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Human-Centred Artificial Intelligence-Supported Critical Film Literacy Model for SDG 4.7: A Postcolonial Study of Indonesian Cinema

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ABSTRACT

Objective: The study develops a human-centred model of artificial-intelligence-supported critical film literacy for language education and Sustainable Development Goal (SDG) 4.7. It examines how Indonesian biographical cinema constructs critical awareness and how those constructions can organise responsible AI-supported learning. **Method:** A qualitative interpretative-critical reanalysis examined Guru Bangsa: Tjokroaminoto, Kartini, and Sultan Agung: Tahta, Perjuangan, dan Cinta. Verbal, visual, narrative, auditory, and cultural signs were analysed through Peircean semiotics, Freirean critical pedagogy, and Bhabha's postcolonial concepts. Abductive cross-film coding organised the evidence into cognitive, affective, and praxis-oriented dimensions and guided pedagogical model derivation. **Results:** The films construct structural awareness through education, letters, books, public speech, cultural memory, and symbolic spaces; ethical engagement through confinement, exploitation, grief, and responsibility; and transformative agency through organisation, emancipatory literacy, negotiation, leadership, and cultural transmission. These patterns support a six-stage cycle: human first reading, AI-generated alternative interpretation, evidence verification, cultural-bias audit, dialogic synthesis, and independent ethical language production. **Novelty:** The study integrates critical film literacy, language learning, AI literacy, postcolonial interpretation, and SDGs-oriented education in one operational didactic-semiotic model. Human judgement functions as the organising principle of AI use, while SDG 4.7 provides the central educational purpose and SDGs 5 and 16 provide linked contribution pathways..

INTRODUCTION

Generative Artificial Intelligence (AI) has moved rapidly from a specialist technology to an everyday mediator of language learning. Learners now encounter systems that generate explanations, reformulate sentences, translate passages, simulate dialogue, provide feedback, and offer stylistic alternatives within seconds. These affordances can widen access to linguistic support and increase opportunities for rehearsal, particularly where teacher time and instructional resources are limited. At the same time, generative systems relocate parts of authorship, interpretation, and decision-making into an opaque computational process. Contemporary language education therefore requires designs that connect technological access with learner agency, evidential reasoning, and ethical responsibility rather than treating fluent output as an educational outcome in itself (Kasneci et al., 2023; Kohnke et al., 2023; Lo, 2023; Tlili et al., 2023).

The recent literature presents a productive yet demanding picture of AI-supported education. Systematic reviews identify possibilities for personalised assistance, formative feedback, content generation, and adaptive learning, while also highlighting accuracy, bias, privacy, over-reliance, and governance as central design concerns (Chiu et al., 2023; Farrokhnia et al., 2024; Zawacki-Richter et al., 2019). Empirical language-education studies show that generated feedback can support writing development when learners interpret, evaluate, and revise suggestions rather than copying them directly (Mahapatra, 2024; Polakova & Ivenz, 2024). Teacher preparedness and