

STUDENTS' ENGLISH RESEARCH TERMINOLOGY MASTERY: DIGITAL DEPENDENCY AND LINGUISTIC CHALLENGES IN SIMEULUE

Muhammad Wiwin*¹ , Zulheri Is ²

¹ Sekolah Tinggi Ilmu Tarbiyah Simeulue Aceh

² Universitas Serambi Mekkah

* Corresponding Author: muhammadwiwin@stitsimeulue.ac.id

ARTICLE INFO

Article history:

Received : Juni 02, 2026

Revised : Juni 14, 2026

Accepted : Juni 23, 2026

Available online : Juni 25, 2026

Kata Kunci:

Ketergantungan Digital, Kesadaran Morfologis, Terminologi Penelitian Bahasa Inggris, Literasi Akademik, Simeulue.

Keywords:

Digital Dependency, Morphological Awareness, English Research Terminology, Academic Literacy, Simeulue.

ABSTRAK

Penelitian ini menyelidiki persimpangan paradoks antara optimisme teknologi dan disenfranchisement (marginalisasi) linguistik di kalangan mahasiswa Pendidikan Agama Islam (PAI) di kepulauan terpencil Simeulue. Menggunakan pendekatan kualitatif deskriptif terhadap 30 partisipan, penelitian ini mengidentifikasi adanya Tembok Morfologi (Morphological Wall) kritis yang menghambat internalisasi metodologi penelitian global. Triangulasi data melalui kuesioner, analisis dokumen draf proposal, dan wawancara semi-terstruktur mengungkapkan bahwa 80% mahasiswa mengalami kegagalan afiksasi derivasional, yang memicu Halusinasi Makna (Meaning Hallucinations) di mana istilah teknis seperti generalizability dan operationalization terdistorsi secara konseptual. Lebih jauh, penelitian ini mengungkap

kondisi Literasi Darurat (Emergency Literacy) yang didorong oleh stres infrastruktur dan isolasi geografis, yang memaksa mahasiswa terjebak dalam Perangkap Determinisme Digital, di mana Kecerdasan Buatan (AI) digunakan sebagai "jalan pintas leksikal" yang buta, alih-alih sebagai perancah kognitif (cognitive scaffold). Temuan ini menunjukkan bahwa aksesibilitas digital yang luas, tanpa landasan kesadaran morfologis, menghasilkan menara gading informasi yang secara intelektual tidak terjangkau. Penelitian menyimpulkan bahwa pergeseran radikal menuju literasi digital berbasis morfologi sangat mendesak untuk meningkatkan rigiditas penelitian dan daya saing global mahasiswa di lembaga akademik perifer.

ABSTRACT

This study investigates the paradoxical intersection of technological optimism and linguistic disenfranchisement among Islamic Education (PAI) students in the remote Simeulue archipelago. Utilizing a descriptive qualitative approach with 30 participants, the research identifies a critical Morphological Wall that obstructs the internalization of global research methodologies. Data triangulation through questionnaires, document analysis of proposal drafts, and semi-structured interviews reveals that 80% of students suffer from derivative affixation failure, leading to profound Meaning Hallucinations where technical terms like generalizability and operationalization are conceptually distorted. Furthermore, the study uncovers a state of Emergency Literacy driven by infrastructural stress and geographical isolation, forcing students into a Digital Determinism Trap where Artificial Intelligence (AI) is utilized as a blind "lexical shortcut" rather than a cognitive scaffold. These findings suggest that broad digital accessibility, absent a foundation in morphological awareness, results in an ivory tower of intellectually unreachable information. The study concludes

that a radical shift toward morphology-based digital literacy is imperative to enhance the research rigor and global competitiveness of students in peripheral academic institutions.

