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The Readiness Of Private University Graduates In Banten Province To Face The Era Of Artificial Intelligence

Irma Nurmala Dewi[1*], Arta Rusidarma Putra[2], Hafidz Hanafiah[3]
[1,2,3] Faculty Economi and Business, Universitas Bina Bangsa, Indonesia
Email: irma.nurmala.dewi@binabangsa.ac.id[1], artar.putra@gmail.com[2], hafidzhanafiah31237@gmail.com [3]*

**Coresponding author : irma.nurmala.dewi@binabangsa.ac.id*

Abstract: *The rapid advancement of artificial Intelligence in education and employment necessitates that universities generate graduates capable of adapting to the future of artificial Intelligence. Numerous studies have examined the adaptation and challenges of implementing AI among students. This study aims to identify the essential values and their incorporation into curricula to enhance students' preparedness for the contemporary workforce influenced by Artificial Intelligence. The study used a qualitative method, using literature studies and empirical studies. The study's findings indicate that students must possess seven skills to effectively compete with advancements in AI technology: problem-solving, critical thinking, creativity and innovation, communication, collaboration, digital data literacy, and ethical judgment. With these skills, students can control and collaborate with technology, making production performance more effective, efficient, and high quality. Acquiring skills to navigate the AI era can be achieved by incorporating Logic, Philosophy, English, Business Management, Research Methodology, Entrepreneurship, and Ethics courses.*

Keywords: *College Graduates, Integration, Artificial Intelligence*

1. INTRODUCTION

At this point, it is impossible to avoid the progression of information technology. In light of this, educational institutions are required to possess the capacity to react promptly and appropriately to address the challenges posed by the advancements in information technology. Universities, especially private universities in Banten, must produce graduates who can adapt and are skilled in information technology to compete and succeed in their future careers (Sambul, 2018). In addition to technical expertise, universities also need to teach students several behavioural skills, such as critical thinking, problem-solving, creativity, and teamwork skills (Mashudi, 2021). Providing comprehensive education to students can help and create graduates grow and develop in the ever-changing world of work (Regina et al., 2023).

Artificial Intelligence (AI) is a computer program created to imitate human abilities such as problem-solving, logical reasoning, and other intelligence traits (Mohammad, 2020). AI technology is developing rapidly and can help someone in various jobs and professions. In marketing, artificial Intelligence can find potential customers to increase sales volume (Diyah et al., 2022). Meanwhile, AI analyses financial data, makes investment decisions and manages risks quickly in the financial sector. AI technology can diagnose diseases and provide personalized care in the health sector. Thus, it can be predicted that the need for a workforce with AI skills will increase (Masrichah, 2023). However, only a few universities in

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Indonesia teach AI to students outside of computer science or information technology majors (Ririh et al., 2020). AI has the potential to change many industries, and Indonesia must be able to see this opportunity and be able to take advantage of it by creating a more skilled workforce in this field (Alexandra & Budiyantara, 2022).

Unskilled college graduates in Indonesia who cannot operate with AI will encounter challenges in the job market. In Indonesia, particularly in Banten Province, many college graduates need more skills and knowledge to utilize AI effectively. Of course, this is a severe problem and significantly impacts local governments' unemployment index and labour absorption because college graduates have difficulty competing for jobs in the global market. AI is a complex technology that can be an obstacle for unfazed college graduates who need to become more familiar with AI. It has become one of the inhibiting factors for working in teams that use AI. Some college graduates in Indonesia are also worried about losing their jobs because AI can replace the jobs they usually do for optimization, automation, and increasing production efficiency and effectiveness (Saragih, 2019).

AI is a technology that can perform various human tasks automatically. So, it is natural that AI creates a sense of concern that scientific research and academic work will no longer involve humans in making it. On the other hand, it is generally accepted that artificial Intelligence can only sometimes imitate the creative and critical thinking skills necessary for producing academic work and scientific research. AI can also be biased, which can result in the spread of misinformation and distort the facts. In addition, AI technology can also be used to influence people, negatively impacting society (Roemmich et al., 2023).

