



The Role of Artificial Intelligence in Empowering Women in Educational Systems: A Case Study of the Online University

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ABSTRACT

This study examines how Artificial Intelligence (AI) empowers female students within online educational systems, particularly in developing contexts. With the growth of e-learning, AI offers transformative opportunities to enhance educational access, engagement, and overcome traditional barriers. A cross-sectional survey was conducted with 110 female students from medical, computer science, education, and economics disciplines. Data were gathered through Likert scale and open-ended questions, focusing on AI use, learning experiences, and adoption barriers. Descriptive statistics analyzed the results, revealing that AI significantly enhances educational access and motivation among female students. However, technical issues and cultural constraints remain major challenges. The study concludes that while AI has strong potential to empower women in education, addressing these barriers is essential for wider, equitable adoption.

INTRODUCTION

In the contemporary era marked by rapid technological innovation, Artificial Intelligence (AI) has emerged as a transformative force across various sectors, including education. Among its numerous contributions, AI holds profound potential to empower women by reshaping educational access, delivery, and personalization. In many regions—particularly in developing countries—women have historically encountered barriers to education due to cultural, economic, or logistical limitations. However, AI-powered e-learning platforms have begun to dismantle these barriers by enabling flexible, inclusive, and adaptive learning environments that cater specifically to the unique challenges faced by women (Ahmadi et al., 2024; Shahbazi et al., 2024).

AI technologies such as intelligent tutoring systems, natural language processing, recommendation algorithms, and predictive analytics have allowed for highly personalized learning paths, promoting engagement and improved educational outcomes for female learners (Hakimi, Shahidzay, & Kohistan, 2024). These systems not only enhance accessibility but also address individual learning needs—an essential factor in empowering marginalized groups. Notably, virtual universities and online learning models offer a safe and flexible alternative for women in conservative societies, allowing them to pursue higher education from within their domestic settings (Musawi et al., 2025; Quraishi et al., 2024).

The integration of AI in education further contributes to broader goals of gender equity and sustainable development by equipping women with digital literacy and skills relevant to the demands of the Fourth Industrial Revolution (Alshraah et al., 2024; Meharunisa et al., 2024). Furthermore, AI-supported platforms have proven instrumental in enhancing work-life balance and enabling women to upskill and participate in the digital economy while managing family responsibilities (Mahalakshmi & Jayanthiladevi, 2024).

Despite its potential, the adoption of AI in women-centric educational models is not without challenges. Concerns regarding algorithmic bias, digital divides, limited access to infrastructure, and inadequate policy frameworks continue to persist in many under-resourced settings (Shah, 2024; Hakimi et al., 2024). Therefore, critical evaluation and contextual adaptation of AI technologies are essential to ensure equitable and ethical outcomes.

This study investigates the role of AI in empowering women through online education, with a specific focus on the Online Women’s University as a case study. By synthesizing insights from recent empirical studies and reviewing key technological interventions, the research aims to explore how AI-driven systems can advance women’s access, participation, and achievement in higher education across socio-cultural and economic contexts.

Problem Statement

Despite global advancements in technology and digital transformation, women in many developing countries continue to face significant barriers to accessing quality education. Cultural restrictions, socio-economic constraints, and limited institutional support often hinder women’s participation in traditional educational systems. In response, Artificial Intelligence (AI) has emerged as a powerful tool in online learning platforms, offering new pathways for inclusive, flexible, and personalized education. However, while the potential

of AI to empower women through virtual education is widely acknowledged, there is limited empirical research that critically examines how these technologies are practically applied and experienced by female learners, particularly in online university settings.

Moreover, the implementation of AI in educational environments often lacks gender-sensitive design and consideration for contextual challenges, such as digital literacy gaps, infrastructure limitations, and algorithmic bias. These issues risk further marginalizing the very groups AI intends to support. The absence of focused case studies on women's online education in the context of AI integration—especially in underrepresented regions—has created a significant research gap. Therefore, this study seeks to investigate how AI-driven systems are enabling or hindering women's educational empowerment and to provide evidence-based insights for more inclusive and effective technology-enhanced learning strategies.