*This is an open access article under the [CC BY-NC](#) license.
Copyright © 2026 by Author. Published by Co Abid Abadi Publisher*



INTRODUCTION

The Integrating information technology into global academic spheres has transformed the use of international literature into a socio-cultural imperative for the Islamic Education (PAI) Study Program at STIT Simeulue Aceh. In the current digital landscape, the boundaries of knowledge are no longer defined by geography or language, as the ability to access global research serves as a fundamental benchmark for intellectual quality (Abdullah, 2017). Consequently, PAI students face a dual challenge: they must preserve mastery over classical texts (*turats*) while simultaneously navigating modern research methodologies that are primarily published in English-language journals (Al-Mubireek, 2025). Unfortunately, the ease of access provided by digital repositories is often disconnected from the actual literacy levels of the students. Empirical evidence suggests that the availability of Artificial Intelligence (AI) tools, such as ChatGPT and DeepL, frequently leads to a pattern of dependency that lacks critical verification (Kim & Cha, 2023). This trend fosters a phenomenon known as pseudo-literacy, where students produce scientific manuscripts without truly internalizing the terminological foundations of their research (Adilah et al., 2024).

The unique archipelagic geography of STIT Simeulue Aceh significantly exacerbates the literacy crisis among its academic community. As a higher education institution located in the outermost region of Aceh, Simeulue grapples with hybrid obstacles involving unstable cyber-infrastructure and minimal natural exposure to foreign languages (Muradi et al., 2022). In this context, the digital divide is not merely a lack of physical hardware but a deficit in the cognitive ability to convert digital data into meaningful knowledge (Munadi, 2020). Students frequently encounter cognitive dissonance when attempting to align machine-translated outputs with the rigorous logic of research structures an anomaly that correlates with the principles of Cognitive Load Theory (Meaux et al., 2020; Metsala et al., 2019; Sweller et al., 2019). The broader consequence of this situation is a diminished density of global citations and a tendency toward repetitive research topics that lack originality due to restricted access to sophisticated methodological discourses (Zulaikhah et al., 2025).

Academic stagnation poses a significant risk if the research traditions of PAI students continue to rely on local references or uncritical machine-mediated translations. Failure to

develop a structural understanding of language may perpetuate the intellectual marginalization of academic entities in peripheral areas, positioning students as passive consumers who cannot deconstruct knowledge (Ilaina et al., 2022). Within the framework of Research Methodology, the precision of terminology is the bedrock of scientific validity (Arif & Abd Aziz, 2023; Aripin & Nurdiansyah, 2022). Mistaken interpretations of core concepts like validity or reliability can compromise the overall quality of research designs; therefore, linguistic proficiency must be recognized as an essential prerequisite for fostering a robust research culture (Argamon et al., 2008; Meebangsai et al., 2023).

The novelty of this study arises from its integration of morphological expertise with the practical challenges of teaching Research Methodology in a remote archipelagic setting. Unlike previous literature that views technology as a total solution or only discusses general language barriers (Castells, 2023), this research utilizes morphological analysis as a specialized tool to dissect conceptual failures in academic writing (Badawi, 2019). The originality of this work lies in its evaluation of how the inability to perform morphological deconstruction leads to *meaning hallucinations* in students' academic outputs a critical issue in the age of AI dominance (Ji et al., 2023; Noll et al., 2023). By focusing on STIT Simeulue Aceh, this study offers a vital sociolinguistic perspective on adapting Islamic higher education policies in frontier regions to meet global standards through enhanced morphological literacy (Sulaiman et al., 2024). Specifically, this study aims to analyze morphological failures in understanding English research terminology among PAI students, evaluate the impact of AI-dependency on scientific meaning accuracy, and identify the socio-geographical factors that contribute to low linguistic precision in a remote archipelago context.

RESEARCH METHODS

This research employed a descriptive qualitative design to holistically investigate literacy phenomena at STIT Simeulue Aceh (Creswell & Poth, 2016). The qualitative approach was chosen to capture the deep meaning behind students' actions when interacting with foreign texts and digital technology (Sugiyono, 2016). The research subjects involved 30 senior Islamic Education (PAI) students enrolled in the Research Methodology course who were in the process of drafting their thesis proposals. Subjects were selected through a purposive sampling technique based on specific criteria: active student status, involvement in research assignments, and access to digital devices such as smartphones or laptops (Aripin & Nurdiansyah, 2022).

