



MAJELIS PENDIDIKAN TINGGI MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

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**KEPUTUSAN REKTOR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**

Nomor: 0575/R/KM/2026

Tentang
PENGANGKATAN PANITIA DAN PESERTA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2025/2026

Bismillahirrahmanirrahim,

REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.

b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia dan Peserta Sidang Tesis dengan Surat Keputusan Rektor.

Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2012, tentang Pendidikan Tinggi;

3. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;

4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

5. Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;

6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi ;

7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;

8. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;

9. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.O/B/2012 tentang Majelis Pendidikan Tinggi dan Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;

10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;

TERAKREDITASI BAN-PT DENGAN PERINGKAT UNGGUL

Visi : Menjadi prophetic teaching university yang mencerdaskan secara spiritual, intelektual, emosional, dan social untuk mewujudkan peradaban berkemajuan

11. Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.O/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor UHAMKA Masa Jabatan 2023-2027;
12. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
13. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
14. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027

Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

MEMUTUSKAN

- Menetapkan Pertama :** Mengangkat Panitia dan Peserta Sidang Tesis Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA Semester Gasal Tahun Akademik 2025/2026 sebagaimana tercantum dalam lampiran 1 Keputusan ini.
- Kedua :** Apabila salah seorang di antara Panitia Penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Direktur.
- Ketiga :** Menetapkan peserta Ujian Sidang Tesis Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran 2 lajur 4, dengan judul tesis sebagaimana tersebut pada lajur 5 Keputusan ini.
- Keempat :** Ujian sidang tesis dilaksanakan secara lisan oleh penguji pada hari dan tanggal sebagaimana tercantum dalam lampiran Surat Keputusan ini.
- Kelima :** Pelaksanaan Sidang Tesis diketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji tesis dari masing-masing mahasiswa yang mengikuti sidang tesis.
- Keenam :** Semua biaya yang berkaitan dengan sidang tesis ini dibebankan kepada anggaran Sekolah Pascasarjana UHAMKA yang diatur khusus untuk kepentingan tersebut.
- Ketujuh :** Pengumuman lulus atau tidak lulus disampaikan oleh Direktur kepada peserta ujian tesis berdasarkan hasil rapat Panitia Sidang Tesis pada hari pelaksanaan ujian, setelah keseluruhan peserta selesai mengikuti Sidang Tesis.
- Kedelapan :** Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya pelaksanaan Sidang Tesis
- Kesembilan :** Surat Keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Kesepuluh :** Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di
Pada tanggal

: Jakarta
: 4 Safar 1447 H
18 Juli 2026 M



Prof. Dr. H. Gunawan Suryoputro, M.Hum.

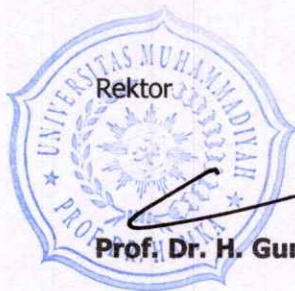
Tembusan:

- Yth. 1. Direktur SPs
2. Kepala Biro Akademik
3. Kaprodi Pendidikan Bahasa Inggris SPs
4. Dosen dan Mahasiswa yang bersangkutan
Universitas Muhammadiyah Prof. DR. HAMKA

Lampiran 1 Keputusan Rektor UHAMKA
Nomor : 0575 /R/KM/2026
Tanggal : 4 Safar 1447 H / 18 Juli 2026 M

**PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2025/2026**

Penanggung Jawab	: Rektor Prof. Dr. H. Gunawan Suryoputro, M.Hum.
Ketua	: Direktur Sekolah Pascasarjana Prof. Dr. H. Ade Hikmat, M.Pd.
Sekretaris	: Ketua Program Studi Pendidikan Bahasa Inggris Siti Zulaiha, M.AL, Ph.D.
Anggota Penguji	: 1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.AL, Ph.D 3. Hamzah Puadi Ilyas, Ph.D 4. Dr. Syaadiyah Arifin, M.Pd. 5. Silih Warni, Ph.D 6. Dr. Akhmad Haqiqi Ma'mun, M.Pd. 7. Dr. Tri Wintolo Apoko, M.Pd.
Pelaksana Teknis	: 1. Sekretaris SPs I, Prof. Dr. H. Abd. Rahman. A. Ghani, M.Pd. 2. Sekretaris SPs II, Dr. Ihsana El Khuluqo, M.Pd. 3. Kepala Tata Usaha, Deny Indra Nofendar, S.E. 4. Kasubag Akademik, Nurlaelah, S.KM. 5. Kasubag Keuangan, Enur Nurlaelah, S.Kom 6. Kasubag Umum, Agus Purlianto, A.Md. 7. Staf Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA



Rektor

Prof. Dr. H. Gunawan Suryoputro, M.Hum

Lampiran 2 Keputusan Rektor UHAMKA
 Nomor : 055/R/KM/2026
 Tanggal : 26 Muharam 1447 H
 11 Juli 2026 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
 SEMESTER GENAP TAHUN AKADEMIK 2025/2026**

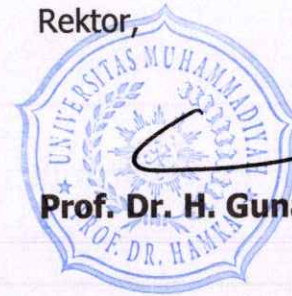
Hari, Tanggal : Selasa, 14 Juli 2026

Tempat : SB 501 Sekolah Pascasarjana UHAMKA (Jl Warung Jati Barat No. 17, Jakarta Selatan)

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2409067005	Annisa	Ginger Writer Feedback in English Writing Assessment: Association with Motivation and Self – Confidence Among Indonesian Junior High School Students	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Tri Wintolo Apoko, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.
2.	09.30-10.30	2509069001	Nenik Prihartini	Using Wayground to Support Speaking Activities in Dexriptive Text Learning: A Self – Reflective Case Study	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
3	12.00-13.00	2309067022	Nurjanah	Exploring EFL Teachers' Adaption to AI Tools in English Language Teaching : A Case Study of In-Service Teachers in A Master 's Program	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	15.15-16.15	2409067011	Marah Khaled Abd Alrahman Moqbel	English Speaking Anxiety Among Palestinian 9 th Grade Male Students: Fear of Making Mistakes, Coping Strategies, and Teachers' Perspectives	1. Siti Zulaiha, M.AL., Ph.D 2. Dr.Syaadiah Arifin, M.Pd.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Rektor,



Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Lampiran 3 Keputusan Rektor UHAMKA
Nomor : 0575/R/KM/2026
Tanggal : 26 Muharam 1447 H
11 Juli 2026 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2025/2026**

Hari, Tanggal : Selasa, 14 Juli 2026

Tempat : SB 502 Sekolah Pascasarjana UHAMKA (Jl Warung Jati Barat No. 17, Jakarta Selatan)

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2409067001	Namira Amaliah Putri	AI-Powered Speech Recognition for Meaningful and Joyful English-Speaking Assessment in High School	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadiyah Arifin, M.Pd. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2309067024	Miftahul Jannah	Learning Through Doing: Exploring the Implementation of Task-Based Learning in Elementary English Vocabulary Instruction	1. Silih Warni, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
3	12.00-13.00	2509069002	Iwan Hari Purnomo	English Teachers' Perceptions of AI Integration In Reading Instruction at Yayasan Pendidikan Smart Insani	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Siti Zulaiha, M.AL., Ph.D. 2. Silih Warni, Ph.D.

