

RESEARCH ARTICLE



TALKING TO MACHINES, WRITING THE SELF: A DISCOURSE ANALYSIS OF AI-ENHANCED LITERARY LITERACY AMONG VOCATIONAL STUDENTS

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ABSTRACT

In the age of digital education, artificial intelligence (AI) has emerged as a promising tool to improve literary literacy, particularly among vocational high school students who often perceive literature as abstract or irrelevant. This study investigates the impact of AI enhanced learning on students' engagement with literary texts, reframing the research through a discourse analysis lens. Using a qualitative phenomenological method, data were collected through interviews and classroom observations at SMK Swasta Al Ma'shum Kisaran. Students interacted with AI platforms to generate, evaluate, and discuss literary content. While results confirm that AI increased student motivation, improved access to information, and provided personalized feedback, this study extends beyond surface-level outcomes by analyzing how discourse practices shifted during learning. Students described AI as an "expert" or "companion," reflecting new relational discourses between humans and machines. AI feedback embedded implicit discourses of authority, clarity, and guidance, which students often mimicked in their own writing. Furthermore, literary production became a space of identity negotiation, with students using metaphor, cultural reference, and narrative framing in increasingly sophisticated ways. Immediate feedback from AI not only reinforced language patterns but also shaped students' self-perceptions as readers and writers. This research contributes to the emerging field of digital discourse studies by illustrating how AI functions not merely as a tool, but as a discursive partner in education. Implications highlight the need for educators to consider both the linguistic and technological dimensions of AI integration, ensuring that digital literacy also nurtures critical and reflective language use. Future research is encouraged to examine multimodal discourse and identity construction in AI mediated learning environments across diverse educational contexts.

Introduction

The development of science and technology is growing very rapidly. These developments affect various aspects of human life. Digitalization is the reason behind the massive development of science and technology today. Innovations that occur in the Digitalization era develop faster than the previous era. In this era, various aspects of life began to touch the virtual world, in the form of human, machine and data connectivity, all of which are already everywhere, or know it as the Internet of Things (IoT) (Lase, 2019)

The use of the internet in learning also touches on aspects of digital-based literacy which not only includes the basic ability to use information and communication technology devices, but also the ability to understand, manage, and evaluate digital information critically and responsibly (Alkhairi, P., Windarto, A. P., & Wanto, 2024).

Digital literacy can be utilized in developing literary literacy, which is the ability to understand, analyze and critically evaluate literary texts. In the context of education in Indonesia, literary literacy has an important role in shaping character, improving language skills, and enriching students' insights. Along with the times and technology, the implementation of literary literacy has also changed, especially in the digitalization era, where the digital industrial world has become a paradigm and reference in the current order of life (Fitriani, Y., & Aziz, 2019).

However, many vocational students have difficulties in analyzing literary works and lack interest in literature itself because it is considered difficult and irrelevant to their lives. Students' disinterest in literary works is due to the fact that literary literacy activities are generally carried out using conventional methods, namely by reading literary books in the library, buying literary reading books in bookstores, writing literary works with paper media (Wedasuwari, 2022), so this creates boredom in the process. No wonder this will have an impact on the ineffectiveness of these learning activities, in the end the teacher will find it difficult to complete this learning process.

To answer these problems, the implementation of literary literacy must also undergo changes, especially in the era of digitalization. The development of technology, especially AI, provides new opportunities to support more interesting and effective literary learning. Artificial Intelligence (AI) is a field of computer science that focuses on developing systems that can mimic human intelligence in processing data, learning from experience, and making decisions automatically (Russell, S. J., & Norvig, 2021). The use of AI technology is a source of strong motivation for a person to analyze and remember and evaluate the reading he has read, namely as a joyful learning experience and will affect the shape and intensity of a person in shaping his character in the future, (Hermawan, W., & Anjariyah, 2023)

By utilizing AI, especially Hyperwrite Ai, teachers can present learning experiences that are more personalized, interactive, and in accordance with student needs. Hyperwrite Ai is one of the artificial intelligence tools that can interact with human language, so that its role as a Natural Language Processing (NLP)-oriented machine can be optimally utilized in the field of writing and analyzing written works (Boynagryan, T., & Tshngryan, 2024).

