



**ARTIFICIAL INTELLIGENCE ADDICTION TO THE
LEARNING INDEPENDENCE OF ARABIC LANGUAGE AND
LITERATURE STUDIES**

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Abstract

The purpose of this research is to examine the relationship between Artificial Intelligence technology and students' learning independence in completing academic tasks, as well as to assess the level of AI addiction and the level of learning independence among Arabic Language and Literature students. This study employs a quantitative research approach with an ex-post facto design to investigate the relationship between Artificial Intelligence addiction and learning independence. The results of this research indicate that the level of Artificial Intelligence addiction is lower compared to students who are not addicted in completing the academic tasks of Arabic Language and Literature students. The level of learning independence is higher compared to students who are not independent in completing the academic tasks of Arabic Language and Literature students. Furthermore, there is a significant relationship between Artificial Intelligence addiction and learning independence among Arabic Language and Literature students.

Keywords: Addiction, Artificial Intelligence, Independence Learning, Language

Abstrak

Tujuan Penelitian ini melihat bagaimanakah hubungan teknologi Artificial Intelligence terhadap kemandirian belajar mahasiswa dalam penyelesaian tugas akademik serta melihat tingkat adiksi AI dan tingkat kemandirian belajar mahasiswa Bahasa dan Sastra Arab. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan desain studi ex-post facto yang melihat hubungan Artificial Intelligence addiction terhadap kemandirian belajar. Hasil dari penelitian ini adalah tingkat adiksi Artificial Intelligence lebih rendah dibandingkan mahasiswa yang tidak adiksi dalam penyelesaian tugas kuliah Mahasiswa Bahasa dan Sastra Arab. Tingkat kemandirian belajar lebih tinggi dibandingkan mahasiswa yang tidak mandiri dalam penyelesaian tugas kuliah mahasiswa Bahasa dan Sastra Arab. Selanjutnya ada hubungan signifikan Artificial Intelligence addiction terhadap kemandirian belajar pada Mahasiswa Bahasa dan Sastra Arab.

Kata Kunci: Adiksi, Artificial Intelligence, Kemandirian Belajar, Bahasa



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INTRODUCTION

Learning independence in students in higher education is needed as a student identity (icon of change / agent of change) to think critically innovative and creative. The National Education System Law states that the essence of education is to be able to develop the character and civilization of the nation and to educate life. Learning independence is certainly very important in playing the role of a student as one of the success factors for completing studies. Students who have learning independence tend to have good self-control, are able to manage their learning time schedule effectively and efficiently, have initiative and are able to evaluate the learning process and results. According to Kandell, students are a very vulnerable group compared to others because they are in the stage of moving / transition from adolescence to the adult/ Adul phase.¹

Covey in Sa'diyah argues that the characteristics of independence include; the ability to work independently in a physical sense, the ability to think independently, the ability to creatively convey ideas in an easily understandable manner, and being emotionally responsible for one's actions.² Masrun et al. in Sa'diyah divide independence into several parts, namely Free, which means that he acts on his own and is not dependent on others. Progressive, which means that he strives to achieve accomplishments, is diligent, and visionary. Initiative, which means that he has the ability to think and act innovatively, creatively, and proactively. Controlled from within, which means that he has the ability to solve problems, control his own actions, and influence his own environment. In many studies, it has been found that the success of learners is determined by individual independence in achieving the expected learning goals. If learning independence is very low, it will affect learning success.³ The results of a survey conducted by APJII that internet users with high intensity are those with higher education and the population in the survey results are students.

In Higher Education Artificial intelligence (AI) can make the learning experience more individualized, adaptive, and communicative⁴. Other research states that the entry of AI into educational technology has the potential to contribute to improving student

¹ Silvia Fardila Soliha, "Tingkat Ketergantungan Pengguna Media Sosial dan Kecemasan Sosial" 4, no. 1 (2015).

² Rika Sa'diyah, "Pentingnya Melatih Kemandirian Anak," *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam* 16, no. 1 (April 9, 2017): 31–46, <https://doi.org/10.15408/kordinat.v16i1.6453>.

³ Ahmad Saefuddin, Ajat Rukajat, and Yayat Herdiana, "Hubungan Kemandirian Belajar Dengan Hasil Belajar Siswa Sekolah Dasar Pada Mata Pelajaran Pendidikan Agama Islam Di Masa Pandemic Covid 19," *Jurnal Pendidikan* 10, no. 1 (January 6, 2022): 7–17, <https://doi.org/10.36232/pendidikan.v10i1.1266>.