Therefore, it is essential to equip private university graduates with the requisite training to address this issue. Technological advancements and student expectations regarding requisite job skills compel private higher education institutions, particularly in Banten Province, to enhance teaching and learning. Among the measures that can be taken to address this challenge is incorporating the principles and abilities that graduates will require in the era of artificial Intelligence into the curriculum of private universities, particularly in the province of Banten. On the other hand, research has yet to be conducted that examines how private universities can assist students in preparing themselves for the current era of information technology, particularly about the rapid development of artificial Intelligence. Consequently, this research must be undertaken to determine the measures universities in Banten Province can implement to produce graduates capable of competing and aligned with the demands of the contemporary job market in the AI era.

2. LITERATURE REVIEW

Artificial Intelligence (AI) is an intelligent technology that can learn, think, and act like humans. (UNESCO, 2023). This technology has various advanced features such as self-learning machines (learning machines) and the ability to understand human language (natural language processing) and see like the human eye. (computer vision). The ability of AI to learn, think, and act like humans makes it worthy of being called an extraordinary tool for solving problems in various fields and can improve the quality of life. (Bayu Pratama et al., 2024). In education, AI can tailor optimal learning processes and methods, enhance access, and assist students in developing and achieving their best potential because AI provides new education opportunities that can be adapted to students' learning styles. (Morgan, 2021).

Several studies that discuss the role of universities in preparing graduates for the AI era include research conducted by Yashpal D. Netragaonkar (Netragaonkar, 2024). This study analyzes the diverse applications of Artificial Intelligence in higher education and their effects on the sector. This study's results indicate that artificial Intelligence is employed in various educational domains, including automated assessments, personalized learning, and predictive analytics, to enhance student retention. Automated assessments facilitate prompt and uniform feedback, whereas personalized learning enables modifying instructional resources to cater to individual student requirements. In the interim, predictive analytics is employed to identify students at risk of dropping out of school, allowing for immediate preventive action. The results of this study also demonstrate that integrating AI into higher education can enhance the efficiency and effectiveness of the learning process. Nevertheless, adhering to robust privacy and ethics policies to protect student data is crucial.

A comprehensive study of college preparation for preparing students for work in the AI era has also been conducted (George, 2023). The study analyzed and contrasted the curricula of various prominent universities and discovered that, despite a rise in AI course offerings, a significant disparity in the dissemination of AI knowledge persists among non-technology programs. The authors underscore the necessity of incorporating AI knowledge into business, law, and the social sciences. The research advocates for a comprehensive approach to AI education encompassing technical competencies, ethical awareness, and interpersonal skills, including problem-solving and collaboration.

In addition, research conducted by (Pierrès et al., 2023) explored students' opinions on using AI in higher education and its ethical impacts. This research was conducted by conducting surveys and direct interviews with the research subjects. The results of this study indicate that students are generally optimistic about using AI to improve the learning

experience, for example, with virtual tutors and learning systems tailored to their needs. However, students are also concerned about the security of personal data, inequalities in AI systems, and the possibility of replacing lecturers with AI. The authors address the significance of students' participation in discussions regarding the application of AI and the importance of transparency in higher education concerning the use and protection of data.

This study confirms that the success of integrating AI into higher education is primarily determined by an approach that considers ethical and social aspects. Numerous prior studies elucidate AI's diverse elements and effects in higher education. The integration of holistic and moral principles is crucial for the implementation of this technology in higher education. Artificial Intelligence has the potential to transform higher education and the labour market. Education incorporating AI must emphasize technical skills, interpersonal skills, and ethical considerations. Higher education can adequately prepare its graduates to confront the challenges and opportunities presented by the era of Artificial Intelligence.

