



ARTIFICIAL INTELLIGENCE-BASED DIGITAL LITERACY ASSISTANCE TO INCREASE THE PRODUCTIVITY OF SCIENTIFIC PUBLICATIONS FOR LECTURERS AND COLLEGE STUDENTS

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kompetensi sivitas akademika dalam memanfaatkan AI untuk penelusuran referensi, penulisan, dan strategi publikasi artikel ilmiah bereputasi, dengan tetap menjunjung tinggi integritas akademik. Metode yang digunakan adalah Participatory Action Research (PAR) yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi melalui workshop, praktik langsung, pendampingan intensif, serta klinik konsultasi untuk penulisan artikel ilmiah. Kegiatan ini diikuti oleh 30 peserta yang terdiri atas dosen dan mahasiswa Institut Kariman Wirayudha Sumenep. Hasil kegiatan menunjukkan peningkatan kompetensi peserta dalam memanfaatkan berbagai platform AI untuk mendukung penulisan ilmiah. Sebanyak 90% peserta mampu melakukan penelusuran literatur secara sistematis menggunakan AI, 86,7% mampu mengelola referensi dan menghasilkan sitasi otomatis, 83,3% mampu menyusun prompt yang efektif sesuai kebutuhan akademik, dan 80% berhasil menyusun draf artikel ilmiah berbantuan AI yang tetap dikembangkan melalui analisis kritis penulis. Selain itu, 60% peserta telah menghasilkan naskah yang siap memasuki tahap review internal dan persiapan submit ke jurnal nasional terakreditasi maupun jurnal internasional bereputasi. Program ini juga berhasil mengubah paradigma peserta dalam memandang AI sebagai alat bantu yang mendukung produktivitas ilmiah tanpa mengurangi orisinalitas dan integritas akademik. Kegiatan ini berkontribusi pada penguatan budaya riset, peningkatan literasi digital akademik, serta pengembangan ekosistem publikasi ilmiah yang adaptif, etis, dan berkelanjutan di lingkungan Institut Kariman Wirayudha Sumenep.

Kata Kunci: Artificial Intelligence, literasi digital, publikasi ilmiah, penulisan artikel, Participatory Action Research.

Abstract

This community service activity aims to enhance the academic community's competence in utilizing AI for literature reviews, writing, and strategies for publishing reputable scientific articles while upholding academic integrity. The method used was Participatory Action Research (PAR), which included the stages of planning, action, observation, and reflection through workshops, hands-on practice, intensive mentoring, and a scientific article writing consultation clinic. This activity was attended by 30 participants, consisting of faculty members and students from the Kariman Wirayudha Institute in Sumenep. The results of the activity showed an improvement in participants' competence in utilizing various AI platforms to support scientific writing. A total of 90% of participants were able to conduct systematic literature searches using AI, 86.7% were able to manage references and generate automatic citations, 83.3% were able to compose effective prompts tailored to academic needs, and 80% successfully drafted scientific articles with AI assistance, which were further refined through the authors' critical analysis. In addition, 60% of

participants produced manuscripts ready for internal review and preparation for submission to accredited national journals or reputable international journals. This program has also successfully shifted participants' perspective on AI, helping them view it as a tool that supports scientific productivity without compromising academic originality and integrity. This initiative contributes to strengthening the research culture, enhancing academic digital literacy, and developing an adaptive, ethical, and sustainable scientific publication ecosystem within the Kariman Wirayudha Institute in Sumenep.

Keywords: Artificial Intelligence, digital literacy, scientific publications, article writing, Participatory Action Research.