Research Objectives

1. To explore how artificial intelligence technologies are being utilized to enhance educational access and outcomes for women in online university settings.
2. To examine the specific AI tools and features that contribute to the personalized learning, engagement, and empowerment of female students.
3. To identify the challenges and limitations faced in implementing AI-driven educational systems for women in developing contexts.

Corresponding Research Questions

1. How is artificial intelligence being used to improve educational access and outcomes for women in online universities?
2. What AI tools and features most effectively support personalized learning and empower female learners in digital education platforms?
3. What are the key challenges in implementing AI-based educational systems aimed at empowering women, particularly in developing regions?

LITERATURE RIVIEW

The integration of Artificial Intelligence (AI) in education has increasingly gained global attention, particularly for its potential in fostering inclusive and equitable learning opportunities. AI technologies have enabled flexible, personalized, and accessible educational environments, especially for women in marginalized communities who traditionally face social, cultural, and infrastructural barriers (Ahmadi et al., 2024; Meharunisa et al., 2024). In the context of online universities, AI-powered tools such as intelligent tutoring systems, predictive analytics, and adaptive learning platforms have shown promising results in enhancing women's learning outcomes (Mahalakshmi & Jayanthiladevi, 2024; Shahbazi et al., 2024).

Multiple studies confirm that AI facilitates women's empowerment by supporting work-life balance, self-paced learning, and remote access to education (Alshraah et al., 2024; Patil et al., 2024). For instance, Meharunisa et al. (2024) examined AI's impact on Saudi women's education and highlighted improvements in digital engagement and academic satisfaction. Similarly, Khoza

(2024) emphasized AI's capacity to bridge gender gaps in underprivileged African communities through education and entrepreneurship. However, the literature also identifies significant gender-related challenges, including algorithmic bias, lack of digital literacy, and insufficient infrastructure (Shah, 2024; Alateeg & Al-Ayed, 2024).

In Afghanistan, where women face intense educational constraints, online education supported by AI has become a critical alternative (Hakimi, Musawi & Khaliqyar, 2024; Musawi et al., 2025). Studies by Quraishi et al. (2024) and Rahimi et al. (2024) explored the integration of mobile learning and online platforms in Afghan universities, underscoring the role of technology in promoting women's inclusion. Hakimi et al. (2024) further explored barriers such as managerial inexperience and digital inequalities that limit AI's potential. A similar narrative is seen in Sanusi et al. (2024), who linked digital platforms to enhanced social participation among women in conservative societies.

Recent literature has also focused on the usability and design of AI-driven systems. Sudestra et al. (2024) employed the System Usability Scale to evaluate learning management systems, advocating for gender-responsive digital environments. Moreover, Shahbazi et al. (2024) and Sekar et al. (2025) call for inclusive frameworks that integrate AI with wearable technologies to enhance women's safety and educational participation.

METHODOLOGY

This study utilizes a descriptive research design to explore the role of Artificial Intelligence (AI) in empowering female students in online educational settings. The research focuses on understanding how AI technologies are utilized, their impact on learning experiences, and the challenges faced by female students in developing contexts. Data is primarily collected through a structured questionnaire, and the analysis is conducted using Excel for data organization and interpretation.

1. Research Design

The study follows a cross-sectional survey design, where data is collected at a single point in time. The questionnaire includes both closed-ended questions (Likert scale items) and a few open-ended questions. This design enables the collection of quantitative data to understand the students' perceptions of AI technologies and qualitative data to gather insights into their personal experiences and challenges.

2. Sample Selection

A purposive sampling method was used to select female students from four academic disciplines: medical faculty (20 students), computer science (50 students), education (30 students), and economics (10 students). The participants are all aged between 20 and 25 years, ensuring consistency in demographic variables. The sample size includes 110 students, which provides sufficient diversity in terms of academic disciplines and individual experiences with AI in education.