⁴ Firane Larasyifa David Benny Gleneagles, "Peran Teknologi Kecerdasan Buatan (AI) Dalam Meningkatkan Efisiensi Proses Belajar dan Pembelajaran," May 28, 2024, <https://doi.org/10.5281/ZENODO.11364580>.

learning outcomes, of course by utilizing this technology effectively and accountably, teachers and educators can make regulations that produce learning experiences and encourage the advancement of education. The trend of using GenAI technology in education is not only in Indonesia. According to Tyton Partners' research conducted in the fall of 2023 on 1,600 students at 600 US colleges, 49% of students adopted GenAI technology in their educational process.⁵

With this research, we will see how artificial intelligence technology affects students' learning independence in completing academic tasks. There is a relationship between Artificial Intelligence and the learning independence of Arabic Language and Literature students.

RESEARCH METHODS

This research uses a quantitative research approach with a cross-sectional study design which is a type of observational research to see Artificial Intelligence addiction on learning independence. The research will produce AI addiction scores and student learning independence scores. The research population is all students of the Arabic language and literature study program at the Faculty of Adab and Humanities, totaling 120 students. Due to the small population, the entire population was sampled in the study. Data collection techniques in this study using non-test techniques include artificial intelligence addiction questionnaire and learning independence questionnaire.

The questionnaire on the artificial intelligence addiction variable will be tested first on 30 respondents, then the question item analysis is said to be valid if r is above 0.70. The questionnaire is said to be reliable if the reliability figure is above 0.85. The statistics used to test the validity of the questionnaire are correlation statistics (r). The questionnaire on the learning independence variable was adopted from the Kana Hidayati questionnaire in 2010. The questionnaire has been tested for validity and reliability for 19 questions. The data obtained from the respondent questionnaire were then coded and analyzed based on variables to carry out univariate analysis. The univariate analysis of each variable includes distribution and frequency. The results of the univariate analysis were then continued with bivariate analysis to analyze the effect of artificial intelligence addiction on learning independence in completing Arabic language and literature course assignments. Before the bivariate analysis was carried out, the data from the research observations were first tested for normality parameters using the Kolmogorov-Smirnov test to determine the type of research bivariate statistical test.

⁵ Alfons Yoshio Hartanto and Fina Nailur Rohmah, "Makin Marak Siswa Pakai AI Untuk Mengerjakan Tugas," May 31, 2024, <https://tirto.id/>.



RESEARCH AND DISCUSSION

A. Frequency Distribution of Artificial Intelligence Addiction Levels in Completing Arabic Language and Literature Studies

Assignments Addiction can be a dependency on a chemical substance or a certain individual behavior. Addiction is a disease that attacks brain function and is long-term. Addiction has a high risk of relapse and is characterized by the desire to seek or use compulsively despite being aware of the negative effects or dangers. According to Soetjipto, addiction is specifically defined as "uncontrollable compulsive use of a substance" not included in addiction if the substance is not dangerous, not harmful, and does not interfere with other activities.⁶

The results of an online survey conducted by an internet provider in Germany, involving around 1900 people, showed that around 12% of respondents spent more than 10 hours online every day, and around 13% said they spent 6-10 hours online every day. Around 6.4% of students in China are addicted to the internet. They spend an average of 38.5 hours per week accessing the internet. On the other hand, many Finnish teenagers who are doing military service have to be sent home because they are addicted to the internet and cannot socialize with other teenagers.⁷

The industrial revolution 4.0 is driven by AI or artificial intelligence, which promises many conveniences for government and industry. The Internet of Things (IoT) and big data are some examples of AI technology adopted in the industrial era 4.0, which allows someone to automate every device without having to be on site and, moreover, many recycling machines are currently accessible. such as smart cameras that use Deep Learning Neural Network technology to detect vehicle density on the highway, which has been used by several district and city governments to support the Smart City program that has been initiated. AI is a broad field of study that includes many theories, methods, and technologies, as well as its main subfields. One way AI works is by combining lots of data quickly through iterative processing and intelligent algorithms. This allows the software to learn automatically from patterns or features in the data.⁸

⁶ Nurul Ayu Hatimah and Andi Nasrawati Hamid, "Pemberian Edukasi Tentang Adiksi dalam Perspektif Psikologi Melalui Kegiatan Webinar How to Deal with Addiction?," n.d.

