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The Influence of Artificial Intelligence (AI) Acceptance, Critical Thinking, and AI Dependency on Academic Resilience in Language Learning among Islamic Elementary Teacher Education

Nadiya[1], Khairunnisa[2], Mahmudah[3]

Correspondence:
230101070147@mhs.uin.antasari.ac.id

Affiliation:
Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Antasari Banjarmasin, Indonesia[1]
230101070147@mhs.uin.antasari.ac.id

Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Antasari Banjarmasin, Indonesia[2]
annisa@uin-antasari.ac.id

Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Antasari Banjarmasin, Indonesia[3]
mahmudah@uin-antasari.ac.id

Abstract
The rapid development of Artificial Intelligence (AI) has transformed higher education, including language learning among Islamic Elementary Teacher Education (PGMI) students. Its benefits may depend on students' AI acceptance, critical thinking, and AI dependency, yet few studies have examined these factors simultaneously in relation to academic resilience in PGMI language learning. This study therefore examines the levels of these three variables and their partial and simultaneous effects on academic resilience. A quantitative survey was conducted with 44 PGMI students (semesters 4 and 6), selected through purposive sampling, using a five-point Likert-scale questionnaire and multiple linear regression. AI acceptance was high (M = 4.04), critical thinking very high (M = 4.40), AI dependency moderate (M = 2.99), and academic resilience generally high. Critical thinking had a significant positive effect on academic resilience (B = 0.752, p < .001), whereas AI acceptance (B = −0.018, p = .909) and AI dependency (B = 0.136, p = .185) did not. Together, the three variables significantly predicted academic resilience (F = 13.418, p < .001; R^2 = .502). Critical thinking thus plays a more important role than AI acceptance or dependency. AI integration in language learning should therefore emphasize critical evaluation, verification, reflection, and independent decision-making rather than merely increasing students' acceptance or use of AI.

Keywords:
Artificial Intelligence (AI); AI acceptance; critical thinking; AI dependency; academic resilience; language learning

A. INTRODUCTION

Advances in Artificial Intelligence (AI) have brought about fundamental changes to various sectors of life, including higher education. Generative AI, such as ChatGPT and

various other AI-based platforms, no longer serves merely as a tool for searching for information but has evolved into a learning partner capable of helping students understand course material, organize ideas, translate texts, and even produce academic writing (Putra & Astuti, 2025). In the context of language learning, AI offers a more personalized, adaptive, and efficient learning experience through rapid feedback and support for a variety of language skills (Pujiastuti dkk., 2026). This transformation has made AI an increasingly integral part of students' academic activities, especially in the digital age, which demands the ability to learn independently and continuously.

AI use in learning offers opportunities but also poses challenges to the quality of students' learning processes. While positive AI acceptance may support more productive use of AI as a learning tool (Pujiastuti et. al., 2026), uncritical use can increase dependency, reduce active thinking, and weaken reflection (Putra & Astuti, 2025). Thus, effective AI integration depends not only on its use but also on students' ability to critically evaluate and regulate AI-generated information.

In this context, critical thinking skills have become increasingly important competencies for students because they determine how students utilize and evaluate information obtained through AI. Critical thinking enables students to analyze information, identify assumptions, evaluate arguments, and make decisions based on justifiable evidence (Rahman dkk., 2025). These skills also function as a mechanism for controlling the use of AI, preventing students from directly accepting AI-generated answers without undergoing processes of verification and reflection. Therefore, the use of AI in learning requires not only the technical ability to operate the technology but also AI literacy, which includes an understanding of the limitations of the technology, potential biases, and the ethical implications of its use (Pujiastuti dkk., 2026). This indicates that the quality of students' interaction with AI is strongly influenced by their ability to think critically and regulate the use of technology throughout the learning process.