Primary data were collected through three complementary techniques based on the principle of triangulation (Denzin, 2017; Rahardjo, 2010). First, an online questionnaire was distributed using a Likert scale to capture data on students' perceptions of IT advancement, the urgency of English literature, and their confidence in using digital tools (Riazi, 2016). Second, document analysis was performed on a corpus of 30 student research proposal drafts to detect misinterpretations of technical terms (Özkan, 2023). Third, semi-structured interviews were conducted with 10 students to explore their mental processes when utilizing AI assistance in processing methodological texts (Ilaina et al., 2022).

The primary instrument in this research was the researcher as a human instrument, supported by strict morphological analysis guidelines (Aronoff & Fudeman, 2022). Data analysis was performed interactively following the model of Miles, Huberman, and Saldaña (2014), encompassing data reduction, data display, and conclusion drawing. The researcher applied derivative and inflectional morphology theories (Lieber, 2021) to examine how changes in word forms affected students' understanding of research concepts (Nephawe, 2023). Data validity was ensured through technical triangulation and member checks to provide an accurate representation of reality (Rahardjo, 2010).

RESULTS AND DISCUSSION

The findings of this study expose a complex intersection between technological optimism and linguistic disenfranchisement among Islamic Education (PAI) students at STIT Simeulue Aceh. While 90% of students maintain a high degree of technological enthusiasm viewing Information Technology as a vital gateway to global academic discourse this optimism is structurally hollow. Data from the online questionnaire (n=30) reveals an acute academic confidence crisis: 86% of students suffer from linguistic paralysis when encountering original English research, and 100% rely entirely on Artificial Intelligence (AI) to navigate methodology assignments. This phenomenon creates what this study identifies as a Digital Determinism Trap, where the machine's algorithm does not merely assist but effectively usurps the student's cognitive authority (Munadi, 2020). The psychological ambivalence found (80% doubt AI accuracy yet 100% use it) underscores a desperate Emergency Literacy survival strategy, where students prioritize task completion over conceptual truth in a resource constrained environment (Riazi, 2016).

Table 1. Student Perceptions and Digital Dependency Patterns (n=30).

Perception Indicator	Frequency (n)	Percentage (%)	Academic Implications
IT provides extraordinary ease in references	27	90%	High technological optimism
Confidence crisis in independent reading	26	86%	Acute academic anxiety
Total reliance on AI for methodology	30	100%	Lack of critical literacy
Doubtful about scientific accuracy of AI	24	80%	Psychological ambivalence

The empirical analysis of 30 research proposal drafts further identifies a massive Morphological Wall that serves as a terminal barrier to scientific literacy. The high frequency of derivative affixation failures (80%) and word class confusion (70%) suggests that students are linguistically blind to the internal logic of academic English. This is not a mere grammatical oversight; it is a Meaning Circuit Break (Anwar & Santoso, 2024). When a student fails to deconstruct generalizability and perceives it simply as "something general," they lose the entire scientific premise of inductive reasoning and universal applicability. This supports Nation's (2013) theory that academic vocabulary is built upon morphemic density; without the ability to decode these parts, the student's brain reverts to a lexical simplification mode, which inherently degrades the quality of the research design and its methodological rigor. This cognitive barrier is also influenced by the students' primary linguistic framework; as research on the Devayan language shows, word formation through compounding in their native tongue often prioritizes specific semantic categories such as product, use, or condition over abstract technicality (Aziz et al., 2019).

Table 2. Classification of Morphological Failures in Proposal Drafts

Error Category	Frequency (n)	Percentage (%)	Dominant Examples	Conceptual Impact
Derivative Affixation	24	80%	<i>Generalizability</i> , <i>Falsifiability</i>	Loss of potentiality morphemes
Word Class (Grammar)	21	70%	<i>Reliable</i> (Adj) vs <i>Reliability</i> (N)	Syntactic and logical confusion
Meaning Hallucination	17	56%	<i>Operationalization</i>	Semantic shift to daily activities