⁷ Sari Dewi Yuhana Ningtyas, "Hubungan Antara Self Control Dengan Internet Addiction Pada Mahasiswa," 2012.

⁸ Ferani Mulianingsih et al., "Artificial Intellegence Dengan Pembentukan Nilai Dan Karakter Di Bidang Pendidikan," *IJTIMAIYA: Journal of Social Science Teaching* 4, no. 2 (December 28, 2020): 148, <https://doi.org/10.21043/ji.v4i2.8625>.

Table 1. Frequency distribution of artificial intelligence addiction levels in completing Arabic Language and Literature students' college assignments

	Frequency(n)	percentage (%)
Addiction	15	12
No Addiction	105	88
Total	120	100

Table 1. shows that the majority of Arabic Language and Literature students at UIN Raden Fatah Palembang are not addicted to using artificial intelligence in completing college assignments.

The survey results showed that 26% of students agreed that they often use AI rather than doing their own assignments and 1.7% of respondents strongly agreed that they often use AI. The survey results above are in line with a survey conducted by Tirto with Jakpat on May 21-27, 2024 regarding the use of AI to complete school and college assignments, showing how much AI is used by students. The survey results showed that of the 1,501 respondents aged 15-21 years, including high school and college students, 86.21% admitted to using AI assistance to complete assignments at least once a month. Only around 13.79% of respondents admitted to never using AI to do school or college assignments. Of the total respondents, 44.04 percent were high school students and almost 56% were college students. The proportion of men was 46.77% versus 53.23%. The trend of using GenAI technology in education is not only in Indonesia. According to a Tyton Partners study conducted in the fall of 2023 on 1,600 students at 600 US colleges, 49% of students adopted GenAI technology in their educational process.⁹ Tribikram and friends analyzing how university students in Nepal and the UK adopt ChatGPT, utilizing the Unified Theory of Acceptance and Use of Technology. It contributes to existing literature by exploring how factors like technological access and cultural differences influence adoption intentions and usage behaviors. Additionally, the research expands the UTAUT framework by incorporating anxiety, emphasizing the emotional factors involved in technology adoption. The findings revealed that performance expectancy, effort expectancy, and social influence significantly affect the intention to use ChatGPT in both countries, while anxiety had a negative impact on intention in the UK but not in Nepal. The conditions that facilitate usage did not predict

⁹ Alfons Yoshio Hartanto and Fina Nailur Rohmah, "Makin Marak Siswa Pakai AI Untuk Mengerjakan Tugas," n.d., <https://tirto.id/penggunaan-ai-di-dunia-pendidikan-makin-marak-dan-merata-gZax>.



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actual usage behavior. In Nepal, perceived benefits emerged as the strongest predictor, whereas ease of use (effort expectancy) was most significant in the UK.¹⁰

In a study by Maula et al in 2023 entitled the dependence of Jember University students on Artificial Intelligence, it was found that students at the university had varying levels of dependence on AI, especially for AI ChatGPT. Several respondents used ChatGPT in special conditions such as when they needed ideas or were looking for references quickly to get answers.¹¹ In a study by Omar Ali et all in 2024 the emergence of ChatGPT as a generative AI model for creating intellectual outputs represents one of the most important innovations of our time. Nevertheless, this review addresses the need for more thoroughly researched literature on the subject. As machine learning has facilitated advanced content generation and innovation related to the initiation of digital content, this evolution has naturally led to the development of sophisticated AI technologies, which has become a recurring theme in many digitally reliant research areas. In this study, we examined how AI generative models produce artificial artifacts by analyzing the input training samples utilized for data training.¹²

B. Frequency Distribution of Learning Independence in Completing Arabic Language and Literature Students' Lecture Assignments

Independence is where each person is responsible for his own life. Stein and Book say that independence is the competence to control oneself in thinking and taking a stance, and not depending on other individuals emotionally.¹³ According to Rahmawati Children who are not independent will affect their own personality development. Children will experience problems in their further development if this is not resolved immediately. Children will have difficulty adjusting to their new environment. Children who do not have independence will also trouble others. Children who are not independent often lack self-confidence and are unable to complete the tasks given to them. As a result, their academic achievement may be worrying. Children like this always rely on others.¹⁴

¹⁰ Tribikram Budhathoki et al., "ChatGPT Adoption and Anxiety: A Cross-Country Analysis Utilising the Unified Theory of Acceptance and Use of Technology (UTAUT)," *Studies in Higher Education* 49, no. 5 (May 3, 2024): 831–46, <https://doi.org/10.1080/03075079.2024.2333937>.

