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Critical Literacy in the Age of Artificial Intelligence: A Literature Review on Strengthening Academic Reading and Writing Skills in Indonesian Language Instruction

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Abstract

Advances in generative artificial intelligence present both opportunities and challenges in the learning of the Indonesian language, particularly with regard to the ability to evaluate information and produce academically sound writing. This study aims to analyse the role of critical literacy as a foundation for strengthening academic reading skills and to synthesise strategies for its integration with artificial intelligence to support academic writing skills. The study employs a literature review method using a descriptive-qualitative approach through the examination of scientific articles, academic books and relevant policy documents. The results of the synthesis indicate that critical literacy provides a conceptual framework for understanding texts, evaluating the credibility of sources, examining the relationship between claims and evidence, recognising bias, and comparing perspectives. In academic writing, the integration of critical literacy and artificial intelligence is directed towards the development of ideas, the structuring of arguments, the evaluation of feedback, the verification of references, and reflective revision, whilst maintaining students' intellectual control. The pedagogical implications include process-based learning, assessment of both the product and the writing process, and transparency in the use of technology in accordance with institutional regulations. This study concludes that artificial intelligence should be positioned as a supporting tool, not a substitute for reasoning and academic responsibility. The strategies formulated are conceptual in nature and require empirical testing within the context of Indonesian language learning.
Keywords: critical literacy; artificial intelligence; academic reading; academic writing; Indonesian language learning.

Introduction

Advances in artificial intelligence have brought about significant changes in educational practice, particularly in the way students access information, comprehend texts and produce academic writing. The advent of generative artificial intelligence enables users to obtain explanations of concepts, summaries of texts, writing outlines and linguistic feedback through natural language-based interactions.

Kasneci et al..,(2023) explain that large language models offer opportunities to support the provision of educational materials, enhance interaction in learning, and tailor the learning experience to users' needs. However, these opportunities are accompanied by challenges such as the accuracy of information, output bias, and the need for human oversight. In the context of Indonesian language learning at university

level, these developments highlight the need to re-examine the focus of academic reading and writing instruction(Safrudin, 2026) . Learning should not be directed solely towards the ability to acquire information or produce linguistically correct texts, but must emphasise the ability to evaluate the basis of knowledge, scrutinise arguments, and justify ideas. Consequently, artificial intelligence should be positioned as a tool to support intellectual activities, rather than as a substitute for the processes of understanding, reasoning, and making academic decisions (Rahmawati et al.., 2025).

In the face of these changes, critical literacy serves as a relevant conceptual foundation for developing a reflective relationship between students, texts and technology. Luke (2012) explains that critical literacy relates to the use of texts and communication media to analyse, critique and transform the norms and practices that shape social life. This perspective positions the activities of reading and writing not merely as technical skills, but as practices concerned with the construction of meaning, representation, interests and power relations. Based on this view, readers need to question who produces the text, whose perspectives are highlighted, whose experiences are overlooked, and how a statement gains legitimacy. In the context of artificial intelligence, these questions can be extended to the process of generating answers, the limitations of knowledge sources, and the potential biases inherent in the system's output. Therefore, critical literacy in this article is positioned as an approach to help students not only use technology operationally, but also evaluate how technology shapes the information they read and the ideas they write.

One area requiring attention within this framework is academic reading skills. For the purposes of this study, academic reading is understood as the activity of comprehending, analysing, evaluating and synthesising scholarly texts in order to build knowledge and support arguments. The use of artificial intelligence can help students gain an initial explanation of difficult terms or an overview of a text, but such assistance does not in itself guarantee a deep understanding of the original source (Nasution & Aslan, 2025).

Kasneci et al.., (2023) emphasise the importance of critical thinking, fact-checking and an understanding of the limitations of language models when utilising them for educational purposes. Based on this perspective, summaries generated by artificial intelligence should be treated as material that requires verification, rather than as a definitive representation of the text's full content. In Indonesian language learning, students can be guided to compare summaries with the original articles, identify the relationship between claims and evidence, and assess whether the conclusions are consistent with the author's argument. In this way, the focus of reading instruction remains on students' active engagement in constructing understanding and evaluating knowledge, rather than merely on the speed at which they obtain answers.