3. METHODS

The investigation implemented qualitative methodologies, including empirical investigations and literature reviews. This investigation aims to identify the required values and their integration into the primary or mandatory courses that serve as prerequisites to facilitate students' preparedness for the professional world in the present era of Artificial Intelligence. The object of the study focuses on fifty universities in Banten Province in the study programs of Management, Accounting, Computer Science, Information Systems and Industrial Engineering. This qualitative descriptive methodology aims to yield an in-depth comprehension of the diverse values requisite for incorporating into the AI-era curriculum. This study aims to identify an effective strategy for integrating these values into courses through literature review and data analysis while maintaining the learning objectives. The author of this study endeavours to identify a common thread in the science of each course that is suitable for each study program and can be employed to incorporate specific aspects of AI capabilities. Hakam and Encep (2016) are the foundation for this investigation's integration methodology. The integration process in question involves the significant inclusion of a variety of external values in the lives of each individual or group. This method is suitable because it does not interfere with the course and learning objectives.

4. RESULTS AND DUSCUSSION

Artificial Intelligence (AI) is one of the most innovative and transformative technologies available today. Artificial Intelligence (AI) has transformed various industries, from care, health, and finance to transportation. Along with the current advancement of AI, the skills and expertise needed in the workplace will change. Some essential skills in the upcoming AI era include problem-solving, critical thinking, creativity, innovation, communication, collaboration, data literacy, and ethical judgment (Marone, 2020). These values and skills are essential for students at private universities in Banten Province to remain competitive amid the rapid advancement of AI technology today.

Conversely, students can coexist with, manage, and collaborate with technology to enhance production outcomes regarding effectiveness, efficiency, and quality through skills acquisition. Therefore, teaching and making this ability part of the compulsory courses used as prerequisites in private universities is essential. The author has analyzed and determined that seven mandatory courses are prerequisites in the Management, Accounting, Computer Science, Information Systems, and Industrial Engineering study programs. These courses can be integrated with studying Artificial Intelligence (AI).

These courses include Logic, Philosophy of Science, English, Business Management, Research Methodology, Entrepreneurship, and Morals and Ethics (Abidin, 2021). These courses are considered relevant by the character needed in the Artificial Intelligence (AI) era. The following is a table of integration of skills required for the AI era into the Management, Accounting, Computer Science, Information Systems and Industrial Engineering Study Program Courses:

Table 1
Integrating Skills Needed in the AI Era into Courses

No	Skills	Subject	Teaching Methods
1.	Troubleshooting Solutions	Research methods	Case studies, projects, simulations and games
2.	Critical thinking	Philosophy of science	Case studies, projects and simulations
3.	Creativity and Innovation	Entrepreneurship	*Brainstorming*, mind mapping, design thinking, case studies, and projects
4.	Communication	English, Professional Communication	*Role-playing*, feedback, simulations, and case studies
5.	Collaboration and Cooperation	Business management	Group assignments, student organizations
6.	Digital Literacy	Research Methodology	Data interpretation, data analysis, big data
7.	Ethical Assessment	Morals and ethics	Ethical implications assignment

Source: Literature Study, 2023

Furthermore, the explanation of the integration of skills into compulsory courses that are used as prerequisites is as follows:

1**.** Integration of problem-solving solution skills in the Research Methods Course

Artificial Intelligence can assist in executing repetitive and routine tasks; however, numerous issues still need to be addressed. The capacity to analyze and resolve complex problems will be highly advantageous. This problem-solving ability can be learned through the Research Methods course. A person's problem-solving skills in this research methods course must be taught so that students can solve problems in research by identifying, analyzing, and solving problems. According to the constructivist learning theory put forward by Jean Piaget and Lev Vygotsky (Tamrin et al., 2011), learning is an active process in which students create their understanding through experience and interaction with the environment. It can allow students to directly participate in identifying, analyzing, and resolving problems in research settings, thereby fostering the development of their knowledge and abilities. In turn, it can stimulate their problem-solving skills.