3. Data Collection Tools

The primary data collection tool is a self-administered questionnaire designed to gather both quantitative and qualitative data. The questionnaire includes Likert scale questions assessing students' views on AI tools in education, their experiences with personalized learning, and any challenges they face. Open-ended questions allow students to describe in their own words the specific issues or benefits they have encountered when using AI-powered educational tools.

4. Data Analysis

Data analysis is conducted using Microsoft Excel, which is utilized to organize and summarize the survey responses. For quantitative analysis, descriptive statistics such as frequencies, percentages, and mean scores are calculated to understand patterns and trends in the data. Additionally, Excel charts and graphs are used to visually represent the responses to Likert scale questions, making it easier to interpret the results. For qualitative data, open-ended responses are coded and categorized into themes to highlight key challenges and benefits as described by the students.

5. Ethical Considerations

Ethical approval for this study was obtained from the relevant academic institution. Participants were fully informed about the purpose of the study and assured of the confidentiality of their responses. Consent was obtained from all participants, and they were assured that their responses would only be used for academic purposes. The anonymity of participants was maintained throughout the research process.

6. Limitations

This study relies on self-reported data, which could be influenced by individual biases or social desirability effects. Furthermore, the study's focus on a single demographic group (female students aged 20-25 in online learning contexts) may limit the generalizability of the findings. Additionally, since data analysis is conducted using Excel without advanced statistical techniques, the depth of analysis may be limited. Future research could benefit from exploring a broader sample and employing more complex analytical methods.

RESULT AND DISCUSSION

The results section presents a detailed analysis of the survey data collected from 110 female students across various academic disciplines. Using descriptive statistics and Excel-based analysis, the findings highlight the students' perceptions of AI technologies in education, their experiences with personalized learning, and the challenges faced in utilizing AI-driven tools. The responses were organized by thematic areas, providing insights into the impact of AI on engagement, motivation, and educational outcomes. This section also identifies key barriers, including technical difficulties and cultural factors, that hinder the full utilization of AI in online learning environments. The results provide a comprehensive understanding of how AI is shaping the educational experiences of female students in developing contexts.

Table 1. Distribution of Female Respondents by Faculty and Age

Faculty	Number of Respondents (n)	Age Range (Years)	Percentage
Medical Sciences	20	20-25	18.2%
Computer Science	50	20-25	45.5%
Education	30	20-25	27.3%
Economics	10	20-25	9.0%
Total	110	20-25	100%

The demographic distribution indicates that the majority of participants (45.5%) are from the Computer Science faculty, suggesting a strong interest in technology-related disciplines. This is followed by students from Education (27.3%), Medical Sciences (18.2%), and Economics (9.0%). All participants fall within the 20-25 age range, representing a relatively young and digitally literate population. The prominence of Computer Science students may imply greater exposure to AI technologies, which is central to the study's focus. The inclusion of varied academic backgrounds ensures a broader perspective on how AI impacts women's empowerment in education. This balanced representation strengthens the study's validity in analyzing cross-disciplinary experiences with AI.