In addition to academic reading, academic writing skills also need to be examined in relation to the use of artificial intelligence. In this study, academic writing is not

merely viewed as the activity of producing effective sentences, but also as a process of formulating problems, organising ideas, linking sources, and constructing sound arguments. Artificial intelligence has the potential to assist with some of these stages, for example through the development of alternative frameworks and the provision of feedback on texts, as discussed by Kasneci et al. (2023) in relation to opportunities for learning support. However, the ease of producing written work also raises issues regarding authorship, the originality of contributions, and the limits of what constitutes academically acceptable assistance. Cotton et al.., (2024) highlight that the use of ChatGPT in higher education presents both opportunities and challenges for academic integrity, thus requiring policies, training and a responsible approach to its use. In this context, Indonesian language teaching needs to guide students to maintain control over the content of their writing, verify the sources used, and ensure that every argument is fully understood. Strengthening writing skills must therefore be based on a traceable intellectual process, rather than merely on linguistic fluency in the final product.

The relationship between academic reading and writing is a key aspect in the development of Indonesian language learning that is oriented towards critical literacy. This article positions critical reading as the foundation for selecting information, understanding differing perspectives, and determining which evidence is suitable for use in writing. Conversely, writing is positioned as a space for processing the outcomes of reading into explanations and arguments that reflect the writer's position. This framework aligns with Luke's (2012) view, which positions literacy as an active practice in interpreting and constructing meaning, rather than merely receiving messages. In practice, students can be guided to progress from reading original sources, compiling critical notes and creating synthesis matrices, to developing argumentative drafts. Artificial intelligence can be incorporated at certain stages as a source of questions or feedback, whilst the decision regarding the accuracy of information and the validity of arguments remains with the students(Liriwati, 2023). Thus, the integration of reading and writing in this article is aimed at fostering academic independence: students are not only able to utilise technological assistance but are also capable of explaining the reasons for accepting, revising, or rejecting the suggestions provided by that technology.

Strengthening these capabilities also requires pedagogical and institutional support to ensure that the use of artificial intelligence remains aligned with educational objectives. UNESCO (2023) emphasises the importance of a human-centred approach, capacity building for educators, data protection, and respect for linguistic and cultural diversity in the integration of generative artificial intelligence. Meanwhile, Cotton et al., (2024b) highlights the need for policy and institutional support to safeguard academic integrity. Both perspectives provide a foundation for Indonesian language learning to clearly define the limits of technology use and link them to the competences to be

developed. In this article, these pedagogical implications are directed towards the design of tasks that demonstrate the processes of reading and writing, such as annotating sources, progressive drafting, explaining the reasons for revisions, and reflecting on the use of artificial intelligence. The proposed assessment focuses not only on linguistic accuracy and structural coherence, but also on the quality of reasoning, the traceability of evidence, and students' accountability for the content of their writing. This proposal requires examination through the literature in order to distinguish between normative principles, strategies that have already been implemented, and approaches that still require empirical testing.

Based on the above, a literature review is required to link the foundations of critical literacy with the opportunities and challenges presented by artificial intelligence in strengthening academic reading and writing skills. The literature serving as the initial foundation reveals complementary emphases: Luke (2012) provides a conceptual basis for the critical reading of texts; Kasneci et al. (2023) discuss the opportunities and limitations of language models in education; whilst Cotton et al.., (2024) highlight issues of academic integrity in the use of generative technology. The interconnection of these three perspectives forms the basis for developing a discussion that is more focused on the needs of Indonesian language learning, without assuming that all findings from other educational contexts can be directly applied. Therefore, this article aims to analyse critical literacy as the foundation for strengthening academic reading skills and to synthesise strategies for enhancing academic writing skills through the critical and responsible use of artificial intelligence.