Problem-solving skills can be learned by learning from actual cases, working on projects, practising through simulations, and playing games. Case studies can help students solve real problems. This learning process enables students to apply the skills acquired in class to real-world scenarios. However, the project learning process can allow students to resolve issues within a designated time frame. This learning enables students to enhance and cultivate their problem-solving abilities to a greater extent. The learning process carried out with simulations will provide experience in solving real problems for students. At the same time, the game learning process can be fun and exciting to teach students problem-solving skills. This learning helps them develop critical and analytical thinking skills. Albert Bandura (Lesilolo, 2018) stated that social learning occurs through observation, imitation, and modelling. Simultaneously, the simulation and game-based learning process allows students to engage with peers, observe diverse problem-solving approaches, and attempt to implement these strategies in regulated environments. This method enhances students' problem-solving abilities while fostering communication and teamwork skills.

2**.** Integration of problem-solving skills in the Philosophy of Science course

Artificial Intelligence (AI) can process much information quickly, but humans still need to understand the information and make the right decisions. In the era of AI, critical and analytical thinking skills will be crucial for achieving success. This course in Philosophy of Science teaches students how to critically evaluate scientific theories and methods. Paulo Freire introduced the Critical Learning Theory.

This theory involves critical awareness that helps individuals examine, question, and understand their social reality (Nurhadi & Indria, 2019). This approach can be used in Philosophy of Science lessons. Students need to be able to think critically about scientific theories and methods and the impact that the application of artificial Intelligence in science has on society. If they increase their critical awareness, students will better understand and be able to evaluate the various pieces of information produced by artificial Intelligence (AI).

Critical thinking skills can be learned in various ways, such as case studies, projects, and simulations. The case study learning process provides students with real examples of scientific thinking that they can use to hone their critical thinking skills. The project learning process allows students to solve problems within a predetermined time. It allows students to improve and develop their critical thinking skills more deeply. Simulation learning, on the other hand, provides students with the opportunity to gain experience in solving problems in a realistic setting. It allows students to improve and develop their critical thinking skills in the classroom and while listening to lectures. The experiential learning theory proposed by David Kolb (Purnami & Rohayati, 2016) states that the learning process is when knowledge is created and created from experience transformation.

Various instructional strategies, including but not limited to case studies, projects, and simulations, are all derived from the principles of experimental learning. In addition, Kolb discovered that the experiential learning cycle consists of four stages: active experimentation, observational reflection, abstract conceptualization, and concrete experience. Students gain the ability to learn critical thinking skills through direct experience and reflection by participating in the learning process, which includes case studies, projects, and simulations. It allows students to experience each stage of the learning process.

3**.** Integration of problem-solving skills in Entrepreneurship Courses

Artificial Intelligence (AI) can help with repetitive work, but humans still have many opportunities to show creativity when completing work. In the future, the ability to think creatively and come up with new ideas will be a skill set that will be extremely valuable. Artificial intelligence technology can assist in coming up with new ideas; however, humans must also be capable of being creative and innovative on their own. Creativity and innovation are two core competencies that an entrepreneur must possess. With creativity and innovation, an entrepreneur can create new ideas and concepts or breakthroughs, give birth to successful businesses, and solve existing problems well.

Various pedagogical approaches can be employed in this entrepreneurship lesson to enhance students' comprehension and foster creativity and innovation skills. These methodologies encompass brainstorming, mind mapping, design thinking, case studies, and projects. Lecturers can assist students in acquiring these skills to enhance their success as entrepreneurs.

The learning process with brainstorming can be used to create new ideas, concepts or breakthroughs for businesses or products. Students can be grouped and asked to think to find ideas for specific problems or challenges.

Then, using mind mapping, students can utilize spatial-visual Intelligence to organize and describe information using images and diagrams (Siti Nuraeni Mitra et al., 2023). Students can benefit from getting a visual representation of ideas and relationships by using mind mapping. Within this educational procedure, students are tasked with developing a mind map of their ideas for businesses or products. It is also possible for students to learn about creativity and innovation in real-world terms through the use of relevant case examples. Students must examine case studies and discern the creativity and innovation skills employed. At the same time, instructors can assist students in cultivating these skills in alignment with job market demands through diverse pedagogical approaches, enabling students to thrive in the AI era. The case study learning process can involve interpersonal Intelligence because it is often done in the form of group discussions that encourage collaborative and creative understanding. In this learning process, lecturers can help students improve their creative and innovative skills by using methods appropriate to various types of Intelligence.