In addition to critical thinking skills, academic resilience is an important aspect related to students' ability to cope with academic demands. Academic resilience refers to students' ability to persist, adapt, and continue striving to achieve academic goals when facing various difficulties, pressures, and challenges in the learning process (Duan et al., 2024). The ability to overcome difficulties, challenges, and failures in the academic environment is hypothesized to have a significant impact on academic competence (Saleh et al., 2025). In the context of language learning, academic resilience is particularly relevant because students encounter various challenges, including difficulties in understanding learning materials, limited language proficiency, errors in language use, and the demands of completing tasks independently. AI can provide support in addressing these difficulties through its ability to provide feedback, facilitate understanding of learning materials, translate texts, and develop ideas. However, the availability of AI does not automatically enhance students' academic resilience because the benefits of the technology depend on how students accept, utilize, evaluate, and regulate its use throughout the learning process.

Form the perspectice of Islamic education, the use of Artificial Intelligence (AI) in learning should be guided by the values of amanah (trustworthiness), sidq (truthfulness), and tabayyun (careful verification of information). These values are relevant to AI-suppotted languange learning because students are expected not only to obtain information efficiently but also to examine its accuracy, acknowledge the limitations of AI-generated responses, and remain responsible for the academic work they produce. In this context, critical thinking functions as an ethical and intellectual responsibility that prevents students form accepting or reproducing information without reflection. For PGMI students as prospective madrasah teachers, the integration of AI should therefore support the development of independent thinking, academic integrity, adn responsible decision making, rather than replace the students own

reasoning processes. This perspective is consistent with research emphasizing that the use of AI in Islamic educetion requires ethical litercy and teacher guidance so that AI serves as a learning support tool while preserving students critical thinking and moral responsibility.

The relationship between AI acceptance, critical thinking skills, AI dependency, and academic resilience is important in understanding how students engage with technology in their learning processes. Although AI acceptance may provide students with useful support and resources to address academic challenges, it does not necessarily strengthen their academic resilience (Setiawan et al., 2026). In contrast, critical thinking skills enable students to evaluate information, make informed decisions, and adapt their learning strategies when facing difficulties (Fahriski et al., 2025), and the use of AI tools may also contribute to the development of these skills when applied appropriately (Bukhari & Akhtar, 2025). However, excessive dependency on AI may reduce independent thinking and problem-solving abilities, potentially leading to superficial learning and weakened cognitive development (Karamuk, 2025). Therefore, these factors may play different roles in shaping students' academic resilience, and their relationships require further empirical investigation.

Recent research further indicates that the impact of AI use on learning is not uniform but depends on how the technology is utilized. The integration of ChatGPT into problem-based learning, for example, can enhance critical thinking when AI functions as adaptive scaffolding that encourages idea exploration, information verification, and reflection rather than replacing students' thinking processes (Sunra dkk., 2026). This finding reinforces the view that the benefits of AI are largely determined by the quality of students' engagement during the learning process. Conversely, research on generative AI literacy has shown that although AI literacy contributes positively to critical thinking, learning engagement that is overly oriented toward AI use may reduce the depth of thinking when it is not accompanied by reflective awareness and academic integrity (Susanto, 2026). Therefore, AI use in learning needs to be situated within a framework that emphasizes evaluation, reflection, and student independence so that technology functions as a support for learning rather than a substitute for students' cognitive abilities.

Based on previous studies, a research gap remains regarding the simultaneous relationship between AI acceptance, critical thinking, AI dependency, and academic resilience. Most studies have examined these variables separately or in pairs, providing limited insight into their combined role in students' ability to cope with academic challenges. Therefore, examining these three factors simultaneously is important to develop a more comprehensive understanding of academic resilience in language learning.

The need for more comprehensive research is becoming increasingly important for students in the Elementary Madrasah Teacher Education (PGMI) program. As future elementary school educators, PGMI students need to be able to use AI wisely, critically evaluate information, avoid technological dependence, and maintain academic resilience in the face of 21st-century educational demands (Batubara, 2025). Therefore, a study examining PGMI students' acceptance of AI, critical thinking, dependence on AI, and academic resilience holds both academic and practical relevance.

Based on this discussion, this study aims to analyze the level of AI acceptance, critical thinking skills, and dependence on AI among PGMI students in language learning, as well as to examine the influence of these three variables—both partially and simultaneously—on students' academic resilience. The research results are expected to provide an empirical picture of the relationships among the variables and serve as a foundation for the development of technology-adaptive language learning that continues to strengthen critical thinking, manage dependence on AI, and build students' academic resilience.