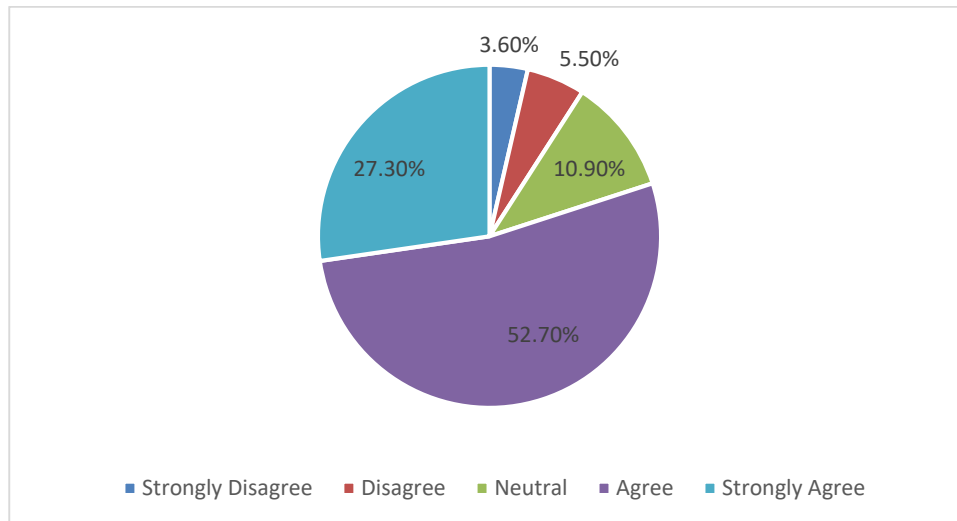


Figure 1. Student Perceptions on AI's Role in Enhancing Access to Educational Content

The results reveal that a significant majority of respondents (80%) agreed or strongly agreed that AI technologies have enhanced their access to educational content and learning platforms. Only a small proportion (9.1%) expressed disagreement, indicating minimal resistance or dissatisfaction with AI in education. The neutral stance held by 10.9% suggests that some participants may still be exploring or adjusting to AI-based systems. The high level of agreement underscores the positive perception of AI's role in facilitating educational inclusion and digital accessibility. This trend is particularly relevant for women in developing contexts, where technological solutions can bridge traditional

educational gaps. These insights align with the study's objective of evaluating AI's empowering potential in online education.

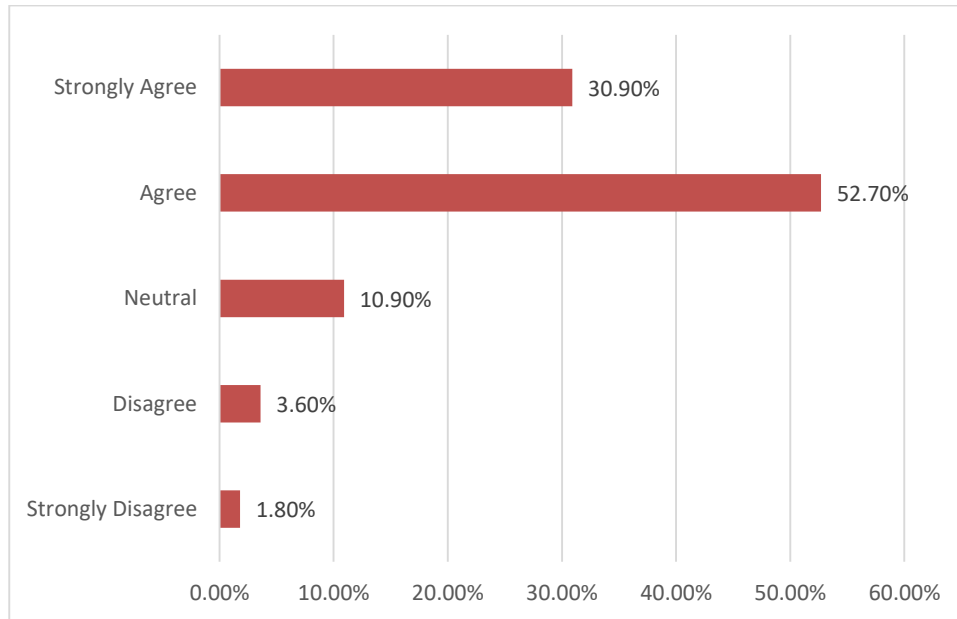


Figure 2. Perceptions on AI Tools Customizing Learning Pace and Content

The data reveals that the majority of respondents (83.6%) agreed or strongly agreed that AI-powered tools assist in customizing their learning pace and content according to their individual needs. This highlights the effectiveness of AI in providing personalized learning experiences. A very small proportion (5.4%) disagreed or strongly disagreed, indicating that for most, AI tools are indeed adaptable and responsive to their educational requirements. With 10.9% of participants selecting neutral, it suggests some variation in how AI tools are perceived or utilized by different learners. The results indicate a strong positive perception of AI tools fostering engagement and empowerment, enabling female students to learn at their own pace, which is crucial for enhanced academic performance and individualized educational support. These findings further validate the role of AI in transforming education and supporting students' personal learning journeys.