Research Methodology

This study employs a literature review method with a descriptive-qualitative approach to analyse critical literacy in strengthening academic reading and writing skills in the era of artificial intelligence in Indonesian language learning (Eliyah & Aslan, 2025). The data sources consist of scientific journal articles, academic books, and educational policy documents relevant to the focus of the study. The selection of literature was based on topic relevance, clarity of publication identity, traceability of sources, and contribution to the discussion, prioritising recent publications on artificial intelligence whilst also including foundational theoretical works on critical literacy (Walliman & Walliman, 2021). The collected literature was reviewed through the stages of identification, selection, in-depth reading, information recording, and grouping of findings. The analysis was conducted thematically by comparing the concepts, findings, and limitations of previous research within two main themes: critical literacy as the foundation for strengthening academic reading skills, and the integration of critical literacy with artificial intelligence to enhance academic writing skills (Snyder, 2019). The results of the analysis were then synthesised narratively to formulate relationships

between concepts, identify challenges in the use of artificial intelligence, and outline pedagogical implications for the teaching of the Indonesian language.

Results and Discussion

Critical Literacy as the Foundation for Strengthening Academic Reading Skills in the Age of Artificial Intelligence

Critical literacy is a vital foundation for strengthening academic reading skills as it positions the reader as an active subject who interprets, questions and evaluates the knowledge contained within a text. From this perspective, the act of reading does not stop at recognising explicit information or identifying the main ideas, but also involves scrutinising the assumptions, perspectives and interests that shape a discourse.

Luke (2012) explains that critical literacy is rooted in critical pedagogy and discourse analysis, which view texts as part of social practice. This means that texts do not merely convey information, but may also prioritise certain perspectives whilst limiting the visibility of others. In the teaching of Indonesian at university level, this perspective can be used to guide students away from accepting academic texts simply because they use scientific terminology or are published in seemingly authoritative media. Students need to examine who is making a claim, what evidence is used, how conclusions are drawn, and to what extent alternative viewpoints are considered.

The advent of generative artificial intelligence has heightened the urgency of critical literacy, as students can now engage with texts generated by computational systems, rather than solely those written directly by humans. This technology offers ease of access to summaries, explanations of concepts, and answers to questions regarding a text. However, the ease of accessing explanations cannot be directly equated with the accuracy of the information or the depth of the reader's understanding. Through a rapid review of 50 articles, Lo, (2023) identified that ChatGPT has the potential to support learning, but can also generate incorrect or unfounded information. These findings highlight the need to distinguish between the fluency of language presentation and the reliability of the content conveyed. In the context of academic reading, systematically structured answers must still be checked for consistency with the original source and available evidence (Kasman et al.., 2025). Therefore, artificial intelligence outputs should be treated as initial material for further examination, rather than as an authority on knowledge that can be accepted without verification. The implication for Indonesian language learning is the importance of encouraging students to ask evaluative questions about every explanation they receive, including questioning the source of the information, the accuracy of terminology, and the relationship between statements and their supporting evidence.

Strengthening academic reading skills in such situations requires attention to the distinction between understanding the content of a text and evaluating the credibility of its source. A student may be able to summarise the content of a text fluently, but

may not necessarily be able to determine whether the source has an adequate scholarly basis. Wineburg and McGrew (2019) highlighted significant differences in the ways in which historians, students and professional fact-checkers evaluate online information. Their study involved 45 participants comprising 10 historians with PhDs, 10 professional fact-checkers and 25 Stanford students. The results showed that fact-checkers tended to leave the page under scrutiny to seek comparative information from other sources, whilst historians and students were more likely to remain on the page and could be influenced by a presentation that appeared official. These findings support the importance of 'lateral reading', which involves checking the credibility of a source by conducting research beyond the source itself. In Indonesian language learning, this principle can be adapted by asking students to investigate the author's identity, the publisher's reputation, the existence of cited articles, and responses from independent sources. This adaptation does not replace in-depth reading of academic articles, but complements it by examining the publication context and the traceability of information before the text is used as the basis for academic argumentation (Wineburg & McGrew, 2019) .