B. METHODS

This study employs a quantitative approach using a survey method to analyze the influence of acceptance of Artificial Intelligence (AI), critical thinking skills, and dependence on AI on the academic resilience of PGMI students in language learning. The study population consisted of 238 PGMI students in their 4th and 6th semesters, with a sample of 44 students selected using purposive sampling—specifically, students who had already used AI in language learning. Data were collected via a Google Forms-based questionnaire using a five-point Likert scale. The instrument covered four variables: acceptance of AI (X_1), critical thinking (X_2), dependence on AI (X_3), and academic resilience (Y). The instrument was first developed based on theory and previous research, followed by validity and reliability testing. The validity test indicated that all 32 items were valid, with r-calculated values exceeding the critical value of 0.297. The reliability test confirmed that all variables were reliable, with Cronbach's alpha values of 0.910, 0.840, 0.843, and 0.925 for AI acceptance, critical thinking, AI dependency, and academic resilience, respectively.

Table 1. Likert Scale

Response Category	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The research instrument was developed based on four research variables: acceptance of artificial intelligence (X_1), critical thinking skills (X_2), dependence on artificial intelligence (X_3), and academic resilience (Y). Before being used as a research instrument, the questionnaire first underwent a process of indicator development based on theoretical reviews and previous research; its validity and reliability were then tested to ensure that each item accurately and consistently measured the research constructs.

Data analysis was conducted using Microsoft Excel. The initial stage of analysis involved descriptive statistics to describe the characteristics of the respondents and the levels of each research variable based on mean values and rating categories (Putra & Astuti, 2025).

Table 2. Mean Score Interpretation

Mean Range	Category
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

The data were analyzed using descriptive statistics and multiple linear regression with the aid of Excel. The analysis included tests of validity, reliability, and classical assumptions (normality, multicollinearity, and heteroscedasticity), as well as hypothesis testing using t-tests, F-tests, and the coefficient of determination (R^2).

C. RESULT & DISCUSSION

The Level of Artificial Intelligence (AI) Acceptance among Primary Madrasah Teacher Education (PGMI) Students in Language Learning

The first aspect examined in this study is the level of students' acceptance of Artificial Intelligence (AI) in language learning. AI acceptance reflects students' perceptions, comfort, interest, and willingness to utilize AI as a learning support tool. This aspect is important to examine because students' acceptance may influence how AI

is integrated into their academic activities. Based on the questionnaire responses from 44 PGMI students, the level of AI acceptance was analyzed descriptively using the mean scores of each indicator. The results are presented in Table 3.

Table 3. AI Acceptance among PGMI Students in Language Learning

AI Acceptance Indicator	Total Score	Mean	Category
AI helps me understand language learning materials	185	4.20	High
AI makes it easier to complete language learning tasks	184	4.18	High
I feel comfortable using AI as a learning support tool	188	4.27	Very High
AI improves my learning effectiveness	171	3.88	High
I am interested in utilizing AI features	172	3.90	High
I plan to continue using AI as a learning medium	163	3.70	High
AI helps me develop ideas when completing assignments	186	4.22	Very High
I accept AI as part of the learning process	176	4.00	High
Total/Average	**1,425**	**4.04**	**High**

The results showed an overall mean score of 4.04, categorized as high (Sugiyono, 2013), indicating that PGMI students generally have a positive acceptance of Artificial Intelligence (AI) in language learning. Students perceived AI as useful for supporting academic activities, understanding learning materials, completing assignments, and improving the learning process. Among the indicators, comfort in using AI as a learning support received the highest mean score (4.27), followed by AI helping students develop ideas (4.22) and understand language learning materials (4.20). These findings suggest that AI is viewed not merely as an information-searching tool but also as a means of supporting understanding and idea development.