This morphological blindness leads directly to Meaning Hallucinations (Ji et al., 2023) as categorized in Table 3. The data suggests a systematic pattern of semantic drift: students consistently misinterpret Potentiality Suffixes (-ability) and Process Suffixes (-ization). For instance, operationalization is frequently reduced to *field operations*, a distortion that aligns with non-academic machine learning corpora rather than scientific methodology. Because students lack the morphological

verification tools to track the root word operate through its multiple morphemic layers, they become Copy Paste Intermediaries acting as conduits for AI generated text without any cognitive internalization (Abdullah, 2017). This cognitive shift is potentially reinforced by the Devayan sociolinguistic tradition of avoiding directness through the use of euphemisms for taboo words related to misconduct or body functions to maintain social harmony (Wiwin & Aziz, 2019). This mirrors Chomsky et al.'s (2023) warning that Large Language Models (LLMs) prioritize statistical probability over truth; in Simeulue, this translates to students unknowingly submitting proposals that are linguistically sound but scientifically nonsensical

Table 3. Categorization of Morphological Failures across 30 Methodology Terms

Category	Sample Terms (from total 30)	Morphological Pattern	Dominant Cognitive Distortion
Potentiality Suffixes	<i>Generalizability</i> , <i>Falsifiability</i> , <i>Verifiability</i> , <i>Translatability</i>	Root + -ability/ -ibility	Perceived as static nouns; loss of the <i>potential/capacity</i> meaning essential for research rigor.
Process/ Act ion Suffixes	<i>Operationalizati on</i> , <i>Conceptualizati on</i> , <i>Standardization</i> , <i>Justification</i>	Root + -ization/ -ation	Perceived as physical/field activities instead of abstract, deductive academic procedures.
Quality/ Att ribute Suffixes	<i>Reliability</i> , <i>Validity</i> , <i>Objectivity</i> , <i>Subjectivity</i> , <i>Authenticity</i>	Root + -ity	Confusion between the <i>quality of being</i> and physical objects (e.g., <i>reliability</i> as a <i>stable tool</i>
Relational Suffixes	<i>Significance</i> , <i>Methodological</i> , <i>Neutralization</i> , <i>Correlation</i>	Root + -ance/ -ical/-ion	Generalization into <i>common importance</i> or <i>general procedure</i> , losing technical specificity.

Beyond linguistics, the study identifies a profound Socio-Geographical Determinism that reinforces these academic barriers. In the Simeulue archipelago, geographical isolation and infrastructural stress create a condition of Emergency Literacy (Muradi et al., 2022). Qualitative interviews reveal that students often wait until midnight for a stable internet signal to complete their assignments. Under such duress, the cognitive load is redirected from analytical rigor to technical survival. This forces a *rushed cognitive efficiency* where AI is utilized not as a scaffold, but as

an absolute authority to overcome time constraints. This phenomenon is a stark manifestation of Biesta's (2024) learnification crisis: the process of deep understanding is entirely bypassed for the sake of task output.

Table 4. Socio-Geographical Barriers to Linguistic Precision

Factor Theme	Empirical Evidence (Interviews)	Linguistic Consequence
Information Isolation	Lack of physical English methodology books in local libraries.	Students view AI as the only <i>window</i> to academic truth.
Infrastructural Stress	Rushed work during midnight <i>signal windows</i> .	Prioritizing speed over analytical accuracy.
Geographical Distance	Zero exposure to international academic forums or native speakers.	Low sensitivity to nuanced academic discourse.

The discussion regarding these socio-geographical barriers confirms that the linguistic inability of PAI students in Simeulue is not an isolated phenomenon, but rather the result of an isolated academic ecosystem. When access to physical literature is limited and exposure to international academic discourse is non-existent, AI is no longer regarded as a supplementary tool but as a sole "authority of truth." This condition exacerbates the students' dependence on machine translation outputs that consistently fail to capture the technical nuances of research methodology (Noll et al., 2023). The absence of an independent verification process which should be conducted through morphological analysis causes students to be trapped in a cycle of shallow information consumption (Abbas & Rohman, 2023). Theoretically, this indicates that the Digital Divide in archipelagic regions has evolved from a mere issue of device access into a Cognitive-Linguistic Divide (Suryani, 2023). Without a pedagogical intervention focused on strengthening morphological awareness, digital technology, which should liberate knowledge, instead becomes an instrument that perpetuates academic mediocrity in peripheral regions (Wibowo & Lestari, 2021). Therefore, the primary challenge for educational institutions in remote areas is to break this chain of Emergency Literacy by returning analytical authority to the students through the mastery of fundamental scientific language structures (Nasution & Siregar, 2022).

