



Reframing Indonesian Language Learning in the Digital and AI Era: Strategies for Critical, Creative, and Ethical Learning

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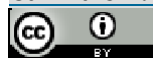
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ABSTRACT

Digital transformation and the rapid emergence of generative artificial intelligence (AI) are changing how Indonesian language learning is designed, delivered, and experienced. This article examines contemporary strategies for Indonesian language learning in the digital and AI era, with attention to digital literacy, critical evaluation of information, interactive learning, and ethical use of AI. The study employed a qualitative literature review of scholarly publications and educational guidance on Indonesian language learning, digital literacy, project-based learning, and generative AI. The synthesis indicates that contemporary Indonesian language learning increasingly requires integration of language skills with digital and AI literacy. Project-based and contextual learning can support communication, creativity, collaboration, and critical thinking, while AI use requires explicit attention to verification, authorship, privacy, and academic integrity. The article proposes a learning framework that positions technology as learning support rather than a substitute for linguistic reasoning and human agency.

INTRODUCTION

Indonesian language learning is experiencing a significant shift as educational environments increasingly interact with digital platforms, social media, multimedia resources, and generative artificial intelligence (AI). The transformation is not limited to the use of new technological tools; it also changes how students access information, produce texts, communicate ideas, and evaluate the credibility of language content. Recent literature identifies digital literacy as an increasingly important component of contemporary Indonesian language learning, particularly in higher education (Salindri et al., 2024).

Digital technology provides opportunities to make language learning more interactive and contextual. Digital platforms can support access to diverse texts, multimedia materials, collaborative writing, online discussion, and creative production. A systematic review of Indonesian language learning strategies in higher education reported the use of ICT, AI, digital learning media, social media platforms, and interactive applications, together with flipped classroom, problem-based learning, and project-based learning (Jasmari Jasmari, 2024).

At the same time, technology creates new pedagogical challenges. Students encounter large volumes of digital information whose accuracy, credibility, authorship, and linguistic quality vary. Generative AI can produce text rapidly, but its output still requires human evaluation. UNESCO emphasizes a human-centred approach to generative AI in education, including attention to human agency, linguistic and cultural diversity, and responsible use (Fridella et al., 2025).

These changes require Indonesian language learning to move beyond a narrow emphasis on grammar and final writing products. Contemporary learning needs to strengthen students' ability to understand texts, construct arguments, communicate effectively, create meaningful content, evaluate digital information, and use AI critically and ethically. Previous studies indicate that project-based and technology-supported Indonesian language learning can encourage creativity, writing production, engagement, and digital literacy (Pembelajaran et al., 2025).

This article synthesizes recent literature and policy guidance to formulate a framework for Indonesian language learning in the digital and AI era. It identifies major transformations, opportunities, challenges, and pedagogical strategies that can support critical, creative, communicative, and ethical language learning.

LITERATURE REVIEW

Digital Transformation in Indonesian Language Learning

Digital transformation changes learning interactions, sources of information, forms of student participation, and ways of producing knowledge. In Indonesian language learning, this can be reflected in online texts, multimedia materials, learning management systems, collaborative documents, social media, interactive applications, and digital publishing.

(Salindri et al., 2024) connect Indonesian language learning with digital literacy and 6C competencies, including creative thinking, critical thinking and

problem-solving, communication, collaboration, character, and citizenship. This positions language learning as a space for developing broader competencies needed in contemporary society.

Generative AI and Language Learning

Generative AI introduces a new dimension to language learning because students can use AI systems to brainstorm, revise, summarize, translate, or restructure texts. These functions can support learning when students remain actively involved in evaluating and improving the output. However, AI-generated text can also create risks related to inaccurate information, inappropriate language, unclear authorship, dependence, and academic integrity.

UNESCO's guidance emphasizes a human-centred approach and appropriate safeguards. In Indonesian language learning, AI should therefore support students' learning processes while students remain responsible for reasoning, verification, interpretation, and final communication.

Project-Based and Contextual Learning

Project-Based Learning is relevant because language competencies are developed through purposeful communication. Students can create articles, podcasts, videos, digital campaigns, presentations, reviews, or other authentic products. (Setyowati, 2024) reported that project-based Indonesian language learning at university level supported creativity and production of written works, while (Indonesia et al., 2023) developed a technology-based PjBL model to strengthen scientific writing.

Conceptual Framework

The framework integrates digital literacy, generative AI literacy, and interactive/project-based learning as complementary elements of contemporary Indonesian language learning.

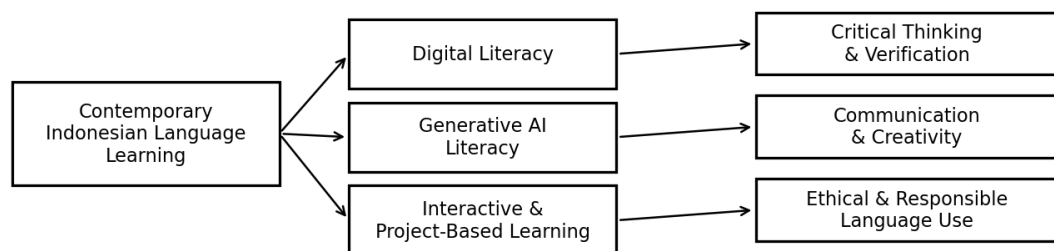


Figure 1. Framework for Contemporary Indonesian Language Learning in the Digital and AI Era.

METHODOLOGY

This study used a qualitative literature review approach. The purpose was to synthesize existing findings and policy guidance concerning contemporary Indonesian language learning rather than collect primary classroom data.