INTRODUCTION

The Industrial Revolution 4.0 and the acceleration of digital transformation have fundamentally changed the landscape of the academic world, especially in terms of scientific publications. Access to global knowledge is now wide open, but the convenience of technology does not necessarily increase the academic productivity of lecturers and students. Ironically, the digital era has actually given birth to new challenges in the form of digital distractions that eat away at focus and consistency in writing scientific papers (Syarifudin, 2026). The habit of scrolling endlessly and mood swings triggered by instant digital content consumption are the main barriers to building the depth of scientific analysis and argumentation (Athiful Umam, 2025). Fenomena ini menegaskan bahwa keterampilan membaca dan menulis, yang merupakan fondasi utama bagi publikasi bereputasi, justru menjadi titik terlemah dalam ekosistem akademik di Indonesia.

In the midst of this digital paradox, Artificial Intelligence (AI) is present as a disruptive force as well as a potential solution in the scientific writing process. Various AI platforms, such as ChatGPT, SciSpace, and Connected Papers, have been proven to be able to cut the time that researchers usually spend browsing through hundreds of journals and mapping the research gap (Fahri, 2025). Leading universities have begun to integrate AI in the training of scientific publications, emphasizing the use of AI as a literature accelerator and brainstorming tool (Putri Nailah Amelia, 2025). Nevertheless, experts caution that the use of AI in academic writing should be assistive, not substitutive. Insights, recommendations, and conclusions should still come from the author's critical thinking, while AI plays a helpful role in technical aspects such as source search, data extraction, and grammar refinement.

The fundamental problems faced by lecturers and students at the Kariman Wirayudha Institute Sumenep, Madura, are reflected in the objective condition of digital literacy and the capacity of scientific publications, which are still concerning. The lack of understanding of modern technology, especially artificial intelligence, has caused the great potential of AI to support education and research to be utilized optimally. Reading and writing skills that have not been honed have an impact on limited insight, weak argumentation, and shallow analysis in scientific works (Sappaile, Nuridayanti, Judijanto, & Rukimin, 2024, p. 85). As a result, many research results fail to be delivered effectively and systematically, resulting in a low number of publications in accredited national journals, let alone journals with an international reputation. Accurate data and significant findings



lose their value if they are not communicated with good language and structured writing (Aini, 2023, p. 94). This condition is exacerbated by a misperception that considers scientific publications to be a mere formality, without a deep understanding of their long-term impact on scientific development and academic career advancement.

The gap behind this service activity is multidimensional. First, there is a capacity gap between the demands of reputable publications and the digital literacy competencies of the academic community. Second, there is a gap in the use of technology: the adoption of AI in scientific writing at various advanced universities has been advancing rapidly, whereas at the Kariman Wirayudha Sumenep Institute, an institution located in an area with limited access to cutting-edge technology training, the practice has not been adequately socialized. Third, there is a gap in perceptions about AI itself (Rusmaini, Holisoh, & Sholeh, 2025). Studies show that 75% of educators initially view AI as a threat, but after receiving intensive training and mentoring, that percentage drops drastically to 18%, and 82% begin to assess AI as an opportunity (Karima Putri, Lubis, & Sadono, 2024). This indicates that resistance to technology is more due to ignorance than rational rejection, and that structured mentoring interventions can significantly change that paradigm.

The novelty of this service activity lies in a holistic approach that combines strengthening critical digital literacy with technical assistance in writing reputable AI-based scientific articles. In contrast to general AI training, this program specifically responds to the need for scientific publications in reputable journals with a structured and sustainable method. Previous service programs in various institutions have proven to be effective in increasing participants' digital literacy by 28% to 35%, with creative product outputs as evidence of competency improvement (Diyana, 2025). However, the majority of these programs target high school students or teachers; few have specifically designed mentoring for lecturers and students at regional private universities with the aim of publishing in reputable journals. In addition, this activity also integrates ethical aspects of the use of AI that are often overlooked, such as the concept of prompt hygiene and data security, to ensure that the use of technology does not compromise academic integrity.