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

**ENGLISH TEACHERS' PERCEPTIONS OF AI INTEGRATION
IN READING INSTRUCTION AT YAYASAN PENDIDIKAN
SMART INSANI**

THESIS

Submitted to Fulfill the Requirements for the Degree of Master of Education

By:

IWAN HARI PURNOMO

2509069002



Uhamka
SEKOLAH PASCASARJANA

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY PROF. DR. HAMKA
2026**

THESIS ADVISOR APPROVAL

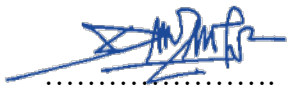
**ENGLISH TEACHERS' PERCEPTIONS OF AI INTEGRATION
IN READING INSTRUCTION AT YAYASAN PENDIDIKAN
SMART INSANI
A THESIS**

By:

IWAN HARI PURNOMO

2509069002

Has been recommended to be presented on the Thesis Oral Defense

Advisors	Signatures	Date
Hamzah Puadi Ilyas, Ph.D. (Advisor I)		26 June 2026
Dr. Syaadiyah Arifin, M. Pd. (Advisor II)		27 June 2026

Jakarta, 29 June 2026
Chair of English Education Study Program
Graduate School
University of Muhammadiyah Prof. Dr. HAMKA


Siti Zulaiha, M.AL., Ph. D.

CHAPTER I

INTRODUCTION

A. Background of the Study

The integration of Artificial Intelligence (AI) into educational settings has opened new possibilities for language teaching and learning, particularly in English as a Foreign Language (EFL) contexts. AI-powered tools now offer unique capacities for personalizing instruction, adapting to individual learner needs, and providing real-time feedback features that make them especially promising for developing reading comprehension skills in heterogeneous EFL classrooms (Wang et al., 2024a; Zawacki-Richter et al., 2019a). Reading, in particular, represents a critical area where AI's potential uses align closely with pedagogical needs: the complex, multi-layered nature of reading comprehension surrounding vocabulary processing, syntactic decoding, inferencing, and critical evaluation maps directly onto what current AI systems are best equipped to support through adaptive feedback, scaffolded questioning, and personalized text sequencing (Hidayat, 2024; J. Liu et al., 2019).

In Indonesia, English remains a foreign language for the majority of learners, and reading proficiency is particularly emphasized in national curricula and academic assessments. Teachers face significant challenges in meeting the diverse reading needs of their students given heterogeneous proficiency levels, limited instructional resources, and the need to prepare learners for standardized assessments (Darmayanti

et al., 2023; Rahman, 2024a). Within this context, institutions such as Yayasan Pendidikan Smart Insani (YPSI), an Islamic private school in Lampung Tengah with an English-oriented curriculum, are beginning to explore how AI tools might support their English teachers and students. However, the readiness, preparedness, and interpretative understanding of teachers regarding AI integration in reading instruction remain largely unexamined.

While international research has documented AI's potential for improving reading outcomes (J. Liu et al., 2019; Wang et al., 2024a) and has examined teacher perceptions through quantitative instruments (An et al., 2023; Benek, 2025a), there exists a significant gap in qualitative, context-sensitive understanding of how Indonesian EFL teachers interpret and make sense of AI integration in their specific professional realities. Rahman (2024a) and Ilma and Rohmah (2025a) have begun to address this gap in the Indonesian context, yet studies focused specifically on reading instruction and grounded in teachers' lived interpretive experiences particularly within Islamic private school settings remain rare.

This study therefore aims to explore how English teachers at YPSI perceive that is, interpretatively understand based on experience and contextual realities the potential of AI in reading instruction, what challenges they navigate when attempting to integrate AI, and what pedagogical implications emerge from their experiences. Grounded in an interpretivist paradigm, the study treats teacher voices as primary sources of situated knowledge about AI's meaning and utility in their classrooms. Understanding these

interpretive understandings is essential because teachers' perception of AI, not merely their attitudes or opinions shapes whether, how, and with what pedagogical intent AI tools are integrated into classroom practice (Rahimi & Fathi, 2022)

Despite the proliferation of AI tools in educational settings globally, there is limited empirical understanding of how English teachers at YPSI experience and make sense of AI integration in reading instruction. Existing literature confirms AI's technical potential for enhancing reading comprehension through personalization and adaptive feedback (Hidayat, 2024; J. Liu et al., 2019; Wang et al., 2024). However, the translation of this potential into actual classroom practice depends fundamentally on how teachers perceive, interpret, evaluate, and make meaning of these technologies within their specific professional, institutional, and cultural contexts.