Other indicators also showed high levels of acceptance, including facilitating assignment completion (4.18), accepting AI as part of learning (4.00), interest in using AI features (3.90), and perceptions of improved learning effectiveness (3.88). The lowest mean was found for the intention to continue using AI as a learning medium (3.70), although it remained in the high category. This suggests that while students generally accept AI positively, some may still consider factors such as information accuracy, academic ethics, and the need to maintain independent thinking before relying on AI as a primary learning tool.

The Level of Critical Thinking Skills among PGMI Students in Language Learning

The second aspect examined in this study is the level of critical thinking skills among PGMI students in language learning. Critical thinking is reflected in students' ability to evaluate AI-generated information, verify answers, compare information with other sources, develop personal analysis, and make independent decisions. Based on the questionnaire responses from 44 students, the level of critical thinking was analyzed using the mean scores of each indicator, as presented in Table 4.

Table 4. Critical Thinking Skills among PGMI Students in Language Learning

Critical Thinking Indicator	Total Score	Mean	Category
I check AI-generated answers before using them	203	4.61	Very High
I compare information from AI with other sources	198	4.50	Very High
I can identify inaccurate information in AI-generated answers	180	4.09	High
I evaluate the reasons or arguments provided by AI	189	4.29	Very High
I consider the impact of using AI-generated answers on the quality of my assignments	193	4.38	Very High

Critical Thinking Indicator	Total Score	Mean	Category
I add my own analysis or opinion after receiving an answer from AI	200	4.54	Very High
I try to understand the material rather than simply accept AI-generated answers	204	4.63	Very High
I can make my own decisions even when AI provides different suggestions	186	4.22	Very High
Total/Average	1,553	4.40	Very High

The highest mean score was found for "I try to understand the material rather than simply accept AI-generated answers" (4.63), followed by checking AI-generated answers before using them (4.61) and adding personal analysis or opinions after receiving AI responses (4.54). These findings indicate that students do not merely accept AI-generated information but continue to engage in reflection and independent idea development during learning.

Other indicators also showed very high levels, including comparing AI information with other sources (4.50), considering the impact of AI-generated answers on assignment quality (4.38), evaluating AI-provided arguments (4.29), and making independent decisions despite different AI suggestions (4.22). The lowest score was for identifying inaccurate information in AI-generated answers (4.09), which was still categorized as high. This suggests that students' ability to detect inaccuracies in AI-generated information remains an area that needs further development..

The Level of Artificial Intelligence (AI) Dependency among PGMI Students in Language Learning

AI dependence describes the extent to which students rely on AI to complete assignments, overcome academic challenges, and maintain their ability to think and learn independently. Based on the results of a questionnaire completed by 44 PGMI students, the level of dependence on AI was analyzed based on the average scores for each indicator. The results of this analysis are presented in figure 1.