4**.** Integration of problem-solving skills in English and Professional Communication Courses

Artificial Intelligence can help complete tasks and jobs that involve language. However, human assistance is still needed to communicate effectively with others. The ability to communicate clearly and concisely will be critical to success in today's AI era. Incorporating communication skills into English lessons can assist students in becoming prepared for success in the AI era by improving their abilities and skills.

Several specific ways can be used to help students learn communication skills in English lessons. Examples are Role-playing, feedback, simulations, and case studies. Role-playing is a way that allows students to practice communication skills. Students will be given a scenario where they interact with an Artificial Intelligence system and asked to role-play how they would communicate. Feedback is crucial for students to identify their strengths and

weaknesses in communication. Instructors can offer feedback on students' communication abilities during role-playing exercises, case studies, and various activities.

Simulations can help students practice communicating with AI systems to complete assignments. Students are given tasks to interact with AI systems in realistic communication experiences. It is consistent with the theory proposed by (Whalen, 2018) regarding the evolution of the concept of reflective learning, which underscores the significance of reflection in the classroom and learning process. It is anticipated that lecturers will consider students' performance during the learning process through role-playing, simulations, and case studies to facilitate reflection, identify strengths and weaknesses, and develop improvement plans as necessary. In addition to this instructional approach, students must be allowed to refine their communication abilities outside the classroom. It can be achieved by participating in a diplomatic debate between students or joining a work or organization. In this manner, lecturers can assist students in gaining a more comprehensive understanding of and mastery of communication skills, enabling them to become more effective communicators in the AI era.

5. Integration of problem-solving skills in Business Management Course

Artificial Intelligence (AI) will collaborate with humans in various fields, so the ability to work together will be vital. The capacity to collaborate with others and cultivate positive relationships will prove invaluable in the future. Various techniques exist to acquire collaboration skills in business management courses. An effective method is to assign students group tasks. Group assignments help students hone their communication skills, exchange ideas, and collaborate to attain shared objectives.

It is related to the theory introduced by Goleman (2018) about emotional intelligence, namely the ability to understand and manage one's emotions and those of others. A person's emotional Intelligence can affect their ability to collaborate with others, which is an essential skill. The ability to feel feelings, empathize with others, care about them, resolve conflicts, and work well in teams are all included in this. Students have the opportunity to develop their emotional Intelligence through the use of group projects presented in business management classes. These abilities will be helpful when working with humans and artificial Intelligence simultaneously.

One way to make students skilled in working together is to allow them to join student associations or organizations. Student organization activities can help students learn to interact with people from different backgrounds and complete tasks effectively under pressure, such as expressing and accepting opinions and learning to analyze a problem and find the best solution

wisely. Students who take courses in business management will be better prepared to face competition in the working world if they can comprehend and implement skills related to teamwork.

6. Integration of problem-solving skills in the Research Methodology Course

In every industry or field, artificial intelligence functions by utilizing data. When making decisions, humans need to comprehend data, describe it, and use it as a fundamental reference. In light of this, humans can only effectively utilize AI with digital data literacy.

Digital data literacy is the ability to understand, interpret, and analyze information in the form of data. The theory presented by (Morgan, 2021) states that humans have various types of Intelligence, such as logical-mathematical Intelligence, closely related to a person's ability to understand and analyze data. Digital data literacy constitutes an aspect of this Intelligence, necessitating educational frameworks tailored to enhance this competency in alignment with diverse learning styles. Individuals can more readily comprehend and interpret data by acknowledging, examining, and fostering logical-mathematical Intelligence. There are several ways to understand digital data literacy skills in research methodology courses.