Hyperwrite AI's ability to personalize the learning experience is one of its most interesting features. By analyzing large amounts of data, Hyperwrite AI can customize learning content to meet the individual needs of students in improving literacy in writing, analyzing and interpreting literary works in students, so it is of interest how AI's data analysis capabilities contribute to a better understanding of language patterns, which can lead to the development of advanced language teaching tools or media that can adapt to the pace and style of each learner (Konyrova, 2024). This personalization is particularly important in vocational high schools, where students exhibit varying levels of language proficiency and learning preferences in improving literary literacy.

This research aims to explore the potential of Hyperwrite AI in improving the literary literacy of vocational high school students in understanding, creating and analyzing a literary work without losing the essence of the literary work itself. Hyperwrite AI is able to offer innovative solutions to overcome challenges in literary learning, besides that, Hyperwrite AI can also be utilized to create a more interactive, personalized, and interesting learning experience for students. This article will discuss how Hyperwrite AI becomes relevant to be utilized in literary literacy, as well as its impact on literary learning.

Therefore, the researcher is interested in conducting a study on the Discourse Analysis of Literary Literacy Assisted by Artificial Intelligence for Vocational High School Students at SMK Swasta Al Ma'shum Kisaran. This is because from observations, students have difficulty in analyzing and are not interested in learning literature because it is considered less relevant to students' lives. Therefore, the researcher determined the title "Talking to Machines, Writing the Self: A Discourse Analysis of AI-Enhanced Literary Literacy Among Vocational Students".

Materials and Methods

This study adopts a qualitative method with the aim of investigating in depth the phenomenon of utilizing Artificial Intelligence (AI) in learning Indonesian, especially literature at the vocational high school level. This approach refers to Creswell's (2018) view that qualitative research aims to understand the meaning behind phenomena that occur in the context of real life. To achieve this understanding, this research uses a phenomenological approach, (Husserl, 1970). This approach was chosen because it is able to explore subjective meanings that are difficult to uncover through quantitative methods or observation alone. By understanding students' learning experiences reflectively and contextually, this research is expected to contribute to developing a more humanist literature learning model that is in accordance with students' lives,

which allows researchers to interpret the subjective experiences of informants, especially related to the impact and dynamics of using Artificial Intelligence (AI) in learning practices.

According to (John W. Creswell., 2013), phenomenological research in education serves to; (1) Explore the deep meaning of the learning experience of learners, (2) Describe the structure of these experiences descriptively, (3) Compile thematic findings from experiences that are universal among participants.

As explained by (Hardani, 2020), the descriptive approach is used to describe symptoms and facts systematically and empirically based on field findings. The sampling technique was conducted randomly (random sampling), with data sources consisting of teachers and students of Indonesian language subjects at SMK Swasta Al Ma'shum Kisaran. Data collection was conducted through interviews and questionnaires to obtain comprehensive and in-depth information.

(Sugiyono, 2019) explains that interviews are a data collection technique that is done directly by asking questions to respondents. In qualitative research, interviews are in-depth and semi-structured, which aims to explore data comprehensively in accordance with the focus of the research, so in this study data was collected through (1) in-depth interviews conducted with students to explore their experiences, awareness, and challenges in using AI, semi-structured interviews with ten students and two teachers, classroom observations for four weeks, and collection of student-generated literary texts created with AI support. Discourse analysis was applied to examine shifts in linguistic choices, narrative structure, and identity markers, while thematic analysis supported the identification of broader patterns; (2) participant observation, where the researcher directly observed the learning process in a classroom using Hyperwrite AI to see the interaction between teachers, students, and technology.

Results and Discussion

Increased Motivation and Engagement

The utilization of artificial intelligence (AI) technology in literature learning has created new opportunities to increase students' learning motivation, especially at the Vocational High School (SMK) level. Literature learning in vocational schools is often less desirable because it is considered not in line with the vocational skills that are emphasized. However, through the integration of AI technologies such as interactive chatbots, automated text analysis systems, and adaptive learning platforms, the process of learning literature becomes more engaging and tailored to students' individual needs. (Saputra, et al., 2024) revealed that the application of digital learning based on artificial intelligence (AI) has great potential to increase the motivation and enthusiasm of students in the learning process.

Students reported heightened motivation when engaging with AI-assisted tasks. The novelty and interactivity of AI tools transformed literary assignments from static to dynamic experiences. This aligns with prior findings suggesting that digital tools can re-engage students who struggle with traditional instruction (Kim, B., & Reeves, 2007).