¹¹ Sirah Robitha Maula et al., "Ketergantungan Mahasiswa Universitas Jember Terhadap Artificial Intelligence (AI)," *ALADALAH: Jurnal Politik, Sosial, Hukum Dan Humaniora* 2, no. 1 (December 4, 2023): 01–14, <https://doi.org/10.59246/aladalah.v2i1.608>.

¹² Omar Ali et al., "The Effects of Artificial Intelligence Applications in Educational Settings: Challenges and Strategies," *Technological Forecasting and Social Change* 199 (February 2024): 123076, <https://doi.org/10.1016/j.techfore.2023.123076>.

¹³ Rika Sa'diyah, "Pentingnya Melatih Kemandirian Anak," *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam* 16, no. 1 (April 9, 2017): 31–46, <https://doi.org/10.15408/kordinat.v16i1.6453>.

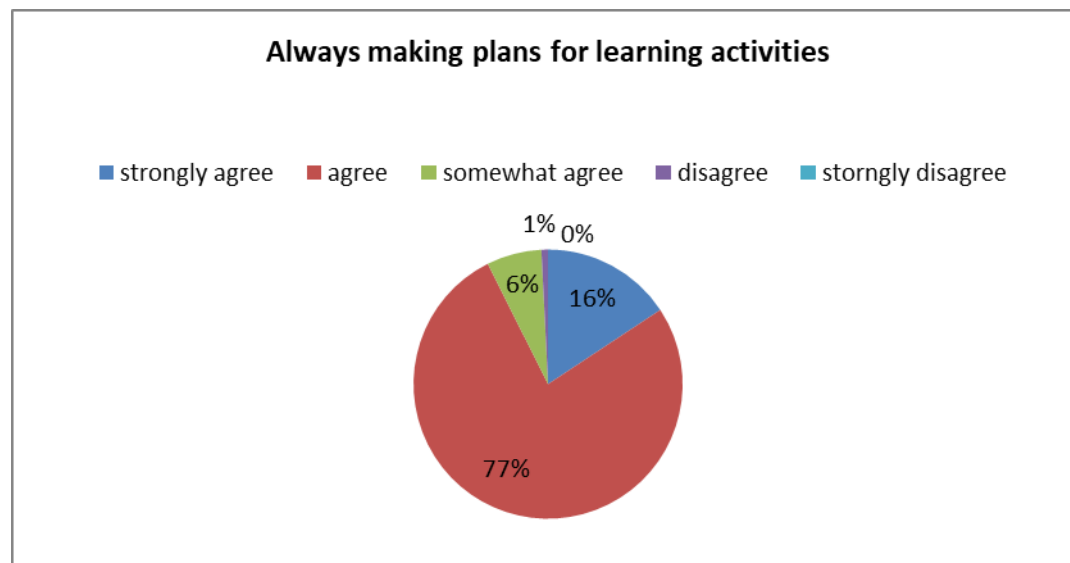
¹⁴ Yuanita Syaiful, Lilis Fatmawati, and Wanda Mahfuzatin Nafisah, "Faktor yang Berhubungan dengan Kemandirian Anak Usia Pra Sekolah," n.d.

Learning independence is very important and must be possessed by all students. According to constructivism theory, teachers are not allowed to provide knowledge to students during the learning process at school. In this case, students must try to build their own knowledge. This aims to provide students with the opportunity to find out and use the knowledge they learn from teachers. This shows that independent learning is important for students to build self-confidence, enthusiasm, and responsibility for schoolwork.¹⁵

Table 2. Frequency distribution of the level of learning independence in completing Arabic Language and Literature students' college assignments

	Frequency (n)	Percentage (%)
Independent	65	54
No independent	55	46
Total	120	100

Based on the table, Arabic Language and Literature students tend to be independent in completing college assignments.