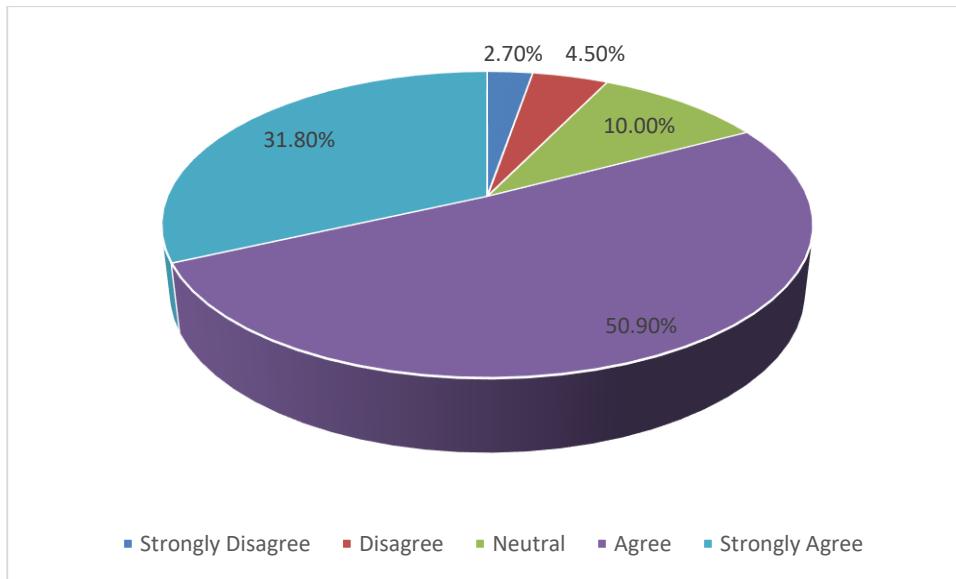


Figure 3. Motivation and Engagement with AI-Supported Learning Platforms

The findings show that 82.7% of the respondents feel more motivated and engaged when using AI-supported learning platforms, with the majority (50.9%) agreeing and 31.8% strongly agreeing. This demonstrates a strong positive correlation between the use of AI tools and increased motivation and engagement, key factors in enhancing learning outcomes. Only a small portion (7.2%) disagreed or strongly disagreed, suggesting minimal dissatisfaction with AI tools in this context. The neutral responses (10%) indicate that some participants may not yet fully engage with AI-supported platforms or may have varying experiences with such tools. Overall, the data highlights the potential of AI-supported platforms to increase student engagement, which is crucial for empowerment and sustained academic involvement. This aligns with the broader goal of leveraging AI to boost student participation and success, especially among female learners in digital educational environments.