In Indonesia, the application of artificial intelligence (AI) in education is still constrained by limited infrastructure and lack of readiness of educators. Nonetheless, the potential of AI in revolutionizing literary learning is enormous and cannot be ignored. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has encouraged the use of digital technology in support of Merdeka Belajar policy, which indirectly opens up opportunities to integrate AI in a more free and collaborative learning process (Kemendikbudristek, 2023). With the right training and an approach that emphasizes local wisdom, the use of AI can increase the motivation and participation of vocational students, as well as become a driver of change in the traditional and text-centered methods of teaching literature.

AI as Discursive Partner

In the context of 21st century education, artificial intelligence (AI) is being utilized in various learning activities, including the teaching of literature. One innovative approach is the use of AI as a discussion partner, a dialogue partner that encourages students to think critically and reflectively about literary texts. The AI in this role not only acts as a source of information, but also as a party who can invite students to interpret meaning, criticize assumptions, and explore the depth of meaning of the literary works studied. This approach is particularly appropriate in the SMK environment, where students generally focus on vocational

skills, but still need strengthening in terms of literacy and the ability to express themselves through literature. (Ningtyas, 2025).

The existence of artificial intelligence (AI) as a discursive partner has presented a new form of interaction that is both dialogic and reflective in the context of literature learning. Through the use of AI-based chatbots such as Hypeerwrite Ai, learners can be facilitated to explore the intrinsic elements of literary works, such as character characters, plot, language style and explore the philosophical meanings contained therein. This kind of interaction encourages an active and participatory learning process, because students not only act as recipients of information, but also as subjects who participate in the process of interpretation and construction of meaning. In the literary hermeneutic approach, this kind of dialog between humans and machines opens up space for the emergence of various interpretive possibilities that can enrich students' understanding of literary texts (Gadamer, 2004); (Kim, Y., & Lim, 2021). This approach is in line with the constructivistic paradigm in education, which emphasizes the importance of interactive and meaningful learning experiences for learners.

Students described AI as a dialogic entity an “expert,” “friend,” or “helper” which significantly influenced classroom discourse. This anthropomorphizing of AI reflects emerging relational models in human and machine interaction (Floridi, Luciano, 2004), where learners begin to negotiate meaning collaboratively with digital agents.

However, the application of AI as a discursive partner in literature learning in Indonesia requires an approach that is contextual and sensitive to local culture. AI should be directed towards understanding the diversity of local values and wisdom contained in Indonesian literature, both oral and written. In this context, the development of AI that is adaptive to local content will strengthen students' engagement with literary texts that are close to their own life experiences (Rahmawati, F., & Setiawan, 2023). Therefore, the integration of AI in literature learning in SMK should not only be technological, but also pedagogical and cultural, so that it can truly become a meaningful discursive partner for the formation of students' literary identity.

Discursive Influence on Writing

Analysis of student texts revealed mimicry of AI-generated models in terms of coherence, lexical choice, and rhetorical structure. Students adopted formulaic structures and persuasive tone, often aligning with the AI's feedback. This indicates a recontextualization of authoritative discourse (Fairclough, 2001), where students assimilate AI's linguistic patterns into their own expression.

The discursive impact of the use of AI is seen in the emergence of a tendency towards uniformity in students' creative work. For example, when students were asked to write a short story with a local wisdom theme, those who used AI assistance often produced stories with similar narrative patterns: a straight plot, a conventional conflict, and a resolution that emphasized moral values explicitly. This indicates that AI language models are generally trained from large data sets with the dominance of global literacy culture, which indirectly erodes the richness of local expressions that are the distinctive identity of Indonesian literature. Findings from (Rahmah, S., & Maulana, 2023) also suggest that students' reliance on AI in the creative process can lead to a loss of authenticity in their voices, especially if the AI does not have the capability of deeply understanding the local cultural context.

However, the discourse effects of AI are not always negative. With appropriate pedagogical strategies, teachers can utilize AI as a means of reflection to develop critical literacy skills. Through exploratory learning, students can be invited to examine how AI responses are constructed, the reasons for choosing certain words or narrative structures, and compare them with authentic local forms of expression. This approach is in line with dialog-based literature learning and metacognition as proposed by (Wahyudi, 2021), where students are not only consumers of texts, but also actively evaluate the process of meaning formation in the text. In this way, AI can function as a constructive dialogical partner in fostering literacy awareness and shaping students' cultural identity at SMK Swasta AI Ma'shum Kisaran.