One of the survey results found that 77% of students always make plans for their learning activities. Among the indicators of learning independence is having a sense of responsibility in the form of making activity plans. Independence is very much needed to

¹⁵ Dedyerianto Dedyerianto, "Pengaruh Internet Dan Media Sosial Terhadap Kemandirian Belajar Dan Hasil Belajar Siswa," *AI-TA'DIB* 12, no. 2 (June 1, 2020): 208, <https://doi.org/10.31332/atdbwv12i2.1206>.



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support the learning process activities. By making plans for learning activities, learners have clear goals so that later they can evaluate themselves, can consider learning competencies, such as thinking that they have great abilities on their own and evaluate the learning process. Of course this is a challenge for teachers to start fostering independence in learning for students so that they can minimize deviant attitudes in teaching and learning activities.¹⁶ The survey results above are in line with the research conducted by Khairunnisa in the title In the research title The Relationship of Discipline and Responsibility with Student Learning Independence at An-Nizam Medan Private High School concluded that from the results of the data description, analysis, and previous discussions discipline has a significant correlation with student learning independence. The correlation coefficient r_{xy} of 0.614 with $p, 0.05$ indicates that the better the student's learning discipline, the better their learning independence is too. The coefficient $R^2 = 0.212$ indicates that discipline provides an effective contribution of 37.70% to student learning independence. Furthermore, there is a significant relationship between responsibility and students' ability to learn independently.¹⁷

C. Data Distribution of Artificial Intelligence Addiction Scores and Learning Independence Scores in Completing Arabic Language and Literature Students' Lecture Assignments

Table 3. Distribution of artificial intelligence addiction data scores and learning independence scores in completing Arabic Language and Literature students' college assignments

Variable	Mean	Min	Max	SD
Addiction				
Frequency	19,78	11	27	2,642
Interest	13,31	6	20	2,149
appreciation	16,76	10	24	2,106
independence				
independence	65,65	53	81	6,168

¹⁶ Muh Rizal Kidjab, Sumarno Ismail, and Abdul Wahab Abdullah, "Deskripsi Kemandirian Belajar dalam Pembelajaran Matematika SMP," *Euler : Jurnal Ilmiah Matematika, Sains Dan Teknologi* 7, no. 1 (June 30, 2019): 25–31, <https://doi.org/10.34312/euler.v7i1.10330>.

¹⁷ Prawidhy Khairunnisa, Suryani Hardjo, and M. Abrar Parinduri, "Hubungan Disiplin Dan Tanggung Jawab Dengan Kemandirian Belajar Siswa Di Sekolah SMA Swasta An-Nizam Medan," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 3 (March 12, 2023): 2083–91, <https://doi.org/10.54371/jiip.v6i3.1511>.

The addiction variable in the study was measured through 3 indicators, namely frequency, interest, and appreciation. Based on table 4.4, the results of the univariate analysis of descriptive statistics scores on the addiction variable showed the highest mean score, namely on the frequency indicator. The mean analysis illustrates the high frequency of Arabic Language and Literature Students in using AI to complete assignments. In addition, the standard deviation (SD) score in the frequency group, namely 2.642 (the highest), identified the distribution of data on the frequency indicator as having the most diverse distribution and the furthest from the mean value compared to data on the interest indicator and appreciation indicator. This is supported by the range or distance between the lowest score (min) and the highest score (max), where the range on the frequency indicator is 16, higher than the range of the interest and appreciation indicators (14).

D. Bivariate Analysis of Artificial Intelligence Addiction on Learning Independence in Arabic Language and Literature Students

1. Kolmogorov-Smirnov Normality Test

Numerical data must meet the parametric assumption of being normally distributed. This means that the distribution of data in the sample must be taken from a normally distributed population. If the results of the normality test have a significance value of <0.05 , the data is declared not normally distributed, so it is grouped into non-parametric statistics. The distribution of numerical data in this study was carried out using the Kolmogorov-Smirnov normality test described in table 4.

Table 4. Normality test

	Kolmogorov-Smirnov		
	Mean	Df	Sig.
Adiksi	49,84	120	0.00
Kemandrian	65,65	120	0.20

Based on the table, the addiction variable is not normally distributed with a significance value of 0.00 (<0.05). Thus, the correlation analysis in the study used non-parametric statistics of the Spearman correlation test.