The urgency of the implementation of this service is getting stronger considering the demands of lecturers' career development and the completion of students' studies that require publication in reputable journals. If not intervened in immediately, the gap in scientific publication capacity between universities at the central and regional levels will widen, implicating the lagging scientific contributions of religious institutions such as the Kariman Wirayudha Institute Sumenep. This mentoring program is designed not only as a one-time training but as an ongoing process that includes needs analysis, intensive training, guided practice, and output evaluation. The success of similar programs in forming a community of active practitioners with 847 discussion uploads and 156 individual consultation sessions is proof that the sustainable mentoring approach is effective in building independence and collaboration between participants.

This service aims to transform the paradigm of the academic community of the Kariman Wirayudha Sumenep Institute in viewing AI from just a threat to a

strategic opportunity while equipping them with technical skills and ethical awareness in its use. The target output of the activity includes increasing understanding of digital literacy, technical competence in the use of AI for scientific writing, and real products in the form of draft scientific articles that are ready to be submitted to reputable journals. Thus, this program is expected to be able to bridge the gap in publication capacity, strengthen the research culture, and in turn increase the visibility of the scientific contribution of the Kariman Wirayudha Sumenep Institute in the national and international arenas.

METHODS

This community service will use the Participatory Action Research (PAR) method which paradigmatically emphasizes the collaborative process between service providers and participants to jointly produce transformative knowledge and action (Kemmis, McTaggart, & Nixon, 2014). This community service uses the Participatory Action Research (PAR) method which places participants as active partners in the entire series of activities. This activity was attended by 30 participants consisting of lecturers and students of the Kariman Wirayudha Institute Sumenep Madura who had a need to improve the ability to write scientific articles based on artificial intelligence (AI). Through the PAR approach, participants not only receive training, but are also involved in identifying needs, formulating solutions, practicing the use of AI, and evaluating the results achieved together with the service team through pre-test/post-test (Baum, 2006, p. 851). PAR's philosophy of respecting diversity, community strength, reflection of cultural identity, as well as the sharing of power and shared learning is the main foundation for building an equal academic ecosystem at the Kariman Wirayudha Institute Sumenep Madura, especially in responding to the disruption of artificial intelligence technology.

The implementation of this service will follow the PAR cycle which consists of planning, action, observation, and reflection stages that take place in a sustainable manner (Kelly, 2005, p. 69). In the planning stage, the service team coordinates and engages in participatory dialogue with participants to map digital literacy needs, identify obstacles in writing scientific articles, and agree on schedules, output targets, and indicators of program success. The action stage is carried out in the form of a participatory workshop that presents training on the use of AI applications, such as ChatGPT and CorpusChat, to help the process of finding ideas, drafting, drafting, and editing scientific articles. This activity is combined with hands-on practice so that participants can apply the material obtained in real time.

After the workshop, participants participated in a mentoring program and a continuous consultation clinic guided by a team of service members and resource persons, including Dr. Moh. Wardi, M.Pd.I., by integrating the Creative Social Problem Solving approach (Delfiza, Fitri, & Fuadiyah, 2023). At this stage, participants undergo an incubation period for writing scientific articles with intensive guidance, both individually and in groups. During the mentoring process, the service team observes the development of participants' abilities, the quality of the article drafts produced, and various challenges that arise, such as source



validation, ethics of using AI, potential plagiarism, and the tendency to rely on AI technology.

The reflection stage was carried out through a joint discussion forum to discuss the results of observations, share experiences, and formulate strategies for improvement in the use of AI for scientific writing. At this stage, participants and the service team evaluate the benefits of the program on improving writing skills and productivity of scientific publications. Program evaluation is carried out through an assessment of participant participation, comparison of abilities before and after training, the quality of the draft articles produced, and the level of satisfaction of participants with the implementation of the activity. The results of the evaluation are the basis for the preparation of service reports as well as program sustainability planning through the formation of AI-based writers' communities that are expected to be able to support an academic culture that is productive, ethical, and adaptive to technological developments.