The following table shows the results of the comparative analysis between students' short stories written manually and short stories written using AI assistance. The data were obtained from ten grade X students in two learning cycles:

Aspects	Manual Short Story Analysis (n=15)	AI-Assisted Short Story (n=15)
Language Style	Local, idiomatic, regional	Formal, neutral, resembles journal style
Theme	Local wisdom, tradition, family values	Generic adventure, technology, sci-fi
Narrative Structure	Variative, sometimes non-linear	Linear, classic (beginning-conflict-climax)
Cultural Representation	High (80% include local culture)	Low (only 27% mention local culture)
Emotional Engagement	High (based on personal experience)	Medium (based on general narrative structure)

Table 1. Comparison of Discursive Characteristics of Manual vs AI Student Short Stories

Literary Production and Identity Formation

Creative writing outputs demonstrated increased use of metaphor, local idioms, and narrative voice. Students expressed themselves through culturally grounded stories, indicating that AI-enhanced environments provided a safe space for identity negotiation. As observed by (Gee, 2015), language learning involves “figured worlds” where identity is shaped by discourse practices an idea reflected in students’ integration of personal and cultural narratives.

In practice, literary production can be developed through project-based learning, where students are invited to write literary works that raise themes of local wisdom, life struggles, or social issues. For example, students write a short story about a farmer who is honest and persistent in maintaining ancestral heritage. Such a narrative not only illustrates the value of hard work and loyalty to local culture, but also enriches students’ understanding of their cultural identity. Through discussion and reflection on their own and their friends’ work, students can develop character values in a more meaningful and contextualized way.

The use of technology, such as HyperWrite AI, can be a helpful tool in this literary production process. With HyperWrite AI, students can get inspiration for writing styles, plotting stories, or enriching vocabulary quickly and flexibly. For example, a student who wants to write a poem about the natural beauty of the archipelago can input some keywords such as “rainforest”, “twilight wind”, and “birdsong” into HyperWrite AI, then get an initial draft of the poem that they can then edit and develop creatively. Thus, this technology supports the development of literary expression while increasing student motivation and engagement in character based learning.

To understand literary production using hyperwrite ai, consider the following flow :

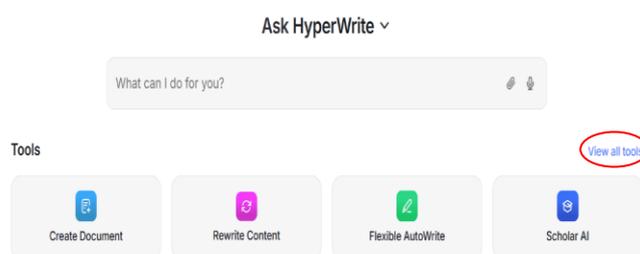


Figure 1. Hyperwrite Ai Initial Display

To begin using the Hyperwrite AI platform, the first step is to open a search engine such as Google or Bing and type in the keyword "Hyperwrite AI." Once the search results appear, click on the official link to access the Hyperwrite website. This is the most straightforward and commonly used method for both new and

returning users to enter the platform. After the homepage of Hyperwrite AI loads, users will be greeted with a user-friendly and intuitive interface. Typically, a main menu or dialog box will appear, providing access to various features and tools available on the platform. This dialog box serves as a quick navigation guide, helping users easily find what they need without manually browsing through the entire site. To explore all the tools offered by Hyperwrite AI, users can click on the “View All Tools” menu. This option will redirect users to a comprehensive list of writing tools and AI-powered features provided by the platform. It is especially useful for those who want to discover the full range of functionalities available for writing, content creation, idea development, and more.