As well as assessing the credibility of sources, critical literacy also guides students to examine how language frames an issue. In academic texts, framing can be analysed through the choice of terminology, the definition of categories, the prioritisation of perspectives, and the presentation of cause-and-effect relationships. Based on Luke's 'theory (2012) , critical reading must take into account the text's connection to its social context and the underlying discourse. This principle is particularly relevant when students read explanations generated by artificial intelligence, as these explanations still need to be examined in terms of their perspective and representational limitations. As an example of a learning activity, lecturers may ask students to compare a text discussing the use of artificial intelligence from the perspective of learning efficiency with a text emphasising inequalities in access or academic responsibility. The comparison is designed to identify the aspects highlighted, the groups discussed, and the issues that have not received attention (Firdaus et al., 2026). Such activities are proposed as a conceptual application of critical literacy, rather than as a strategy whose effectiveness has been directly proven by the cited sources. Through such reading, students are expected to be able to formulate a more nuanced assessment and not to regard a single text as a complete picture of a complex issue (Luke, 2012)

The application of critical literacy in academic reading instruction can be designed by comparing the original source, a summary produced by a student, and a summary generated by artificial intelligence. This design stems from the need to examine the accuracy of technological outputs, as highlighted in Lo's (2023) study, whilst maintaining the reader's interpretative activities, as emphasised by Luke (2012). In the initial stage, students read the article directly to identify the problem, objectives,

methods, findings and limitations. Subsequently, students produce their own summaries before comparing them with the AI-generated output based on the same text. The analysis may focus on omitted information, terms whose meanings have changed, conclusions that go beyond the evidence, and the absence of details regarding the study's limitations. Where discrepancies arise, students are asked to indicate the section of the source text on which the correction is based , rather than simply stating that one summary is better than the other. Thus, artificial intelligence is positioned as an object of evaluation and a topic for discussion, rather than as a substitute for reading the source material. This strategy is a pedagogical proposal resulting from the integration of concepts and findings from the literature; its effectiveness in enhancing academic reading skills in Indonesian language learning still requires empirical testing (Luke, 2012; Lo, 2023).

Strengthening academic reading skills must also be accompanied by assessment methods capable of revealing the basis of students' reasoning when they accept, reject or qualify a piece of information. Assessment that merely requires students to reproduce the content of a text is insufficient to demonstrate their ability to evaluate sources and arguments. Research by Wineburg and McGrew (2019) emphasises the importance of considering the strategies readers use in reaching decisions about credibility, whilst Lo (2023) underlines the need to update assessment and education regarding the limitations of artificial intelligence. Based on these two sources, this article proposes an academic reading assessment that encompasses the accuracy of understanding the content, the ability to link claims to evidence, the examination of source credibility, the recognition of the limits of conclusions, and the quality of the reasoning underpinning the evaluation. Evidence for assessment may take the form of critical annotations, reference verification notes, comparative tables between sources, and written explanations regarding corrections to artificial intelligence summaries. For example, students are not merely asked to state that a reference is unreliable, but also to explain the results of their research and the academic reasons supporting that judgement. This approach positions the traceability of the thought process as part of reading proficiency, ensuring that assessment does not focus solely on a final answer that appears correct (Wineburg & McGrew, 2019; Lo, 2023).

Based on this synthesis, critical literacy can be positioned as a framework that links content comprehension, credibility assessment, perspective analysis and accountability for judgement in academic reading. Luke's (2012) contribution lies in establishing a foundation for questioning the relationship between text and social context and the construction of meaning, whilst Wineburg and McGrew (2019) provide evidence regarding the importance of source scrutiny through lateral reading. Meanwhile, Lo (2023) demonstrates that the use of artificial intelligence in education must take into account the possibility of misinformation and the need for learning adjustments. These three sources complement one another but do not directly prove

the effectiveness of a single artificial intelligence-based academic reading learning model in the context of the Indonesian language. Therefore, the implications formulated in this study are conceptual and pedagogical in nature, namely guiding students to read original sources, verify information, compare perspectives, and explain the basis for their evaluation. Strengthening academic reading skills with this orientation is expected to form the foundation for more responsible academic writing, as the sources used have undergone a process of comprehension and evaluation. Thus, the success of learning is not merely measured by the speed at which students acquire information, but by the quality of the critical thinking they employ when processing information into knowledge.