Studies in the Indonesian context reveal that while teachers generally hold positive views about AI's utility, these positive views do not automatically translate into confident, sophisticated use (Ilma & Rohmah, 2025; Rahman, 2024; Widianingtyas et al., 2023). Teachers report significant gaps in training, infrastructure limitations, concerns about academic integrity and data privacy, and uncertainty about how to align AI capabilities with their pedagogical goals. At YPSI specifically, observations suggest that some teachers have begun using AI tools particularly for generating reading materials and vocabulary exercises, but their readiness, contextual understanding, and pedagogical integration of these tools remain unclear. Furthermore, the specific context of YPSI, as an Islamic school with distinct educational values and

student demographics, adds layers of complexity that have not been examined in existing research.

The absence of in-depth, context-sensitive research on how YPSI teachers interpret AI integration leaves a critical gap: without understanding teachers' perceptions as situated, experience-based understandings, any institutional initiative to integrate AI risks disconnecting from the realities of classroom practice. This study addresses this gap by conducting a qualitative investigation centered on teachers' interpretive experiences at YPSI, generating insights that can inform both local practice and broader conversations about AI in Indonesian EFL education.

B. Research Scope (Limitation of the Research)

This study is bound to English teachers actively engaged in reading instruction at YPSI during the 2025/2026 academic year. It focuses specifically on teachers' perceptions of AI integration in reading, not writing, speaking, or listening and employs qualitative data from semi-structured interviews, classroom observations, and document analysis. The study does not include student perspectives, nor does it seek to measure or evaluate AI's impact on student reading outcomes; the focus remains consistently on teachers' interpretive understanding of AI's role in their reading classrooms.

As a qualitative study, findings reflect depth of understanding within YPSI's particular context rather than breadth or statistical generalizability. Self-reporting in

interviews may be influenced by social desirability, and classroom observations are limited by the time frame of the study. These limitations are acknowledged as inherent to qualitative inquiry, which prioritizes contextual richness and trustworthiness over generalizability (Creswell, 2017; Lincoln & Guba, 1985).

C. Research Questions

1. How do English teachers at YPSI perceive the potential of AI in supporting reading instruction?
2. What challenges do YPSI English teachers experience when considering or using AI to enhance students' reading comprehension and engagement?
3. What are the pedagogical implications of integrating AI into reading instruction for promoting effective technology integration in English classrooms at YPSI?

D. Research Objectives

1. To explore how English teachers at YPSI interpretatively understand (perceive) the potential of AI in supporting reading instruction, capturing their situated knowledge based on professional experience and contextual realities.

2. To investigate the challenges technical, pedagogical, institutional, and ethical that English teachers at YPSI encounter when considering or implementing AI tools in reading instruction.
3. To examine the pedagogical implications of AI integration, particularly how teachers conceive changes to instructional roles, reading pedagogy, and student learning when AI tools enter the teaching and learning process.

E. Significance of the Study

- a. **Theoretical Significance.** This research contributes to the growing body of scholarship on AI-mediated language pedagogy by foregrounding teacher perception as situated cognition rather than merely attitudinal preference. By framing teachers' understandings within an paradigm, the study enriches theoretical models of technology integration, particularly in contexts where teachers must navigate between AI's technical possibilities and the human, relational, and cultural dimensions of EFL teaching.
- b. **Practical Significance.** Findings offer actionable insights for English teachers, curriculum developers, and school administrators at YPSI and comparable Islamic EFL institutions. Specifically, the study can inform professional development programs, AI adoption policies, and instructional design

approaches that are grounded in teachers' actual experiences rather than top-down technology mandates.