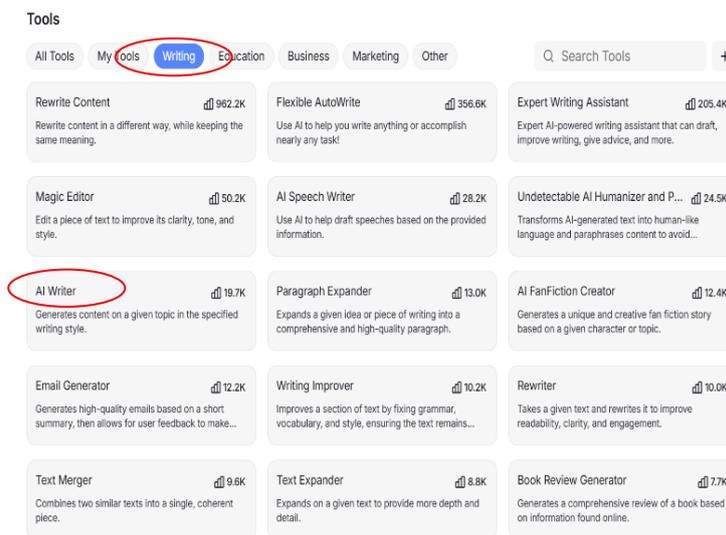


Figure 2. Display of tools provided on the AI Platform that can be used

To start writing literary works or conducting text analysis, users should select the AI Writer menu from the available options. This feature is specifically designed to assist with creative and analytical writing tasks. Whether you're crafting a short story, composing a poem, or analyzing a piece of literature, the AI Writer provides intelligent suggestions, structured templates, and inspiration to support your writing process. It streamlines the experience by generating high-quality content based on user input, making it a valuable tool for writers, students, and professionals alike.

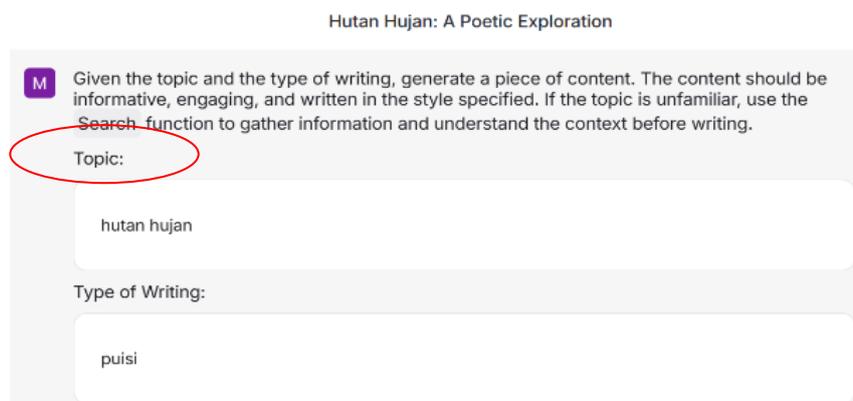


Figure 3. Dialog box to determine the topic and type of literary writing

Once the AI Writer menu is selected, users will be directed to a writing interface where they can begin shaping their literary work. In the Topic menu, users should type in the main ideas or key points they want to explore. These ideas will serve as the foundation for the literary piece and help guide the AI in generating relevant and cohesive content. Whether it's a theme, a personal reflection, or a creative concept, providing

clear input in this section is essential for producing meaningful results. In the Type of Writing box, users need to specify the genre or form of literature they wish to develop. This could include short stories, poems, essays, plays, or any other literary style. By defining the type of writing, the AI can tailor its suggestions and structure to fit the chosen format. This ensures that the generated content aligns with the user's creative goals and adheres to the conventions of the selected literary genre.

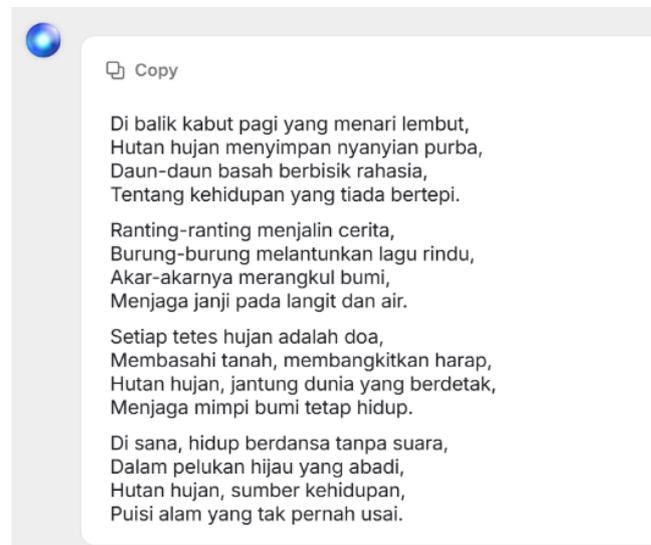


Figure 4. Ai creativity output box based on initial command

After entering the topic and selecting the type of writing, the platform will generate a literary work based on the ideas and imagination you provided in the initial input. The result will reflect the creative direction and themes you set earlier, bringing your concepts to life in a well-structured and imaginative piece of writing. This output showcases the AI's ability to adapt to your vision, helping transform abstract thoughts into compelling literary expressions. Users can then review, edit, or further develop the content according to their personal style or specific objectives.