Integrating Critical Literacy and Artificial Intelligence to Enhance Academic Writing Skills

The integration of critical literacy and artificial intelligence in academic writing instruction should be directed towards strengthening students' ability to construct knowledge, rather than merely accelerating the production of texts. From a critical literacy perspective, writing is a practice of meaning-making that involves the selection of ideas, the use of evidence, the determination of perspective, and accountability for the statements made. This understanding is in line with Luke (2012), who positions literacy as a social practice related to representations and power relations within texts. When artificial intelligence is involved in writing, students need to consider not only the linguistic accuracy of the output, but also its assumptions, perspectives, and the basis of its arguments. Warschauer et al.., (2023) argue that the use of AI-generated texts in writing instruction presents both opportunities and contradictions that must be addressed through pedagogical approaches. Although their discussion focuses on writers of English as a second or foreign language, the principle regarding the importance of understanding, scrutinising and integrating technological outputs can be taken into consideration in Indonesian language learning(Arnadi et al.., 2024). Therefore, the integration proposed in this study positions students as the controllers of intellectual decisions, whilst artificial intelligence functions as a supporting tool whose suggestions remain open to evaluation, revision or rejection.

During the pre-writing stage, artificial intelligence can be utilised to assist with topic exploration, question formulation and the drafting of alternative writing frameworks; however, its use must be accompanied by an assessment of the relevance and feasibility of the ideas. Chan & Hu,(2023), through a survey of 399 undergraduate and postgraduate students from various disciplines in Hong Kong, found that students recognised the potential of generative artificial intelligence to support idea generation, writing, and research activities. However, these findings reflect students' perceptions and cannot be treated as direct evidence that the use of technology improves writing skills. In Indonesian language learning, these findings can serve as a basis for designing

pre-writing activities that combine technological support with self-assessment. For example, students first identify an issue by reading sources, then ask the artificial intelligence to suggest several alternative focuses for discussion(Herani & Angela, 2024). These alternatives are then compared based on the availability of evidence, scope limitations, and their suitability for the writing objective. Students also need to explain the reasons for choosing one framework and rejecting other options so that the decision-making process is not entirely left to the system. Thus, the use of artificial intelligence at the pre-writing stage is proposed as a catalyst for exploration that still requires the author's prior knowledge, reading of sources, and critical judgement (Cotton et al., 2024b) .

At the drafting stage, the development of academic writing skills should emphasise the ability to link claims, evidence and reasoning, so that the text is not only linguistically fluent but also has a clear argumentative foundation. Warschauer et al. (2023) propose a pedagogical framework that encompasses an understanding of artificial intelligence, access, the formulation of instructions, cross-checking, and the integration of technological outputs into the writing process. This framework demonstrates that the ability to provide instructions to a system is insufficient unless accompanied by the ability to scrutinise the results. In the context of Indonesian language learning, this principle can be applied by asking students to draft a thesis statement and an argumentative paragraph based on sources they have read before using artificial intelligence to generate a response. Students then assess whether the response genuinely strengthens the connections between ideas or, conversely, adds statements that lack supporting evidence from the sources. Cross-checking is also necessary when the system suggests facts, concepts or references, as their existence and relevance must be verified against the original publications. The use of technology in this way is intended to broaden students' opportunities to evaluate arguments, not to replace the obligation to read and understand reference materials. However, the application of this framework to academic writing in Indonesian remains a conceptual adaptation that requires testing in line with the characteristics of the students and the learning tasks.

During the revision stage, the integration of critical literacy can be achieved through the selective and reflective evaluation of feedback provided by artificial intelligence. Chan & Hu, (2023) indicate that students view generative technology as having the potential to support their writing, whilst also expressing concerns regarding the accuracy of information, privacy and ethical issues. These findings suggest that acceptance of technological assistance must be accompanied by an awareness of its limitations. In the proposed learning design, students may request feedback on the clarity of the thesis, the coherence between paragraphs, the repetition of ideas, or the accuracy of terminology. However, each suggestion must be weighed against the purpose of the writing, the disciplinary context, and the meaning the author intends to

convey. Changes to sentences that appear more formal, for example, are not necessarily more appropriate if they blur the boundaries of a claim or alter the conceptual terminology used in the source material. Therefore, students may be asked to compile revision notes detailing which suggestions were accepted, which were rejected, and the reasons for these decisions. This activity is proposed to maintain students' control over their writing and to demonstrate that revision is a process of substantive assessment, rather than merely the automatic acceptance of linguistic corrections. The effectiveness of AI-assisted revision notes in improving Indonesian writing skills needs to be demonstrated through separate research.