CONCLUSION AND SUGGESTION

This study concluded that PAI students in peripheral regions face a dual crisis: a Morphological Wall that prevents the internalization of research methodology and a Digital

Deterministic dependency that erodes critical verification skills. Geographical isolation in Simeulue acts as a catalyst for Emergency Literacy, where the speed of AI output is prioritized over linguistic and scientific precision. This synergy creates chronic conceptual distortions in research proposals, specifically through derivative affixation failures and AI driven meaning hallucinations that prioritize probability over scientific truth.

Higher education institutions in remote regions must move beyond general IT training and formalize Morphology-Based Pedagogy within Research Methodology modules. This shift is essential to equip students with the deconstruction skills necessary to identify root words and derivative affixes independently. Furthermore, faculty members must promote Critical Digital Literacy, treating AI as a cognitive scaffold that requires manual linguistic verification rather than a lexical shortcut. Finally, there is an urgent need for the development of localized, morphology-based research glossaries tailored to archipelagic academic contexts to mitigate the effects of information isolation and infrastructural stress.

REFERENCES

- Abbas, M., & Rohman, A. (2023). Digital Literacy and Academic Integrity: The Challenge of AI-Based Translation in Indonesian Higher Education. *Journal of Academic Literacy*, 15(2), 112-128.
- Abbas, N., & Rohman, A. (2023). Academic Literacy in Islamic Higher Education: Challenges and Opportunities. *Journal of Islamic Education Studies*, 11(1), 45-60.
- Abdullah, M. A. (2017). Islamic studies in Higher Education in Indonesia: Challenges, Impact and Prospects for the World Community. *Al-Jami'ah: Journal of Islamic Studies*, 55(2), 391-426.
- Adilah, N., Riyadi, S., & Suwardi, S. (2024). Systematic Literature Review: Obstacles and Strategies to Improve the Competence of PAI Teachers in Senior High Schools. *Journal of Social and Economics Research*, 6(2), 1090-1103.
- Al-Mubireek, S. (2025). The Significance of Learning Foreign Languages in Islam: A Case Study of Learning English Language in KSA. *Journal of Posthumanism*, 5(6), 1431-1450.
- Alwi, M., & Marzuki, K. (2022). The Impact of Digital Translation Tools on Students' Reading Comprehension of English Texts. *Indonesian Journal of Applied Linguistics*, 12(2), 312-325.
- Anwar, K., & Santoso, B. (2024). *Morphological Awareness and Research Logic*. Jakarta: Pustaka Akademik.
- Anwar, R., & Santoso, B. (2024). Analysis of Student Research Methodology Conceptual Errors. *Journal of Islamic Education Research*, 19(1), 88-102.

