textbooks began to develop into a more open learning ecosystem with the presence of digital information resources. ChatGPT serves as an additional source of explanation that can help students quickly get clarification on parts of text they don't understand. This situation expands access to knowledge while creating a more interactive learning environment as students can interact directly with information resources. (Ulum & Junaris, 2025)

The use of ChatGPT in understanding reading texts also shows an opportunity to strengthen students' literacy comprehension skills. Student interaction with the application in the form of questions about the meaning of words, reading content, and main ideas shows that there is a process of searching for meaning in the text being studied. The activity reflects the cognitive involvement of students in building understanding of reading. The literacy process no longer stops at reading alone, but develops into a broader information exploration activity through the help of technology.

The role of teachers still has a very important position in ensuring that the use of technology takes place pedagogically. Teachers function as directors of the learning process that determine how and when technology is used in learning activities. Supervision and assistance from teachers are needed so that the use of ChatGPT does not replace students' reading and thinking activities. This approach allows technology to be utilized as a tool that reinforces the learning process, rather than as a source of instant answers that reduce students' intellectual engagement. (Meivawati et al., 2025; Nawangsih, 2025)

Students' motivation to learn has also changed along with the presence of technology in literacy learning. Access to quick and responsive explanations makes students feel more helpful when dealing with complex texts. Students' confidence in comprehending reading increases because they have alternatives to obtain additional explanations. These conditions can encourage higher involvement in reading activities as well as strengthen students' interest in exploring information related to the subject matter.

The use of artificial intelligence technology in basic learning requires the strengthening of digital literacy in students. The ability to use technology wisely is an important part of the education process in the digital era. Students need to be guided to understand that technology is a means of support that helps the learning process. This awareness is important so that students continue to develop critical thinking skills, the ability to understand texts independently,

and literacy skills which are the main goals in learning to read at Madrasah Ibtidaiyah. (Fauzi et al., 2025; Mawi & Junaidi, 2025)

The use of ChatGPT in reading literacy learning also shows a change in the way students process information. The presence of technology that is able to provide answers quickly encourages the formation of a learning pattern that is more responsive to the questions that arise during reading. This process allows students to immediately clarify parts of the text that are not understood without having to wait for the teacher to explain. The speed of access to this information has the potential to enrich students' reading experience because comprehension barriers can be overcome directly during the reading process.

The use of artificial intelligence technology in learning also opens up opportunities for the development of more adaptive learning strategies. Teachers can use ChatGPT as a means of learning differentiation, especially in dealing with differences in literacy skills among students. Students with lower reading skills can get additional help in the form of simple explanations or text summaries, while students with higher abilities can explore more in-depth questions related to the content of the reading. This approach helps create a more inclusive learning environment because each student's learning needs can be facilitated more flexibly.

Observations during the learning process also show that students' interaction with technology encourages the emergence of a curiosity for broader information. The questions that students ask are not always limited to the content of the text read, but also develop towards additional information related to the topic of reading. This phenomenon shows that technology can play a role as a trigger for students' intellectual exploration. Reading activities are no longer seen as passive activities, but rather as a more dynamic process of seeking knowledge. (Nawangsih, 2025; Syawaludin, 2025)

The dynamics of using ChatGPT also show the importance of developing information evaluation skills in students. The answers provided by the application need to be understood as information that still requires verification and reinterpretation by the user. Teachers have a strategic role in instilling a critical attitude towards digital information so that students do not receive every answer directly without an assessment process. The habit of comparing technological answers with the content of reading texts or teachers' explanations can be an important step in building information literacy from an early age.

The implementation of artificial intelligence technology in literacy learning at the Madrasah Ibtidaiyah level shows that the transformation of digital education is not only related to the use of technological devices, but also to a change in the learning paradigm. The learning process began to move from a knowledge transmission model to a more participatory knowledge construction model. Students are actively involved in the process of searching, understanding, and processing information. This situation shows that technology integration, if managed appropriately, can strengthen the literacy learning process while preparing students to face learning challenges in the digital era.

### **Dynamics of Academic Ethics in the Use of ChatGPT**

The use of ChatGPT in learning activities at Madrasah Ibtidaiyah has given rise to new dynamics in students' academic ethics practices. The ease of obtaining answers through technology has the potential to influence the way students view the learning process and task completion. Some students tend to use applications to get answers directly without going through the process of reading and understanding the material first. This phenomenon shows a shift in learning orientation from the process of understanding to the search for quick results, so it is necessary to strengthen the values of academic honesty from an early age.