The previous explanation highlights how platforms like Hyperwrite AI can serve as powerful tools in creative literacy practices by providing a structured yet flexible digital environment. With features such as the AI Writer, users can enter their initial thoughts, select a specific literary genre, and receive a full piece of writing generated from their input. This process not only enhances writing productivity but also nurtures imagination and narrative development, making it suitable for both independent writing and educational contexts. When viewed through the lens of the research findings on the use of a culturally-based Telegram BOT in Indonesian poetry learning, the relevance becomes even more significant. The study reveals that digital tools when designed with local cultural values can act not merely as functional aids, but as narrative agents that mediate and communicate meaning. In the case of the Telegram BOT, language infused with metaphors, proverbs, and symbols of culture served as a cultural bridge, fostering deeper literary understanding and stronger cultural identity among students.

Literary literacy in the digital age must shift from a purely structural and technical approach to a culturally sensitive discourse practice. Applying this to Hyperwrite AI, students or users should be encouraged to incorporate local cultural elements such as regional expressions, traditional themes, and indigenous symbolism into the topics and prompts they input. In doing so, the AI becomes not just a writing tool, but a collaborator in the construction of contextual and inclusive cultural identity. Building on this idea, future developments could explore the creation of localized AI writing platforms similar to the cultural BOT in the study that integrate regional knowledge and language features into their systems. This would support the development of a form of digital literary literacy that is deeply rooted in cultural experience, transforming technology into a medium for connecting tradition with innovation. Ultimately, such integration affirms that technology in education should enhance not erase cultural identity and diversity.

Discussion

The results show that the utilization of artificial intelligence (AI) in literature learning opens up opportunities for vocational students to understand literary works not only literally, but also deeply and personally. Through interaction with technology as a dialogical partner, students can construct the meaning of the text while reflecting on their life experiences. This process creates a reflective space that encourages students to express themselves more honestly and authentically in their writing. This finding is in line with a study conducted by (Muthoharoh, M., & Prastyaningsih, 2020), which concluded that digital literacy can stimulate students' active participation in interpreting and exploring literary texts using application-based smart technology. In the context of vocational education, this approach is significant because it can balance the dominance of technical aspects with the strengthening of critical and reflective literacy skills.

AI not only serves as a pedagogical tool but functions as a discursive actor that reshapes classroom interaction and literacy practices. Its perceived authority introduces a new epistemology in literary classrooms where knowledge is co-constructed through machine feedback. Yet, while AI encourages standardization and structural clarity, it may also constrain voice and creativity if used uncritically. Educators must thus cultivate digital literacy that includes critical engagement with AI, fostering awareness of its affordances and limitations (Selwyn, 2019).

The application of artificial intelligence in literary literacy learning at Vocational High Schools (SMK) plays a role in strengthening students' reflective and critical literacy skills. In this process, students not only interpret literary texts, but also express personal responses through interactions with AI, which contribute to the construction of their identity. This is in line with the results of research by (Kusuma, 2024), which revealed that the utilization of digital approaches in literature learning not only improves literacy skills, but also as a tool for developing social-emotional skills, especially empathy and understanding emotions, especially in understanding humanitarian and social issues in literary works.

Table 1 below illustrates students' perceptions of the use of AI in literature learning based on the results of a questionnaire to ten respondents at SMK Swasta Al Ma'shum Kisaran.

No.	Statement	Agree (%)	Disagree (%)
1	AI helps me understand the content of literary texts more easily	78.5	21.5
2	Discussions with AI related to literature encourage me to think more critically in understanding literature	71.2	28.8
3	I feel more confident writing my own interpretation of a literary work	67.4	32.6
4	AI helps me find relevant meanings between literature and my life	73.8	26.2

Table 2. Vocational Students' Perception of the Use of AI in Literature Learning

Based on the data presented, most students gave positive responses to the application of AI in literature learning. More than 70% of the students revealed that the presence of AI supported their critical thinking skills and helped them connect the meaning of literary works with their personal experiences. This finding indicates that AI serves as a trigger in developing students' reflective awareness, in line with the results of (Wulandari, F., & Yusra, 2022) which showed that interactive digital media can encourage students' interpretation of local values in literary texts. Although the utilization of digital learning by utilizing AI is not completely perfect, it means that there is still a need to understand that the literary text produced through AI is only a reference source that can be developed according to relevant conditions and psychology.