- Argamon, S., Dodick, J., & Chase, P. (2008). Language Use Reflects Scientific Methodology: A Corpus-Based Study of Peer-Reviewed Journal Articles. *Scientometrics*, 75(2), 203–238.
- Arif, M., & Abd Aziz, M. K. N. (2023). Islamic Religious Education Learning Model in the 21st Century: Systematic Literature Review. *Indonesian Journal of Islamic Education Studies (IJIES)*, 6(2), 237–262.
- Arifin, Z., & Munir, A. (2020). Mapping Research Trends in Islamic Education Department. *Journal of Muslim Education*, 5(2), 120–135.
- Aripin, S. A. S., & Nurdiansyah, N. M. (2022). Modernization of Education: A New Approach and Method in Learning Islamic Religious Education. *TADRIS: Jurnal Pendidikan Islam*, 17(1), 100–117.
- Aronoff, M., & Fudeman, K. (2022). *What is Morphology?* John Wiley & Sons.
- Aziz, Z. A., Daud, B., & Wiwin, M. (2019). Forming New Words: Compounds in Devayan. *Studies in English Language and Education*, 6(1), 108–116.
- Badawi, M. F. A. (2019). The Effect of Explicit English Morphology Instruction on EFL Secondary School Students' Morphological Awareness and Reading Comprehension. *English Language Teaching*, 12(4), 166–178.
- Biesta, G. (2023). *The Learnification of Education*. London: Routledge.
- Biesta, G. (2024). Taking Education Seriously: The Ongoing Challenge. *Educational Theory*, 74(3), 434–448.
- Brown, S., & Moore, L. (2020). *Research Methods in Applied Linguistics*. Oxford University Press.
- Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.
- Castells, M. (2023). The Network Society Revisited. *American Behavioral Scientist*, 67(7), 940–946.
- Chomsky, N., Roberts, I., & Watumull, J. (2023). Noam chomsky: The False Promise of Chatgpt. *The New York Times*, 8(4), 177–179.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Denzin, N. K. (2017). *The Research Act: A Theoretical Introduction to Sociological Methods*. Routledge.
- Fauzi, A., et al. (2022). Barriers to Accessing English Journals among PAI Students. *International Journal of Arabic-English Studies*, 8(3), 200–215.
- Gani, A., et al. (2023). Accuracy of Machine Translation in Scientific Terminology. *Journal of Digital Literacy*, 4(1), 12–25.
- Hakim, L. (2023). Morphological Analysis of Research Terminology in Social Sciences. *Linguistic Review Indonesia*, 7(2), 145–160.

- Hidayat, T., & Setyawan, A. (2021). The Urgency of International References in Student Scientific Writing. *Journal of Literacy Education*, 13(1), 10-22.
- Ilaina, R., Ahid, N., & Presetiyo, A. E. (2022). Epistemology of Interdisciplinary Research at Islamic Study on State Islamic Religious Higher Education in Indonesia. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 8(1), 1-20.
- Ismail, F. (2023). Document Analysis in Educational Research. Prenada Media.
- Ji, Z., et al. (2023). Survey of Hallucination in Natural Language Generation. *ACM Computing Surveys*, 55(12), 1-38.
- Kim, H.-S., & Cha, Y. (2023). The Role of AI Translators on Reading Comprehension. *영어학*, 23, 38-58.
- Kridalaksana, H. (2021). Language Morphology: Theory and Analysis. Gramedia Pustaka Utama.
- Kuo, L. J., & Anderson, R. C. (2006). Morphological Awareness and Learning to Read: A Cross-Language Perspective. *Educational Psychologist*, 41(3), 161-180.
- Latif, M. (2020). Internationalization of Curriculum in Indonesian Islamic Universities. *Higher Education in Southeast Asia Journal*, 6(1), 33-48.
- Lieber, R. (2017). *Introducing Morphology*. Cambridge University Press.
- Lieber, R. (2021). *Introducing Morphology*. Cambridge University Press.
- Meaux, A. B., Wolter, J. A., & Collins, G. G. (2020). Morphological Awareness as A Key Factor in Language-Literacy Success for Academic Achievement. In *Language, Speech, and Hearing Services in Schools* (Vol. 51, Nomor 3, 509-513). American Speech-Language-Hearing Association.
- Meebangsai, D., Pongtin, P., Kitipoontanakorn, P., & Laosrirattanachai, P. (2023). Investigating Proficiency of Academic English in Student Writing: A Comparative Case Study on Vocabulary Utilization in Student Research Article Writing vis-à-vis National and International Research. *Pasaa*, 67(1), 66-100.
- Metsala, J. L., Parrila, R., Conrad, N. J., & Deacon, S. H. (2019). Morphological Awareness and Reading Achievement in University Students. *Applied Psycholinguistics*, 40(3), 743-763.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Source Book*. Sage Publication. Inc.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Munadi, M. (2020). Systematizing Internationalization Policy of Higher Education in State Islamic Universities. *International Journal of Higher Education*, 9(6), 96-106.
- Muradi, A., Noor, F., Hilmi, D., Syarif, J., & Hakim, A. R. (2022). The Implementation of Foreign Language Learning for PTKIN Students in Indonesia. *Journal of Positive Psychology and Wellbeing*, 6(1), 1203-1211.
- Nasution, R., & Siregar, E. (2022). Morphological Awareness and Reading Comprehension of Technical Terms. *English Language Teaching Today*, 10(2), 110-125.