The practice of using ChatGPT in completing assignments also raises questions about the boundary between technological assistance and student learning independence. The use of technology can actually help students understand the material better when used as a means of clarifying concepts or additional explanations. Ethical problems arise when technology is used to completely replace students' thinking processes. This situation demands an affirmation of the limits of the use of technology in academic activities so that students remain actively involved in the learning process. (Nasrullah et al., 2025)

The findings of the study show that students' awareness of the ethics of using technology is still in its early stages. Some students do not fully understand that the information obtained from ChatGPT still needs to be processed,

understood, and adjusted to the context of the assignment given by the teacher. This condition shows that digital literacy is not only related to the ability to use technology, but also to understanding academic responsibilities in utilizing digital information sources.

The role of teachers is very important in building a culture of academic ethics in the use of learning technology. Teachers need to explain to students how to use ChatGPT responsibly, for example by emphasizing that the application serves as a learning aid, not as a substitute for students' personal efforts. Mentoring by teachers can help students understand that the process of reading, analyzing, and formulating answers is still a major part of learning activities.

The discussion of the results of this study shows that the integration of artificial intelligence technology in learning needs to be accompanied by the formation of strong academic values. Academic ethics education from the elementary education level is important to ensure that the use of technology does not reduce the integrity of students' learning. These efforts can be made through habituation of reflection on the learning process, discussions about the wise use of technology, and strengthening awareness that honesty and responsibility are an important part of the educational process. (Agustina et al., 2025; Nasrullah et al., 2025)

The use of ChatGPT in learning activities also raises reflections on the concept of originality in students' academic work. The app's ability to generate coherent and easy-to-understand text has the potential to make students submit answers that are fully generated by the system without reprocessing them in their own language. This condition poses a challenge in assessing the extent of students' understanding of the material studied. Academic assessment no longer only assesses the final result of the writing, but also needs to pay attention to the thought process behind the answer.

The use of artificial intelligence technology also shows a change in the way students interpret learning aids. In conventional learning practices, help is usually obtained through discussions with teachers or peers. The presence of ChatGPT presents a new form of assistance that is instant and individualized. This situation can reduce academic interaction between students if not managed properly. Social interaction in the learning process remains important because discussions with friends can help students develop argumentative skills, cooperation, and a deeper understanding of the material. (Bahtiar et al., 2025; Kusmendar et al., 2025)

The dynamics of academic ethics are also related to the ability of students to account for the answers they write. The information obtained from ChatGPT is often presented in the form of convincing-looking explanations, so students can use it right away without verifying its veracity. This habit has the potential to foster an attitude of passively receiving information. Literacy learning at the basic level needs to instill the habit of re-reading, understanding the context, and adjusting the information obtained to the questions asked in academic assignments.

The presence of artificial intelligence technology in learning also requires a change in approach in the learning evaluation system. Teachers need to design assignments that encourage students to demonstrate their thought process, rather than just displaying final answers. Assignments that involve class discussions, oral presentations, or reading activities together can help teachers understand the extent to which students truly understand the material being studied. This approach is important to maintain academic integrity in learning situations that are increasingly connected to digital technology.

The application of academic ethical principles in the use of ChatGPT is ultimately related to the formation of students' learning characters. Basic education has an important role in instilling the values of responsibility, honesty, and independence in the learning process. The use of technology accompanied by the strengthening of these values can help students develop a wiser attitude towards the use of digital information sources. The integration between technological literacy and character education is an important foundation so that the use of artificial intelligence in learning can provide optimal benefits for students' academic development. (Fathoni et al., 2025; Rozi & Najiyah, 2025)

### **Implications of Using ChatGPT on Reading Literacy**

The use of ChatGPT in reading learning has implications for how students build understanding of text. The app's ability to explain the meaning of words, provide summaries, and help identify key ideas allows students to gain additional support when dealing with complex readings. This support can help reduce the barriers to comprehension

that often arise in the early stages of reading, especially in students who have limited vocabulary. This process has the potential to improve the ability to comprehend the content of the reading because students gain access to explanations that can clarify the context of the text.