RESULTS AND DISCUSSION

Strengthening Academic Digital Literacy in Artificial Intelligence-Based Scientific Reference Search and Management

Community service activities involving lecturers and students of the Kariman Wirayudha Sumenep Institute began with the implementation of pre-tests and identification of needs to map the level of academic digital literacy of participants. The results of the pre-test showed that most of the participants still had limitations in utilizing Artificial Intelligence (AI) technology to support the writing of scientific articles. As many as 76.7% of participants admitted that they had never used academic AI platforms such as SciSpace, Elicit, or Research Rabbit in literature search. As many as 80% of participants still manage references and compile bibliographies manually, while 83.3% of participants stated that they had concerns about the potential for plagiarism and academic ethics violations due to the use of AI. In addition, 70% of participants admitted that it was difficult to compile scientific articles according to the standards of reputable journals, especially in the aspects of preparing literature reviews, developing arguments, and selecting relevant references. The findings show that although participants have become accustomed to using the internet to search for academic information, the productive and ethical use of AI in scientific writing is still relatively low.

Based on the results of the identification of these needs, the service team carried out activities in the form of interactive workshops, hands-on practice, simulations, and intensive mentoring. At the workshop stage, participants were given an understanding of the basic concepts of AI in the academic field, AI-based scientific reference tracing techniques, effective prompt preparation strategies, reference management using Mendeley and Zotero, and ethics of using AI in scientific publications. Furthermore, participants conducted hands-on practice using various AI platforms such as ChatGPT for the development of ideas and drafting articles, SciSpace to understand and summarize scientific articles, Elicit to speed up the literature review process, and Research Rabbit to map the relevance of previous research. The activity is also equipped with a simulation of the preparation of scientific articles, starting from the preparation of titles, abstracts, introductions, literature reviews, to journal selection strategies and the process of

submitting articles through the Open Journal System (OJS). To ensure the achievement of competence, participants were divided into small groups based on scientific fields and received intensive assistance from the service team. Because in the era of technological disruption, artificial intelligence (AI) has fundamentally changed the way the academic community accesses, processes, and manages scientific information (Huda, Shiddiqi, & Safithri, 2025, p. 58). This transformation requires a paradigm shift from just keyword-based search to a smarter approach based on question-based search and the use of AI tools to improve the efficiency and quality of research (Almaliki, Kasim, Prasetyo, Satyadharma, & Sulisty, 2025, p. 68). So this activity is designed to respond to these challenges by equipping lecturers and students not only as technology users, but also as critical thinkers who are able to utilize AI optimally and responsibly in their academic processes.

The results of the mentoring showed a significant increase in both the knowledge and skills of the participants. After participating in the training, as many as 90% of participants were able to use AI platforms to search literature that is more systematic and relevant than conventional search methods. A total of 86.7% of participants successfully installed and operated Mendeley or Zotero to manage references and generate automatic citations according to the journal's encircling style. In addition, 83.3% of participants were able to compile specific and targeted prompts for various academic needs, such as searching for reputable articles, drafting article frameworks, academic paraphrasing, and editing abstract English. At the end of the program, all participants managed to produce an initial draft of the manuscript using a combination of various AI tools, while 18 participants (60%) had completed the draft article that was ready to enter the internal review stage and prepare for submission to accredited national journals and international journals. These results show that the use of AI not only improves the efficiency of the writing process, but also helps participants overcome psychological barriers such as difficulty starting writing and self-confidence in composing scientific articles. This is in line with findings from similar programs at various institutions that report that structured interventions are able to improve citation accuracy and strengthen the coherence of arguments in scientific writing (Syaharuddin *et al.*, 2025).

However, the discussion in this activity did not stop at the technical aspect alone. The crucial issue of academic ethics and scientific integrity became a very in-depth discussion. The participants were given the understanding that AI is just a tool or *co-author* that speeds up the process, not a substitute for the critical thinking process and the originality of the author. Risks such as plagiarism, algorithm bias, and source validity are major concerns, so the role of humans as validators and decision-makers remains irreplaceable. The principle of AI helps search, it is humans who guide understanding to be the main handle, where lecturers and students are encouraged to continue to uphold integrity by always evaluating and verifying every information generated by AI.