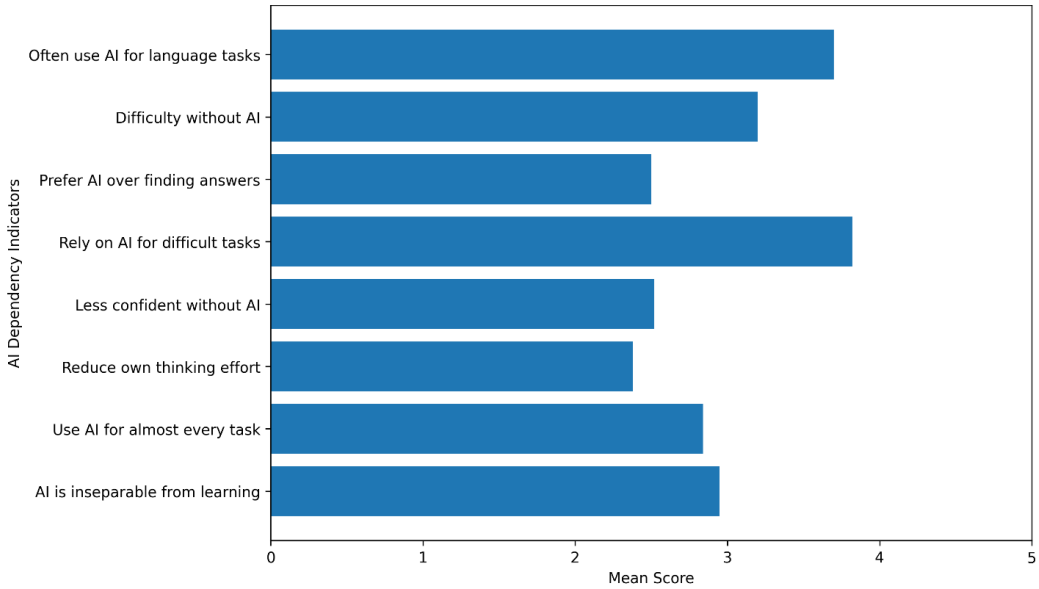


Figure 1. AI Dependency Questionnaire Results

The overall mean score for AI dependency was 2.99, indicating a moderate level of dependency. The highest mean was found for relying on AI when facing difficult tasks (M = 3.82), followed by using AI to complete language-learning tasks (M = 3.70), both

categorized as high. These findings suggest that students primarily use AI as a support tool for complex or challenging academic tasks.

In contrast, the lowest means were observed for reducing independent thinking when AI is available (M = 2.39), preferring AI over finding answers independently (M = 2.50), and feeling less confident when AI is unavailable (M = 2.52), all categorized as low. Overall, the findings indicate that PGMI students demonstrate moderate AI dependency: they utilize AI extensively as a learning aid but generally retain their independent thinking and do not exhibit high levels of cognitive or psychological dependence on AI.

The Influence of Artificial Intelligence (AI) Acceptance, Critical Thinking, and AI Dependency on the Academic Resilience of PGMI Students in Language Learning

To provide an overview of the descriptive characteristics of the research variables, the study analyzed the mean scores obtained from 44 respondents. The variables examined include AI Acceptance, Critical Thinking, AI Dependency, and Academic Resilience, with each variable categorized based on its mean score using the established five-point Likert scale. The overall descriptive results, including the mean scores and corresponding categories for each research variable, are presented in the following figure.