Relevant sources were identified from scholarly journal publications and authoritative educational guidance, with priority given to recent publications from 2023 to 2026. Earlier studies were retained when they provided a direct conceptual or empirical foundation. The review focused on Indonesian language learning, digital literacy, technology-supported learning, Project-Based Learning, and generative AI (Praktik & Penulis, n.d.).

The analysis was conducted thematically. Sources were grouped into four themes: digital transformation and digital literacy; generative AI and language learning; interactive and project-based learning; and ethical and critical technology use. Findings were then compared and synthesized to formulate a contemporary learning framework.

Because this is a literature-based study, the results represent a synthesis of published evidence rather than measurements from one classroom or institution. The framework therefore requires further empirical testing (Riduwan, 2015).

RESULTS AND DISCUSSION

Transformation of Learning Resources and Interaction

The literature indicates that Indonesian language learning is increasingly supported by digital resources and platforms. Materials can include online articles, videos, podcasts, social media content, collaborative documents, and interactive applications. This expansion provides opportunities for students to encounter diverse language practices and produce texts in multiple formats.

The transformation also changes classroom interaction. Students can discuss, draft, revise, publish, and receive feedback through digital environments. Jasmari (2024) identifies ICT, AI, social media, interactive applications, and digital learning media among technologies used in higher education.

Digital Literacy as an Essential Component

Digital literacy should not be understood merely as operating applications. It includes searching for information, evaluating sources, understanding digital messages, creating content, communicating responsibly, and recognizing ethical implications. (Fridella et al., 2025) connect Indonesian language learning with 6C competencies and digital ethics.

Reading activities can include source comparison and credibility checking, while writing can include evaluating online references and documenting sources. Speaking can be extended to podcasts, presentations, videos, and digital campaigns.

Generative AI as Learning Support and Literacy Challenge

Generative AI can support brainstorming, feedback, language revision, and alternative text generation. When used transparently and critically, it can become

one of several learning resources. However, safeguards are needed for accuracy, privacy, human agency, and academic integrity (Harman et al., 2025).

Students can be asked to evaluate AI-generated output, compare it with credible sources, revise the language, and explain their changes. This shifts AI from an answer-producing tool into an object of critical literacy.

Project-Based Learning for Meaningful Language Practice

Project-Based Learning connects language competencies with authentic products and audiences. Projects may include scientific articles, digital magazines, podcasts, short videos, public information campaigns, and reviews. (Johnsen et al., 2024) found that PjBL in Indonesian language learning supported student creativity and article production.

also reported improvement in scientific writing in a technology-based PjBL model. These findings support PjBL as a bridge between language knowledge and authentic communication.

Table 1. Contemporary Orientations for Indonesian Language Learning

Dimension	Contemporary orientation	Example activity
Reading	Critical digital literacy	Compare and evaluate two online sources before using them.
Writing	Digital and AI-assisted writing with verification	Draft, obtain AI-supported feedback, verify, revise, and cite sources.
Speaking	Multimodal communication	Produce a podcast, presentation, or educational video.
Listening	Multimedia comprehension	Analyze information from podcasts, interviews, or videos.
Ethics	Responsible digital and AI use	Discuss authorship, citation, privacy, bias, and academic integrity.

The synthesis shows that contemporary Indonesian language learning needs to integrate language competence with digital and AI literacy. The change concerns what students need to know, how they construct meaning, how they communicate, and how they take responsibility for the information and language products they create.

Digital literacy should be embedded within language activities rather than taught as an isolated topic. A reading lesson can require source comparison; writing can require verification and transparent revision; and speaking can involve creating a multimedia message for a defined audience.

Generative AI makes this shift more urgent. If students are assessed only through final written products, the learning process can become difficult to observe. Assessment can therefore emphasize outlines, source evaluation, drafts, revision logs, reflection, oral explanation, and citation practices. This makes students' reasoning and responsibility visible.

Project-based learning provides a practical structure because students can work through inquiry, planning, production, feedback, revision, and

presentation. The project can create a meaningful audience beyond the lecturer. This is consistent with literature showing the potential of PjBL to increase creativity and writing production in Indonesian language learning (Setyowati, 2024) and to support scientific writing when combined with digital technology.

Technology integration should not reduce the role of teachers and lecturers. Digital tools and AI can generate or reorganize language, but learners still need to interpret context, evaluate meaning, understand Indonesian linguistic conventions, consider cultural nuances, and make communication choices. A human-centred approach is important because UNESCO highlights human agency and linguistic and cultural diversity in educational AI

Based on the synthesis, contemporary Indonesian language learning can be organized around four principles: contextuality, criticality, creativity, and responsibility. Contextuality connects language tasks with real communication; criticality requires evaluation of information and AI-generated content; creativity encourages meaningful multimodal texts; and responsibility emphasizes ethics, authorship, privacy, citation, and appropriate technology use.

CONCLUSION AND RECOMMENDATION

Contemporary Indonesian language learning is being transformed by digital platforms, multimedia resources, and generative AI. The literature indicates that digital literacy, critical information evaluation, interactive learning, and project-based learning are increasingly relevant. Generative AI provides opportunities but also requires attention to verification, authorship, academic integrity, privacy, and human agency.

The proposed framework positions technology as learning support rather than a replacement for linguistic reasoning. Indonesian language learning can integrate digital and AI literacy through authentic reading, writing, speaking, and listening activities; project-based products; source verification; reflection; and ethical discussion. Teachers and lecturers should design activities that make students' reasoning and revision processes visible.

FURTHER STUDY

This article is limited by its literature-based design and does not measure the effectiveness of the proposed framework in a specific classroom. Future research should test the framework through classroom action research, quasi-experimental studies, design-based research, or mixed-method approaches. Research can also examine how students use generative AI during Indonesian language writing and how assessment can document human reasoning.

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