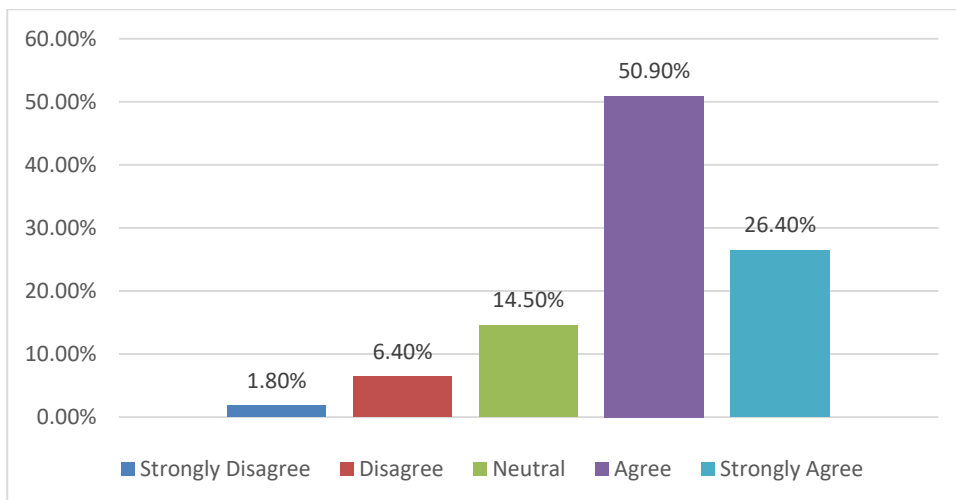


Figure 4. Technical Difficulties Encountered with AI-Supported Educational Tools

The data indicates that a significant number of respondents (77.3%) agreed or strongly agreed that they face technical difficulties when using AI-supported educational tools. This suggests that infrastructure challenges, such as low internet speed or lack of training, are prominent barriers for many students. Despite this, 8.2% of participants disagreed or strongly disagreed, indicating that not all students experience these difficulties equally. The neutral responses (14.5%) suggest that some students may be affected to a lesser degree or have mixed experiences with AI tools. The substantial percentage of agreement highlights the need for improving technical infrastructure and providing adequate training to ensure smooth usage of AI-driven educational platforms, particularly in developing regions. This aligns with the study's objective of identifying the challenges and limitations of implementing AI in educational systems and underscores the importance of addressing accessibility and support for women in developing contexts.

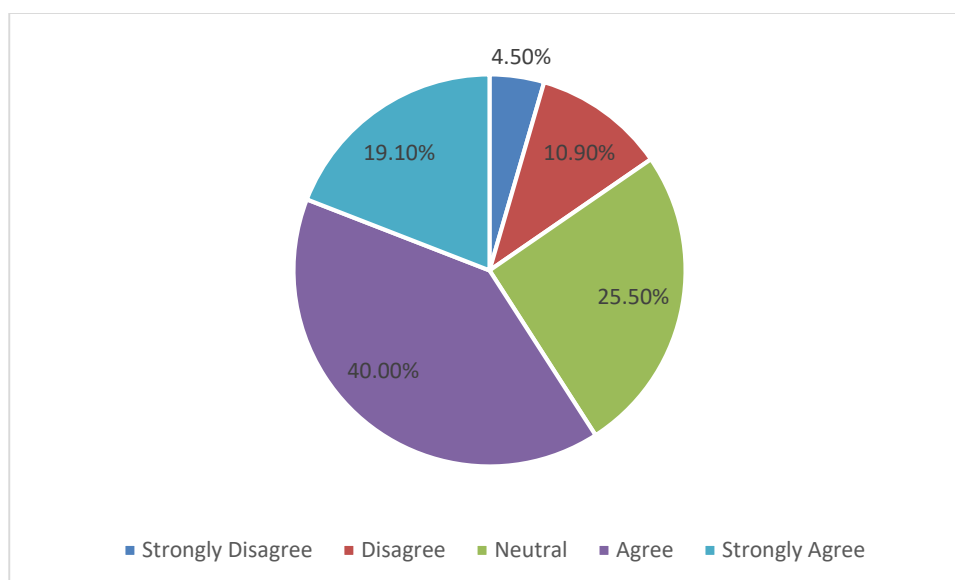


Figure 5. Impact of Cultural or Societal Factors on Utilizing AI Technologies in Education

The data shows that 59.1% of respondents feel that cultural or societal factors limit their ability to fully utilize AI technologies in education, with 40.0% agreeing and 19.1% strongly agreeing. This suggests that societal norms or cultural barriers may be affecting their access to and engagement with AI-driven educational tools. A relatively small percentage (15.4%) disagreed or strongly disagreed, indicating that while some learners are not significantly hindered by cultural factors, they still constitute a minority. The neutral responses (25.5%) suggest that for many, cultural or societal limitations may be an influencing factor, but not necessarily a decisive one. These findings emphasize the need to consider cultural context when designing and implementing AI technologies, especially in developing regions, to ensure that women can leverage these tools without societal or cultural constraints. This result highlights the importance of cultural sensitivity

and the role of community engagement in promoting the effective use of AI technologies for educational empowerment