Teaching students by giving assignments that use data is an effective way. This assignment can help students learn how to collect, clean, and analyze data. Another way to make students more skilled in digital data literacy is to let them get involved in research activities. Research activities help students learn how to use data to answer questions and make decisions based on what they have analyzed. Students studying research methodology will be better equipped to compete in the workforce by comprehending and utilizing digital data literacy skills. Students will be able to comprehend and analyze data, enabling them to make optimal decisions based on that data.

7. Integration of problem-solving skills in the Morals and Ethics Course

Artificial Intelligence (AI) is a new technology, especially in Indonesia, and many ethical issues must be considered. Because artificial intelligence generates a large number of analytical results that disregard ethical considerations, it is necessary to have human oversight and alignment in order to make effective use of this technology. AI can be utilized for beneficial and detrimental purposes; therefore, users must ensure its application is directed towards positive outcomes. Consequently, students must possess ethical values to utilize AI beneficially. Students must be trained to understand and accept these principles. It is important that students ensure that the use of AI is always based on ethical values.

There are various ways to understand ethical judgment skills in morals and ethics. One of the most effective methods of teaching Morals and Ethics is giving students assignments that underscore the ethical implications of AI use. This assignment helps students acquire the ability to identify and evaluate the ethical implications that may result from the application of AI.

Another way to internalize these ethical judgment skills is to engage students in discussions about the ethics of the good and bad impacts of using AI. These discussions can assist students in developing their own opinions regarding the ethics of using artificial Intelligence and acquiring knowledge about various perspectives. By comprehending and employing ethical judgment abilities, students will be better equipped to address ethical dilemmas that pertain to them. Students can identify and assess the ethical implications of AI technology and make ethical decisions regarding its use.

5. CONCLUSION

Artificial Intelligence (AI) technology has the potential to support future employment opportunities. However, there are still numerous tasks that AI cannot perform and require human intervention to manage. Artificial Intelligence (AI) cannot completely replace the role of humans because human capabilities are still needed in managing AI. One of the most significant roles that private universities play in preparing students to adjust or adapt to the artificial Intelligence (AI) technology that is currently available is training.

That way, private universities can help students become graduates who are ready to work according to the job market's needs in the Artificial Intelligence (AI) era. Human communication, creativity, adaptability, collaboration, and critical thinking are all capabilities that artificial Intelligence cannot replicate. Private universities are responsible for assisting students in coping with the development of artificial intelligence technology. It can be accomplished by incorporating AI into the curriculum, providing opportunities for students to conduct research, and encouraging students to participate in AI-related activities. Students who can use artificial Intelligence effectively will have a significant advantage in their future careers.

6. LIMITATION

This research demonstrates that private universities in Banten must incorporate AI skills into the curriculum of core or compulsory courses that serve as prerequisites. This can be accomplished by creating specialized learning modules that prioritize ethical judgment,

collaboration and cooperation, critical thinking, creativity and innovation, communication skills, and problem-solving solutions. Furthermore, lecturers must undergo training to teach the skills required for the AI era effectively.

Workshops and training on how to teach and improve skills must be held regularly and continuously.

The research results can be used to continue improving and refining the curriculum in accordance with the development of science to respond to various challenges and conditions in the future. In addition, additional research is required to test how effective the teaching methods that are currently being used are in instilling the necessary skills. *State of the art* contained in this study emphasizes the importance of integration between skills relevant to Artificial Intelligence in private universities, where it has become an increasingly vital field along with technological developments by finding and analyzing courses that can help in learning AI skills that show an innovative multidisciplinary approach in AI education today. In order to establish a robust theoretical foundation substantiated by empirical data and offer a comprehensive understanding of the skills that a private university graduate must possess to compete in the job market during the AI era, this study was conducted through a combination of literature studies and empirical research.

This study is constrained as it exclusively examines private universities in Banten Province offering programs in Management, Accounting, Computer Science, Information Systems, and Industrial Engineering. Consequently, the findings may only universally apply to other academic programs or institutions. This study exclusively utilizes data from lecturers and students within the research subject, needing a broader representation of higher education in Indonesia.

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