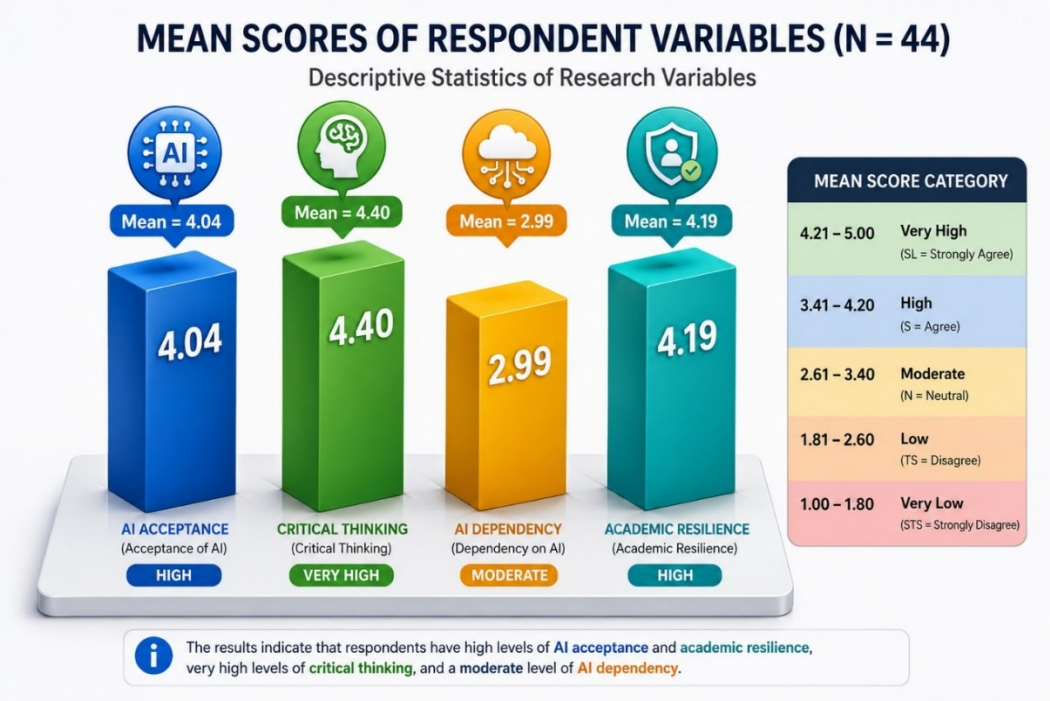


Figure 2. Mean Score of Respondent Variables

Source: Author-generated documentation and data analysis, with visual content produced with the assistance of artificial intelligence (AI)

The analysis in this section was conducted to examine whether acceptance of Artificial Intelligence (AI) (X_1), critical thinking skills (X_2), and dependence on AI (X_3) influence the academic resilience (Y) of students in the Madrasah Ibtidaiyah Teacher Education (PGMI) program in language learning. Unlike the previous three subsections, which focused on descriptive statistics, this section employs inferential analysis using multiple linear regression. The analysis was conducted on 44 individual respondent scores across the four research variables, allowing the model to identify relationships among the variables based on the variation in each student's data.

a. Multiple Linear Regression Equation

Based on the calculations of the research data, the classical assumption tests indicate that the regression model meets the requirements for analysis. The Shapiro-Wilk test of normality for the residuals yielded a statistic of 0.967 with a significance value of 0.228 (> 0.05), indicating that the residuals are normally distributed. Furthermore, the results of the multicollinearity test show that the AI acceptance variable (X1) has a Tolerance value of 0.473 and a VIF of 2.116, while critical thinking ability (X2) has a Tolerance value of 0.601 and a VIF of 1.664, while dependence on AI (X3) had a Tolerance of 0.729 and a VIF of 1.371. All Tolerance values were above 0.10 and all VIF values were below 10, indicating no multicollinearity among the independent variables. Meanwhile, the heteroscedasticity test using the Glejser method yielded significance values of 0.243 for X1, 0.453 for X2, and 0.734 for X3, all of which are greater than 0.05. Thus, no evidence of heteroscedasticity was found in the regression model; therefore, the model is deemed to satisfy all three classical assumptions and can proceed to multiple linear regression analysis.

The multiple linear regression equation describing the relationship between Artificial Intelligence (AI) acceptance, critical thinking skills, dependence on Artificial Intelligence (AI), and academic resilience is presented as follows:

$$[Y=0{,}651-0{,}018X_1+0{,}752X_2+0{,}136X_3]$$

Where:

Y = academic resilience

$\mathbf{X_1}$ = Artificial Intelligence (AI) acceptance

$\mathbf{X_2}$ = critical thinking skills

$\mathbf{X_3}$ = dependence on Artificial Intelligence (AI)

0.651 = constant

−0.018 = regression coefficient of Artificial Intelligence (AI) acceptance

0.752 = regression coefficient of critical thinking skills

0.136 = regression coefficient of dependence on Artificial Intelligence (AI)

This equation indicates that when the values of the independent variables are held constant under the model's conditions, the constant for academic resilience is 0.651. The coefficient for AI acceptance, at -0.018, indicates a very weak negative relationship between AI acceptance and academic resilience after controlling for the effects of other variables in the model. The coefficient for critical thinking ability, at 0.752, indicates a positive relationship, suggesting that an increase in critical thinking ability is associated with an increase in academic resilience. Meanwhile, the coefficient for dependence on AI, at 0.136, indicates a positive relationship; however, the magnitude of this effect requires further examination through a partial significance test.

These results indicate that regression coefficients should not be interpreted solely based on their numerical values but must be considered in conjunction with the t-test results and their significance levels. The regression model in this study utilized three independent variables, as specified in the research design.

b. Partial Effects of Each Variable: t-Test

The t-test was used to determine the partial effects of each independent variable on academic resilience. With a sample size of 44 respondents and three independent variables, the degrees of freedom for the residuals were 40. At a 5% significance level, the t-value (from the table) was approximately 2.021.