As a further implication, this service recommends the need for the development of a sustainable digital literacy ecosystem within the Kariman Wirayudha Institute Sumenep. This capacity building should not stop at one training, but it needs to be integrated into the curriculum and research culture on campus. Collaboration between lecturers, students, and librarians as strategic



partners in technology navigation and reference validation is the key to long-term success (Fatqurhohman, Firdaus, Sujiwo, & Tamami, 2025). With the establishment of a critical and ethical digital literacy culture, the academic community of the Kariman Wirayudha Sumenep Institute is expected to be able to produce quality scientific works, adaptive to the times, and contribute significantly to the development of science.

Assistance in the Ethical Use of Artificial Intelligence in the Process of Writing Reputable Scientific Articles

Based on the results of the pre-test given above, the service team carried out mentoring activities through several stages, namely workshops, hands-on practice, simulations, and intensive consultations. In the workshop stage, participants obtained material on the basic concepts of AI, the opportunities and risks of its use in scientific writing, the principles of publication ethics, as well as the introduction of various AI platforms that can be used for literature search, article drafting, language editing, and data analysis. Furthermore, participants participated in practical and simulation sessions by directly trying the use of various AI tools to search for scientific references, make article outlines, compile abstracts, and do academic paraphrasing while still paying attention to citation rules. At the mentoring stage, participants are divided into small groups based on scientific fields so as to obtain more personalized guidance in developing their respective article drafts. The service team also provided examples of effective prompt preparation, techniques for verifying AI results using primary sources, and how to integrate AI outputs with the author's analysis and thinking to maintain the originality of scientific papers.

The results of the activity showed an increase in participants' competence in using AI ethically. After participating in the mentoring, of the participants who participated in the activity, 90% were able to use the AI platform to help with literature search and article drafting. As many as 86.7% of participants were able to create more specific and effective prompts according to the needs of the research, while 80.0% of participants managed to produce an initial draft of the manuscript with the help of AI which was then refined through personal analysis and interpretation. In addition, participants also began to use reference management tools such as Zotero and Mendeley to manage citations and bibliographies more systematically. From the results of the practice, participants succeeded in compiling a more organized article structure, enriching the literature review with more relevant references, and improving the quality of academic language, especially in the abstract and introductory sections. The most prominent change is the increase in participants' confidence in targeting publications in accredited national journals and reputable international journals.

The discussion began with the identification of partner problems, namely the lack of understanding of the academic community regarding the potential and limitations of the use of AI, as well as concerns about violations of academic integrity such as plagiarism (Afifah, Amriyah, Firmansyah, & Fiteriani, 2025, p. 8). The results of the initial stage of the activity showed a very high enthusiasm from the participants. Lecturers and students who are actively present in interactive training sessions. They are quickly able to operate recommended AI tools, such as AI-based consortiums for literature search and intelligent paraphrasing tools. In

up with highly dynamic technological developments. Thus, the Kariman Wirayudha Sumenep Institute can produce more reputable scientific works that are innovative but still uphold academic integrity.

Capacity Building of Reputable Scientific Publications through Writing Assistance and Artificial Intelligence-Based Article Submission Strategies

Community service activities that focus on increasing the capacity of reputable scientific publications through writing assistance and Artificial Intelligence (AI)-based article submission strategies for lecturers and students at the Kariman Wirayudha Sumenep Institute have a significant impact on participants' understanding and skills. In the initial stage, the identification of problems shows that the majority of lecturers and students have obstacles in pouring research ideas into the structure of scientific articles that are in accordance with the standards of reputable journals, as well as a lack of understanding of the effective submission process (Sanbein & Sarimanah, 2025, p. 95). Therefore, the program is designed to bridge the gap by utilizing AI technology as an aid, rather than as a substitute for originality of thinking. This approach was chosen because AI is able to speed up the process of literature review, compile a writing framework, and check grammar, so that participants can focus more on the substance and depth of scientific analysis.