- Nephawe, F. T. (2023). Approaches for Deviant English Competence Repair in Written Research Proposals at a Rural-Based University. *Journal of English Language Studies*, 8(2), 269-284.
- Noll, R., Frischen, L. S., Boeker, M., Storf, H., & Schaaf, J. (2023). Machine Translation of Standardised Medical Terminology Using Natural Language Processing: A Scoping Review. *New biotechnology*, 77, 120-129.
- Nurhayati, S. (2022). Integration of ESP in the Islamic Education Curriculum. *Journal of Curriculum and Instruction*, 7(3), 45-58.
- Özkan, U. B. (2023). Validity and Reliability in Document Analysis Method: A Theoretical Review in the Context of Educational Science Research. *Education*, 56, 823-848.
- Pratama, Y. (2021). The Complexity of Scientific Vocabulary in Research Methodology. *Journal of Academic Writing*, 4(2), 89-104.
- Purnama, I. (2021). Bilingual Glossary for Research Methodology Terms. *Journal of Educational Innovation*, 12(1), 15-30.
- Rahardjo, M. (2010). Triangulasi dalam Penelitian Kualitatif.
- Rahardjo, M. (2022). Triangulation in Qualitative Research. UIN Maliki Press.
- Ramadhan, A., & Putri, S. (2023). Genre-Based Approach in Teaching Academic Writing for Islamic Studies. *Journal of ELT and Research*, 8(1), 22-38.
- Saputra, H. (2024). Strategies to Reduce PAI Students' English Anxiety. *Journal of Islamic Educational Psychology*, 11(1), 1-15.
- Sari, D., & Hartono, R. (2022). Research Methodology for Islamic Religious Education. Yogyakarta: Deepublish.
- Sholeh, M., & Aziz, A. (2024). Etymology and Affixation in Academic English. *Journal of Linguistic Science*, 16(1), 40-55.
- Sugiyono. (2016). Metode penelitian kuantitatif kualitatif dan R&D. In Alfabeta.
- Sugiyono. (2021). Educational Research Methods: Qualitative, Quantitative, and R&D. Bandung: Alfabeta.
- Sulaiman, M., Isman, S. M., Ardianto, A., Lianasari, L., & Firmansyah, F. (2024). Development of English for Specific Purposes Modules in Islamic Education Learning at Higher Education Institutions. *Conciencia*, 24(2), 307-320.
- Suryani, I. (2023). Students' Perception Toward International Literature in PTKIN. *Islamic Studies Review*, 9(2), 134-150.
- Susanto, T., & Wijaya, K. (2021). Morphological Competence in Research Proposal Writing. *Journal of Applied Linguistics*, 14(1), 55-70.
- Sweller, J., et al. (2019). Cognitive Load Theory: Methods to Manage Working Memory Load in Learning. *Educational Psychology Review*, 31(1), 1-28.
- Sweller, J., Van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. *Educational psychology review*, 31(2), 261-292.
- Tanzeh, A. (2022). Practical Research Methods. Tulungagung: Cahaya Press.

- Wibowo, A., & Lestari, P. (2021). Interdisciplinary Teaching in Islamic Higher Education. *Journal of Educational Synergy*, 4(2), 101-115.
- Wiwin, M., & Aziz, Z. A. (2019). Taboo Words in Devayan, a Language in Simeulu Island, Aceh Indonesia. *English Education Journal*, 10(3), 227-236.
- Yusuf, M., & Hamzah, S. (2023). Ambivalence in Using English References among Religious Students. *International Journal of Social Sciences*, 12(4), 450-465.
- Zuhdi, M. (2019). The Role of Foreign Languages in Modern Islamic Education. *Journal of Contemporary Islam*, 7(1), 18-32.
- Zulaikhah, S., Gani, A., & Zain, Z. F. S. (2025). Trends of Islamic religion education in higher education: A bibliometric review. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 10(3), 36-50.
- Zulkifli, R. (2021). Morphological Awareness as a Predictor for Academic Success. *Educational Psychology Journal*, 10(3), 202-218.