Table 5. Partial t-Test Results for the Effects of AI Acceptance, Critical Thinking, and AI Dependence on Academic Resilience

Variable	B Coefficient	t-value	Sig. (p)	Decision
AI Acceptance (X_1)	−0.018	−0.116	0.909	Not significant
Critical Thinking (X_2)	0.752	4.727	< 0.001	Significant
AI Dependence (X_3)	0.136	1.350	0.185	Not significant

1. The Effect of AI Acceptance on Academic Resilience

The t-test results show that AI acceptance has a calculated t-value of -0.116 with a significance level of 0.909. The absolute value (calculated t) is smaller than the critical t-value, and the significance level is greater than 0.05. Thus, acceptance of AI does not have a significant effect on students' academic resilience. The negative coefficient indicates a tendency toward a negative relationship in the model, but this relationship is very weak and statistically insufficient to serve as a basis for concluding that acceptance of AI is a predictor of academic resilience.

2. The Effect of Critical Thinking on Academic Resilience

Unlike acceptance of AI, critical thinking ability has a significant effect on academic resilience. The t-test result was 4.727 with a significance level of <0.001, meaning that the calculated t-value was greater than the critical t-value and $p < 0.05$. Thus, critical thinking ability has a positive and significant effect on students' academic resilience.

The regression coefficient of 0.752 indicates that critical thinking is the strongest predictor in this research model compared to the other two independent variables. These results align with the respondents' characteristics in the descriptive analysis, where critical thinking ability fell into the "very high" category with a mean of 4.40. Students demonstrated a tendency to double-check AI-generated answers, compare information with other sources, evaluate arguments, add their own analysis, and continue striving to understand the material rather than simply accepting the AI's answers.

Substantively, these findings indicate that critical thinking skills can serve as a cognitive resource that helps students cope with academic demands. Students who are able to evaluate information, consider alternatives, and make decisions independently have a stronger foundation for adjusting their strategies when facing learning difficulties.

3. The Effect of AI Dependency on Academic Resilience

The AI dependency variable yielded a value (t-calculated = 1.350) with a p-value of 0.185. This value does not meet the significance criterion at the 5% level; therefore, AI dependency does not have a significant effect on students' academic resilience.

This result should also be interpreted in conjunction with the descriptive finding that the level of dependence on AI falls into the moderate category, with a mean of 2.99. Students relatively often rely on AI when facing difficult tasks, but indicators showing a substitution of independent thinking, a preference for AI over finding answers on their own, and a lack of confidence when AI is unavailable fall into the low category. Thus, the use of AI found in this study has not yet shown a pattern of dependence strong enough to significantly explain differences in students' academic resilience.

c. Simultaneous Effects: F-Test

An F-test was conducted to determine whether acceptance of AI, critical thinking, and dependence on AI collectively influence academic resilience.

The analysis results showed a calculated F-value of 13.418 with a significance level of $p < 0.001$. Since the significance level is less than 0.05, the regression model as a whole is significant. Thus, AI acceptance, critical thinking, and dependence on AI simultaneously have a significant effect on the academic resilience of PGMI students in language learning.

d. Model Contribution: Coefficient of Determination (R^2)

The analysis results show an R value of 0.708 and an R^2 value of 0.502, with an Adjusted R^2 of 0.464. The R value indicates a fairly strong combined relationship between the three independent variables and academic resilience. Meanwhile, the R^2 value of 0.502 means that the research model is able to explain approximately 50.16% of the variation in students' academic resilience through a combination of AI acceptance, critical thinking, and dependence on AI.