2. Analysis of the Influence of Artificial Intelligence Addiction on Learning Independence in Arabic Language and Literature Students

Tabel 5. Analysis of the influence of artificial intelligence addiction on learning independence in Arabic Language and Literature students



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Learning independence							
Addiction	Independent		No Independent		OR CI	P Value	R
	n	%	N	%			
Addiction	14	21,5	1	1,8			
No Addiction	51	78,5	54	98.2	0.067	0,001	0.297
Total	65	100	55	100			

Based on the table above, the independent student group has a higher addiction to AI than the non-independent student group. The p value shows that there is a significant relationship between the influence of artificial intelligence addiction on learning independence in Arabic Language and Literature Students. The correlation score of 0.297 (0.26-0.5) illustrates a weak relationship between addiction and learning independence. The positive correlation value identifies that the more addicted students are to using AI, the more independent students are in completing college assignments. The odd ratio value of 0.067 (<1) shows that the group of students with addiction or addiction to using AI has a 6.7% greater risk of being independent in completing college assignments than the group of students who are not addicted. In this study, it was found that there is a positive and significant relationship between Artificial Intelligence and learning independence, the more addicted students are, the more independent they are. What is meant by the relationship is that students who are addicted to AI become creative and innovative so that they support independence in learning. The odd ratio value of 0.067 (<1) shows that the group of students with addiction or addiction to using AI has a 6.7% greater risk of being independent in completing college assignments than the group of students who are not addicted. The positive correlation value identifies that the more addicted students are to using AI, the more independent students are in completing college assignments.

The findings in this study are truly unique where the group of students addicted to AI are actually independent in completing the assignments of students of the Arabic Language and Literature Study Program. There is a weak relationship between AI addiction and not being independent, becoming a positive and significant inverse relationship of AI addiction to learning independence. However, the results of this study cannot be generalized to other groups because the sample in this study was specifically for students of the Arabic Language and Literature Study Program with a small population, so further research is needed to obtain general conclusions. The results of this study are in line with other studies that have concluded that Artificial Intelligence has the potential to increase creativity and stimulate creative thinking, other findings also found that AI is able to inspire individuals by displaying the potential for transformation of

technology to overcome challenges.¹⁸ But Astria continued her concern is that when dependence and addiction are excessive to AI technology, it will certainly hamper creativity. Therefore, the need to maintain a balance between efficiency and the need for human creativity is very important.

The presence of Artificial Intelligence is unavoidable, this technology is like a double-edged sword that brings benefits and harms. Homework for all of us, both the entire community, to work together to instill and teach and educate massively the values of honesty, being responsible for oneself as a priority in the teaching and learning process, in addition to the need for assistance by parents and teachers in using AI and educating the use of this technology wisely amidst the onslaught of AI technology that dominates all elements. In another proposal obtained from previous research, the need for policy makers and makers to emphasize the suitability of educational strategies to AI integration, including studying its very diverse influences so that they can make the right decisions at all levels of education.¹⁹

CONCLUSION AND SUGGESTIONS

The level of Artificial Intelligence addiction is lower than students who are not addicted in completing Arabic Language and Literature students' college assignments. The level of learning independence is higher than students who are not independent in completing Arabic Language and Literature students' college assignments. There is a positive correlation between Artificial Intelligence addiction and learning independence in Arabic Language and Literature students.

The phenomenon of Artificial Intelligence faced by Generation Z is a challenge for educators in the formal teaching and learning process, a challenge for parents in guiding in informal situations, and a challenge for the government as policymakers. This technology can no longer be avoided; Artificial Intelligence is like two sides of a coin, bringing benefits and drawbacks. It brings benefits when used appropriately and drawbacks when used excessively to the point of addiction. The need for education in using AI for students, especially university students in higher education, wisely and responsibly is a priority. Dependence or addiction to AI may occur if no one cares about this Generation Z, resulting in the inability of the next generation to compete at the national or international level. This research is very important to determine at what level our generation uses AI technology in completing college assignments, so that we can minimize the risks that may occur in the future.

¹⁸ Astria F, Hadi Sumarno K, and Agung Barroto W, "Revitalization and Reconnection.," in *The 7th Asia Future Conference.*, n.d.

¹⁹ Baso Intang Sappaile et al., "Analisis Pengaruh Pembelajaran Adaptif Berbasis Kecerdasan Buatan Terhadap Pencapaian Akademik Siswa Sekolah Menengah Atas Di Era Digital," *Jurnal Pendidikan West Science* 2, no. 01 (January 29, 2024): 25–31, <https://doi.org/10.58812/jpdws.v2i01.937>.



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