Implications and Future Research

The implications of this research extend to curriculum development, teacher training, and AI design. As AI becomes increasingly prevalent, educators must be equipped to navigate its discursive influence. Future research should explore multimodal discourses, cross-cultural comparisons, and the long-term effects of AI on identity construction in diverse educational settings. so that in practice both teachers and students are not trapped into passive thinking in processing literary works, so that the essential role of literature will be lost due to a lack of self-immersion.

These implications mark the need for curriculum development that not only adopts AI as a tool, but also as an object of Critical Literacy Study. In the context of more vocationally oriented vocational schools, future research will need to explore how AI can be used to align literary literacy skills with 21st century competencies, such as critical thinking, communication, and creativity. For example, studies may focus on the influence of the use of AI in digital poetry writing activities, AI script-based drama staging, or cross-media narrative content production by students. This approach not only opens up new opportunities in literary pedagogy, but also enriches literacy practices among vocational students who have received less attention in literary literacy studies (Hidayati, 2022).

The application of artificial intelligence (AI) in literature learning in vocational schools has a significant impact both in terms of pedagogy and culture. On the one hand, AI technology can help students access a wide variety of literary texts, ranging from classics to modern works, by providing features such as automatic summaries, theme identification, and creative responses that can spark their imagination. This utilization is in line with the multiliteration paradigm which emphasizes the importance of media diversity and literacy practices in the global era (Cope, B., & Kalantzis, 2009). Nevertheless, without critical reinforcement of digital literacy, the use of AI could potentially make students overly dependent on algorithmic systems, which could actually hinder reflective and interpretive thinking skills. (Krstić, 2022).

Future research should examine in more depth the role of educators as facilitators in the development of literacy based on artificial intelligence (AI), especially in guiding learners to distinguish between original works and products produced by machine-based generative systems. This aspect is crucial in order to instill ethical and aesthetic awareness that is adaptive to technological developments in literary literacy learning. In addition, a longitudinal study tracing the long-term effect of the use of AI on the literary identity formation process of Vocational High School (SMK) students also needs to be carried out, given that literacy is not just reading and writing skills, but includes the formation of individual subjectivity. Thus, the direction of future research should be interdisciplinary by integrating literary perspectives, educational technology, and literacy philosophy (Gee, 2015), in order to build a digital literacy ecosystem that is more inclusive, reflective, and transformative for students in the vocational school environment.

Conclusions

This study highlights the complex and dual role of artificial intelligence (AI) in literary education, positioning it as both a facilitator of learning and a discursive partner in the exploration of identity and culture. AI's capability to provide immediate feedback, offer adaptive support, and maintain consistent engagement plays a significant role in fostering student motivation and advancing literacy skills. These functions enable learners to practice and refine their reading and writing abilities in ways that were previously less accessible or timely in traditional classroom settings.

Beyond its facilitative role, AI creates unique discursive spaces that allow students to explore their identities and sociocultural contexts through literary expression. By engaging with AI tools, learners can navigate and negotiate cultural meanings embedded in texts, offering new pathways for sociocultural expression and critical reflection. This discursive partnership is crucial for developing not only linguistic proficiency but also a deeper understanding of cultural nuances and personal voice within literary works.

However, the integration of AI in literary education must be approached with care. Educators need to ensure that the use of AI goes beyond improving linguistic accuracy to actively supporting learner autonomy, creativity, and the cultural relevance of literary engagement. If the use of AI is overly focused on technical correctness or formulaic responses, it risks undermining the rich, multifaceted value of literature as a space for imaginative and critical thinking.

Future research should therefore focus on examining multimodal and multilingual discourse practices within AI-mediated educational environments, particularly in diverse sociocultural contexts. Such investigations are essential to guarantee that the fundamental artistic and cultural worth of literary works is preserved and enriched, rather than diminished, by the increasing reliance on AI technologies in education. This will help educators balance technological innovation with the nuanced human experience that literature embodies.

Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

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