The results of the mentoring in the initial training session showed high enthusiasm from the participants in learning various generative AI platforms. Lecturers and students quickly adopted the use of tools such as large language models to help formulate a sharp problem background and a comprehensive literature review. Furthermore, they are also trained to utilize AI tools to paraphrase citations and avoid plagiarism, while ensuring that the language style used is in accordance with international academic standards. This ability directly overcomes the psychological barrier of the fear of starting to write, which has been a major obstacle, and replaces it with the confidence to produce an initial draft of the article in less time.



Figure 2. Presentation of Material by Resource Persons

Entering the core mentoring stage, the focus of the activity shifted to in-depth writing strategies and the preparation of quality manuscripts. The service team provides personalized guidance in mapping research arguments, developing robust methodologies, and critically discussing research findings with the help of

AI as a provider of supporting data and alternative perspectives. This assistance also includes training on the use of reference managers integrated with AI to ensure the accuracy of citations and bibliographies (Rofiki, Diana, Latifah, Khoir, & Hasani, 2025). As a result, participants were not only able to complete the draft article, but also showed a substantial improvement in the quality of the discussion and conclusion sections, which are a key component in the assessment of reputable publications.

The next crucial aspect that is the focus is the strategy of submitting articles to reputable journals, both nationally accredited and international. Participants are equipped with knowledge on how to choose the right journal using an AI-based journal finder, understand the scope and focus of the journal, and write a convincing cover letter. Assistance is also carried out in navigating the online submission system (OJS) and simulating the blind review process. The results of this session were an increase in participants' understanding of publication ethics, the importance of responding appropriately to reviewer comments, and strategies to not give up easily if an article is rejected. Indicators of success at this stage can be seen from the mental and administrative readiness of participants to start submitting their manuscripts to the target journals that have been identified together.

This service program has succeeded in achieving its goal of increasing the capacity of scientific publications within the Kariman Wirayudha Institute Sumenep. AI-based approaches have proven to be effective as a catalyst in accelerating the learning process and the production of scientific articles, without sacrificing academic depth. As a tangible output, this activity produced a number of draft articles that were ready to be submitted, increased understanding of digital literacy, and the formation of a continuous writing discussion group. This success recommends the need for a similar program that is sustainable with more advanced topics, such as complex data analysis using AI, to continue to drive the productivity and reputation of the institution's scientific publications.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the implementation of community service activities at the Kariman Wirayudha Institute Sumenep, it can be concluded that the assistance program for the use of Artificial Intelligence (AI) in reference tracing, writing, and scientific article submission strategies has succeeded in increasing the capacity of lecturers and students in supporting reputable scientific publications. Through systematic training and mentoring, participants gain technical skills in utilizing various AI-based tools for reference search and management, article drafting, scientific argument development, academic grammar refinement, and journal selection and article submission process. In addition, participants also gained a better understanding of academic ethics and the responsible use of AI, so that they were able to utilize technology as a tool without neglecting the principles of originality and scientific integrity. The impact of the activity can be seen from the increase in competence, the quality of the manuscripts produced, and the confidence of participants in targeting publication in accredited national journals and reputable international journals.



The success of this program is expected to be the foundation for strengthening a research and publication culture that is adaptive to technological developments in the institutional environment. Therefore, to support the sustainability of the program, it is recommended that similar activities be carried out periodically with a more in-depth scope of material, such as the use of AI for research data analysis, systematic literature review, preparation of reputable international articles, and assistance until articles are received and published, so that the productivity and quality of scientific publications of lecturers and students can continue to increase in a sustainable manner.

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