- c. **Methodological Significance.** By employing a qualitative descriptive approach to examine AI integration in reading instruction, this study demonstrates the value of interpretive methods for capturing the nuanced, context-dependent nature of technology adoption. It provides a model for future studies that seek to move beyond quantitative adoption metrics to understand the human experience of AI in education.

F. Definition of Key Terms

- a. **Perception (Teacher Perception).** In this study, perception refers to teachers' interpretative understanding of AI integration, shaped by their lived professional experiences, contextual knowledge, and situational realities—what cognitive scientists refer to as 'situated cognition' (Rahimi & Fathi, 2021). This definition deliberately distinguishes perception from related but distinct concepts: (a) attitude, which refers to affective evaluations (liking or disliking) that may exist independently of experience; (b) belief, which refers to cognitive propositions held with varying degrees of certainty, not necessarily grounded in direct experience; and (c) opinion, which refers to personal views that may lack experiential or contextual grounding. Perception, in this study, encompasses how teachers interpret AI's role based on what they have

experienced, observed, and reflected upon in their specific professional contexts. This situated, experience-grounded quality makes perception a richer and more pedagogically relevant construct than attitude or opinion alone.

- b. Artificial Intelligence (AI) in Education.** AI in education refers to the application of computational systems that use algorithms including machine learning, natural language processing, and adaptive learning to support teaching and learning processes (Zawacki-Richter et al., 2019a). For this study, AI encompasses tools teachers use to support reading instruction, such as AI-generated reading texts, vocabulary feedback systems, adaptive reading platforms, and chatbot-based comprehension support.
- c. Reading Comprehension.** Reading comprehension in the EFL context refers to the complex cognitive process of constructing meaning from written text, involving multiple skill layers: word recognition and vocabulary processing, syntactic understanding, inferencing, comprehension monitoring, and critical evaluation (J. Liu et al., 2019; Wang et al., 2024a).
- d. Pedagogical Implication.** Pedagogical implication refers to the consequences intended or emergent that AI integration has on instructional roles, methods, assessment practices, and learning experiences in reading classrooms (Üretmen Karaoğlu & Doğan, 2025).

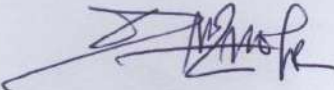
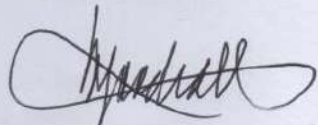
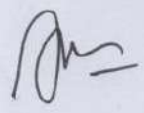
BERITA ACARA SIDANG TESIS

Tgl Efektif : 12 Maret 2013
No. Form : FM-AKM-16-004
No. Revisi : 00

Berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA No: ____/R/KM/2026 tanggal 11 Juli 2026 dinyatakan bahwa pada hari ini Selasa, 14 Juli 2026 telah dilaksanakan Sidang Tesis, kepada:

Nama : Iwan Hari Purnomo
NIM : 2509069002
Program Studi : Pendidikan Bahasa Inggris
Judul Tesis : English Teachers' Perceptions of AI Integration In Reading Instruction at Yayasan Pendidikan Smart Insani

Dihadapan Tim Penguji Sidang Tesis, yang terdiri dari:

NO	NAMA dan TANDA TANGAN	NILAI	NO	NAMA dan TANDA TANGAN	NILAI
1.	 Hamzah Puadi Ilyas, Ph.D.	82,75	1.	 Siti Zulaiha, M.AL., Ph.D.	83
2.	 Dr. Syaadiyah Arifin, M.Pd.	80	2.	 Silih Warni, Ph.D.	78
JUMLAH →		162,45			161

NILAI AKHIR →

80,86

Dinyatakan **LULUS/TIDAK LULUS** *)

Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Mengetahui
Ketua,

Prof. Dr. H. Ade Hikmat, M.Pd.

Jakarta, 14 Juli 2026

Sekretaris,

Siti Zulaiha, M.AL., Ph.D.