The integration of artificial intelligence into academic writing must also take academic integrity into account, particularly clarity of authorship, accuracy of citations, and transparency regarding the use of technological aids. Cotton et al.., (2024) explain that the use of ChatGPT in higher education presents both learning opportunities and challenges relating to academic integrity and plagiarism. They emphasise the need for policies, procedures, training and institutional support to ensure that the use of technology is ethical and responsible. Based on these views, Indonesian language teaching needs to establish permissible limits on the use of such tools in accordance with the objectives of the assignment and institutional regulations, so that students understand the difference between obtaining feedback and handing over intellectual work to the system (Becan & Çeber, 2025). Transparency can be achieved through a declaration of artificial intelligence use that explains the tools, objectives and stages of its utilisation, where required by the lecturer, the institution or the target journal. Such a declaration does not replace the obligation to verify the content of the text and to cite original sources that support the claims made. Students must still understand every section of the manuscript, ensure that quotations match the references, and explain their own intellectual contributions. Thus, academic integrity in this study is understood not only as an effort to avoid misconduct, but also as an active responsibility to maintain the traceability of evidence and the honesty of the writing process (Williamson, 2024).

Based on this literature review, strengthening academic writing skills through the integration of critical literacy and artificial intelligence requires a form of learning that assesses both the process and the quality of the final product. The views of Warschauer et al. (2023) on the scrutiny and integration of technological outputs, the findings of Chan & Hu, (2023) regarding students' perceptions of benefits and concerns, and the discussion inet al.., (2024) on academic integrity provide a complementary foundation for designing such learning. In the context of the Indonesian language, this article proposes a series of activities comprising critical reading of sources, formulating the author's position, drafting, evaluating feedback, verifying references, and reflective revision. Assessment may cover the strength of argumentation, the quality of source synthesis, coherence, linguistic accuracy, and students' ability to explain the decisions made during the writing process. Evidence of the process, such as reading notes,

outlines, progressive drafts, and revision notes, can be used to supplement the assessment of the final manuscript. However, these sources do not directly prove the effectiveness of any particular integration model in Indonesian language learning; therefore, the proposed framework should be regarded as a pedagogical implication that still requires empirical testing. The primary focus is to ensure that the use of artificial intelligence continues to provide space for students to develop their reasoning, maintain their argumentative stance, and take responsibility for the knowledge they write about.

Conclusion

Critical literacy serves as an important conceptual foundation for strengthening academic reading and writing skills in the era of artificial intelligence within Indonesian language learning. In academic reading, critical literacy guides students not merely to understand the explicit information, but also to evaluate the credibility of sources, examine the relationship between claims and evidence, recognise bias, and compare perspectives across texts. In academic writing, critical literacy provides the basis for students to formulate a position, synthesise sources, construct arguments, and justify their ideas. The relationship between these two skills demonstrates that the quality of academic writing cannot be separated from the quality of reading and the evaluation of the information on which it is based. Consequently, artificial intelligence should be regarded as a tool to support the exploration of ideas, reading comprehension and the provision of feedback, rather than as a substitute for students' reasoning processes and intellectual responsibility.

The implications of this study are the need for Indonesian language learning that integrates the use of artificial intelligence with source verification, step-by-step drafting, feedback evaluation, and reflection on the processes of reading and writing. Assessment must take into account not only the quality of the final product, but also the traceability of evidence, the accuracy of argumentation, independent decision-making, and transparency in the use of technology in accordance with institutional regulations. Lecturers play a role in setting the limits of permissible assistance and in designing activities that maintain students' active engagement at every stage of the learning process. Nevertheless, the strategies formulated in this study represent a conceptual synthesis and pedagogical implications; therefore, their effectiveness cannot yet be empirically confirmed across all contexts of Indonesian language learning. Further research is required to test their application, taking into account student characteristics, the types of academic tasks, and the learning environment.

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