The findings from this study shed light on both the opportunities and challenges faced by women in utilizing AI-driven educational tools, especially within online university settings. The results indicate a significant positive perception of AI technologies in enhancing access to educational content and improving motivation and engagement among female students, aligning with previous research on the empowering effects of AI in education (Ahmadi et al., 2024; Hakimi et al., 2024). AI tools were found to effectively customize learning and provide personalized learning experiences that cater to individual needs, fostering a sense of empowerment and increased engagement. As highlighted by Patil et al. (2024), AI technologies facilitate a more tailored educational experience, which is crucial for encouraging participation among women, especially in underrepresented regions.

However, the study also underscores significant technical and infrastructure-related challenges, such as low internet speed and insufficient training, which hinder the effective implementation of AI-driven education systems. The digital divide remains a key barrier to widespread adoption, particularly in developing countries where access to reliable internet and adequate technological support is often limited (Musawi et al., 2025). This aligns with findings from Shah et al. (2024), who emphasize the importance of addressing infrastructural challenges to ensure the success of AI-based learning initiatives.

Moreover, cultural and societal factors play a pivotal role in limiting women's ability to fully utilize AI technologies. A significant proportion of respondents indicated that cultural norms and societal expectations often restrict their engagement with educational technologies. This supports the work of Alateeg and Al-Ayed (2024), who argue that in many societies, women still face gender-based barriers that prevent them from accessing and benefiting from digital education platforms. These barriers include limited mobility, traditional roles, and lack of support for technology adoption in some cultural contexts.

It is essential to recognize that while AI technologies have the potential to empower women through personalized learning and enhanced engagement, addressing these challenges is crucial for their successful integration into educational systems. This requires targeted efforts to improve digital infrastructure, provide training opportunities, and promote cultural acceptance of technology. As Alshraah et al. (2024) point out, fostering gender equality and digital literacy within the context of AI adoption is key to ensuring that women, particularly in developing countries, can benefit from the transformative potential of AI in education.

CONCLUSIONS AND RECOMMENDATIONS

The study highlights the significant potential of AI technologies in enhancing educational access, engagement, and empowerment for female students, particularly in online learning environments. AI-driven tools can facilitate personalized learning experiences, tailor content to individual needs, and motivate students by creating a more interactive and engaging learning atmosphere. These advancements in educational technology present a unique opportunity to bridge gender gaps, particularly in developing contexts where traditional educational systems may fail to provide equitable access to all students.

However, the findings also reveal several challenges that hinder the full utilization of AI technologies in education. Issues such as inadequate digital infrastructure, low internet speeds, and lack of technical training continue to pose substantial barriers, particularly in regions with limited access to modern technological resources. These technical difficulties often prevent female students from fully benefiting from AI-driven platforms and can exacerbate existing disparities in educational outcomes.

Moreover, cultural and societal factors play a crucial role in limiting the engagement of women with AI technologies. In many societies, traditional gender roles and societal expectations can discourage women from pursuing or fully participating in digital learning opportunities. This cultural resistance, combined with other logistical challenges, underscores the need for targeted interventions to support the integration of AI in educational systems.

To ensure that AI technologies can truly empower women in education, it is essential to address both technical and cultural barriers. This requires investments in infrastructure, training, and policies that foster gender-inclusive learning environments. By overcoming these obstacles, AI has the potential to play a transformative role in empowering women, enhancing their educational experiences, and providing them with the tools to succeed in an increasingly digital world.

FURTHER STUDY

While this study highlights the empowering role of AI for female students in online education, it is not without limitations. The research was limited to a single survey method and focused on students from specific academic disciplines in developing contexts. Future studies should consider longitudinal designs to assess the long-term impacts of AI on educational empowerment. Additionally, incorporating diverse geographical regions, larger sample sizes, and qualitative methods such as interviews or focus groups could provide deeper insights. Further investigations should also explore specific AI tools and their effectiveness in addressing cultural, technical, and accessibility barriers in online education.

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