Thus, approximately 49.84% of the variation in academic resilience is explained by other factors not included in this research model. These factors may stem from personal aspects and other aspects of the academic environment. Therefore, the R^2 result cannot be interpreted as evidence that these three variables are the sole factors shaping academic resilience; rather, it indicates that all three make a substantial contribution to the variation in Y within the tested model.

e. Discussion of Results and Implications for Language Learning in the PGMI Program

Overall, the research results reveal an interesting pattern. PGMI students exhibit high acceptance of AI (mean 4.04), very high critical thinking skills (mean 4.40), and moderate dependence on AI (mean 2.99). When these three variables were analyzed together, the model had a significant effect on academic resilience; however, at the partial level, only critical thinking skills showed a significant effect. This pattern indicates that the quality of AI use is more important than mere acceptance of AI. Students can accept AI positively without automatically becoming more resilient, whereas the ability to evaluate information, understand material, consider impacts, and make independent decisions appears to be more closely related to the ability to cope with academic demands. Islam emphasizes the importance of verifying information before accepting or acting upon it, as reflected in the principles of *tabayyun* (Nor Afif Hamid et al., 2025). Thus, PGMI students' critical thinking skills are important for evaluating AI-generated information. AI should serve as a learning aid rather than an unquestioned source of knowledge, requiring students to verify and understand the information they receive. This view aligns with recent research emphasizing human mediation and source verification in AI-based Islamic education.

The research findings indicate that the use of AI in language learning should not be directed solely at increasing acceptance or frequency of technology use. The research findings indicate that AI use in language learning should not focus solely on increasing technology acceptance or usage frequency. Emphasizing critical thinking is consistent with the Islamic conception of education, which views the pursuit of knowledge as a process involving reflection and intellectual responsibility (Dahlan et al., 2023). Similarly, Islam encourages people to seek guidance from those with knowledge when they lack understanding. These principles suggest that AI-assisted learning should prioritize genuine understanding rather than merely obtaining immediate answers (Faryab & Soltanmohammadi, 2012).

The pedagogical focus needs to shift toward developing critical thinking skills as a key competency for guiding AI use and as a factor that supports students' academic resilience. Research indicates that AI can significantly enhance students' analytical abilities (Ayuningtyas et al., 2024), which is essential for future educators who will guide learners in using technology responsibly (Iskandar et al., 2025). Implementing AI in teaching strategies encourages students to critique digital content, fostering metacognitive awareness and evidence-based reasoning (Zablotska et al., 2026). For the

PGMI program, this is important because students are not merely users of AI but also future teachers who will need to teach their students to use technology critically, reflectively, and responsibly. The results of this study provide an empirical basis showing that integrating AI with learning that requires evaluation, reflection, and independent decision-making is more relevant than simply promoting the intensive use of AI.

The integration of AI in learning also presents several challenges and considerations. While AI can enhance learning efficiency and accessibility, excessive reliance on technology may create dependency among students, particularly when AI is used to complete basic academic tasks, potentially hindering deeper understanding and active engagement in the learning process (Verano et al., 2025). In addition, educators need to address ethical issues such as algorithmic bias and cognitive offloading to ensure that the use of AI does not undermine students' independent reasoning and equitable learning opportunities (Iskandar et al., 2025). Although some perspectives argue that the primary goal of AI integration should be to improve efficiency and accessibility in learning environments, an excessive emphasis on these benefits may overshadow the development of critical thinking skills. Without adequate critical skills, students may have difficulty evaluating the accuracy, bias, and relevance of AI-generated information, which could ultimately affect their ability to navigate increasingly AI-mediated academic and professional environments. Therefore, AI integration should not merely focus on technological efficiency but should also promote critical thinking, independent learning, ethical awareness, and responsible use of AI.

D. CONCLUSION

This study concludes that PGMI students demonstrate high levels of AI acceptance, very high critical thinking skills, moderate AI dependency, and generally high academic resilience in language learning. The regression analysis shows that critical thinking has a positive and significant effect on academic resilience, whereas AI acceptance and AI dependency do not have significant partial effects. However, AI acceptance, critical thinking, and AI dependency simultaneously have a significant effect on academic resilience, with the model explaining 50.2% of its variance. These findings indicate that critical thinking plays a more prominent role in supporting students' academic resilience than AI acceptance or AI dependency alone. Therefore, AI integration in language learning should focus not merely on increasing technology use or acceptance but on developing students' critical evaluation, verification, reflection, and independent decision-making. For PGMI students as prospective teachers, AI should be positioned as a supportive learning tool that strengthens independent thinking and academic resilience rather than replacing students' cognitive processes.

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