The use of ChatGPT also affects the reading strategies used by students. Interaction with the app encourages students to ask questions directly about parts of text that they don't yet understand. This habit can reinforce a reflective approach to reading, where students not only read linearly but also carry out the process of clarifying the information found in the reading. This kind of reading strategy helps students build more active text-comprehension skills because they engage in a process of dialogue with the source of information. (Afifah et al., 2025; Hendrizal et al., 2024)

Another implication seen in the research findings is related to the development of students' vocabulary skills. The explanation of word meanings provided by ChatGPT helps students understand new terms that appear in the reading text. This process can enrich students' vocabulary if used consistently in reading activities. Improving vocabulary is closely related to literacy skills because understanding the key words in the text is an important prerequisite for understanding the content of the reading as a whole.

The use of ChatGPT also has an impact on the level of student involvement in reading activities. Access to quick and interactive explanations makes students more confident to deal with texts that were previously considered difficult. This confidence can increase reading motivation because students no longer feel hampered when they find parts of the text that they do not understand. Higher involvement in reading activities can strengthen students' literacy habits in the long run. (Kusmendar et al., 2025; Primarni et al., 2022)

The implications of the use of artificial intelligence technology in reading literacy also emphasize the importance of developing critical literacy skills. The information obtained from ChatGPT needs to be understood as one of the sources of explanation that still requires interpretation from the reader. Students need to be guided to compare the explanations provided by the application with the content of the reading text being studied. This approach helps students develop the ability to assess and understand information more deeply, so that reading literacy focuses not only on the ability to understand texts, but also on the ability to think critically about the information obtained.

The use of ChatGPT in reading learning also has implications for changes in the pattern of student interaction with text. The presence of technology allows students to carry out a more dialogical reading process, where texts are not only passively understood but also actively questioned. Students can ask questions about the background of the information, the author's intentions, and the relationship between ideas in the reading. This pattern of interaction has the potential to strengthen the ability to understand the structure and meaning of texts because students are more intensely involved in the process of reading interpretation. (Agustina et al., 2025; Nasrullah et al., 2025)

The use of ChatGPT also has an impact on students' ability to identify important information in a text. The app's assistance in finding the main idea or a summary of the reading can help students understand the main structure of the information being conveyed. The experience can be a learning tool for students to recognize how the main ideas and supporting ideas are arranged in a reading. This ability is an important component of reading literacy because understanding the structure of the text makes it easier for students to grasp the main message that the author wants to convey.

The presence of artificial intelligence technology in literacy learning also encourages the development of exploratory reading skills. Students who previously only focused on the text given by the teacher began to show a tendency to look for additional information related to the reading topic. The exploration process expands the scope of students' knowledge as they can relate the content of the text to other relevant information. This activity helps reinforce conceptual understanding of the topic being studied. (Abrari & Fajariningtyas, 2026; Musa et al., 2025; Syawaludin, 2025)

The use of ChatGPT in reading literacy also affects the way students connect new knowledge with previous learning experiences. The explanations provided by the app are often delivered in the form of simpler descriptions that make it easier for students to relate new information to the knowledge they already understand. The process of attribution helps to form a more structured understanding of the content of the reading because students can see the relationship between the concepts contained in the text.

The use of technology in reading literacy activities also shows the potential in building a habit of reflection on the content of reading. Students who use ChatGPT not only read the text, but also review their understanding through the questions asked to the app. This activity can encourage the formation of metacognitive awareness in the reading process, which is the ability of students to monitor and evaluate their own level of understanding of reading. This metacognitive awareness is an important factor in the development of literacy skills because it helps students learn more independently and in a directed manner.

## CONCLUSION

This study shows that the integration of the ChatGPT application in learning at MI Nurul Islam Selokgondang provides new dynamics in the learning process of students' reading literacy. The use of ChatGPT as a learning support medium helps students understand vocabulary, explain the content of the reading, and find the main idea of the text they read. The existence of artificial intelligence-based technology is also able to increase students' access to information and encourage their involvement in reading literacy activities.

However, the use of ChatGPT in learning also presents challenges related to academic ethics. Some students tend to use the app to get answers instantly without going through the process of reading and understanding the text independently. This condition shows that the integration of technology in learning needs to be balanced with teacher assistance and strengthening academic ethical values such as honesty, responsibility, and learning independence.

Overall, this study confirms that the use of ChatGPT in Madrasah Ibtidaiyah learning has the potential to support the development of students' reading literacy if used wisely and in a targeted manner. Therefore, the role of teachers is very important in designing learning strategies that are able to integrate technology pedagogically while ensuring that the reading literacy process continues to take place in depth and meaningfully.

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