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Linguistic Detective Learning: An Innovation in Indonesian Language Learning Based on Text Investigation in the Era of Generative AI

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ABSTRACT

The development of Generative Artificial Intelligence (Generative AI) has changed the way students acquire and use information in the learning process. On the one hand, this technology facilitates the search for references and the generation of various forms of text. On the other hand, this convenience also poses challenges because the information generated is not always accurate and may reduce students' engagement in the processes of thinking and evaluating information. This article aims to propose the Linguistic Detective Learning model as an innovation in Indonesian language learning oriented toward strengthening investigative language competencies. The research employs a qualitative descriptive method with a literature study approach through a review of various relevant scientific sources. The results of the review indicate that students need the ability to identify problems, trace information, verify facts, evaluate language use, and formulate conclusions based on accountable evidence. Based on these needs, the Linguistic Detective Learning model was developed in five stages: Case Finding, Clue Hunting, Evidence Checking, Language Investigation, and Conclusion Report. This model has the potential to support the development of critical thinking, digital literacy, and information evaluation skills, which are increasingly needed in the Generative AI era. Thus, the proposed model can serve as an alternative for Indonesian language learning that is relevant to the challenges of 21st-century education.

1. Introduction

The development of artificial intelligence (AI) technology has brought considerable changes to the field of education. One development that is currently widely utilized is Generative AI, a technology capable of rapidly generating various forms of information and text based on user prompts. The presence of this technology facilitates students in searching for references, understanding learning materials, and preparing various learning assignments. In the context of Indonesian language learning, Generative AI has begun to be used as a means of helping students obtain information and develop language skills. However, various studies have shown that

information generated by AI is not always completely accurate because it may still contain bias, factual errors, or information that is not accompanied by clear sources (Rapanta et al., 2025).

This condition creates new challenges in the learning process. Students are no longer required merely to read and understand texts, but also need to be able to verify the truth of information, evaluate the credibility of sources, and analyze language use in a text. Research conducted by Liu et al. (2025) shows that the use of generative AI is associated with the development of critical thinking skills in language learning. However, these abilities need to be accompanied by processes of information verification and evaluation so that students do not accept information directly without further examination.

Indonesian language learning basically plays an important role in developing the ability to think, reason, and communicate critically. However, learning practices still largely focus on understanding text content, identifying linguistic elements, and completing reading-based tasks. Activities specifically designed to train students to trace facts, identify discrepancies in information, compare sources, and examine the accuracy of language use remain relatively limited. Yet, these abilities are increasingly needed in the Generative AI era, when information can be produced instantly and disseminated very rapidly.

Several previous studies have discussed the strengthening of critical thinking, digital literacy, and the use of AI in learning. Brazão & Tinoca, (2025) explain that students' interaction with AI chatbots can encourage the development of critical statements and reflection on the information obtained. Meanwhile, Rapanta et al. (2025) emphasize the importance of developing Critical GenAI Literacy so that students can respond more critically to information generated by AI. Nevertheless, most studies still focus on critical thinking and digital literacy in general. Research that specifically develops investigative language competencies through activities involving problem identification, evidence searching, fact verification, language-use analysis, and the formulation of conclusions regarding texts generated by Generative AI remains relatively limited.

Based on these conditions, an instructional innovation is needed that can encourage students to become active, critical, and investigative readers. One alternative that can be proposed is the Linguistic Detective Learning model. This model positions students as "language detectives" whose task is to identify problems in texts, collect clues, examine evidence, analyze language use, and formulate conclusions based on the results of their investigations. Through this process, students not only understand the content of texts but are also able to test the validity of information and the quality of language more deeply. The novelty of this study lies in the integration of investigative learning with Indonesian language learning in the context of Generative AI through a structured five-stage model: Case Finding, Clue Hunting, Evidence Checking, Language Investigation, and Conclusion Report. Unlike previous studies that primarily emphasize general critical thinking, digital literacy, or critical interaction with AI, the proposed model specifically directs students to investigate AI-related texts through a combination of information verification and linguistic analysis.

Therefore, this article aims to propose the Linguistic Detective Learning model as an innovation in Indonesian language learning oriented toward strengthening investigative language competencies in the Generative AI era. The proposed model offers a new learning framework that connects critical evaluation of AI-generated information with systematic investigation of language and text. In this way, Linguistic Detective Learning provides a learning alternative that is not only relevant to the challenges of Generative AI, but also supports students in developing the ability to examine information critically, verify evidence, analyze language use, and formulate conclusions in a careful and responsible manner.

2. Method

This study employs a descriptive qualitative method using a library research approach. This method was chosen because the study focuses on understanding and explaining the issues of Indonesian language learning in the era of Generative AI in depth, as well as formulating the Linguistic Detective Learning model as an alternative learning innovation. The data examined in this study consist of information, ideas, concepts, theories, and findings from previous studies obtained from various scholarly sources. According to Sugiyono (2016), qualitative research is used to understand phenomena occurring in natural settings by emphasizing the meanings underlying those phenomena. In line with this view, Fadhli (2021) explains that qualitative research aims to understand a phenomenon holistically through the interpretation of data obtained from various sources. Therefore, the descriptive qualitative approach in this study is used to examine various issues emerging in Indonesian language learning in the era of Generative AI while also providing a theoretical foundation for formulating the Linguistic Detective Learning model.

The collection of research sources was conducted through library research by exploring various scholarly sources relevant to the focus of the study. The sources included journal articles, books, proceedings, and other scholarly publications addressing Generative AI, Indonesian language learning, digital literacy, critical thinking, and investigative skills in learning. The selection of sources considered several aspects, including their relevance to the research focus, credibility, and recency of publication. The selected sources were those containing concepts, research findings, or discussions that supported the examination of the use of Generative AI in learning, the need to strengthen critical thinking and information evaluation skills, and the development of investigative skills. Based on these criteria, the sources were expected to provide a sufficiently comprehensive overview of the issues and learning needs associated with Indonesian language learning in the era of Generative AI.

The data in this study consist of information, concepts, theories, and findings from previous studies relevant to the research focus. The data collection process was carried out by carefully and repeatedly reading the selected sources. At this stage, the researcher recorded key ideas, important findings, and concepts related to issues in Indonesian language learning, Generative AI, investigative language competencies, and the characteristics of relevant learning models. The information obtained was then grouped based on similarities in topic and its relevance to the research objectives. This grouping was conducted to facilitate the identification of relationships among the various ideas found in the sources examined.

The data collection technique used in this study was documentation. This technique was carried out by identifying, reading, and recording relevant information from each selected source. Relevant sections of the sources were then documented and classified according to the themes identified. The documentation process was not only used to collect information but also to identify relationships among previous research findings, theoretical concepts, and learning needs that could serve as a basis for formulating the Linguistic Detective Learning model. Through this process, the researcher identified related concepts and used them as the basis for developing the proposed learning model.

Data analysis was conducted systematically by referring to the concept of Iterative Thematic Inquiry proposed by Morgan & Nica (2020). The analysis began with repeatedly reading the collected sources to obtain a comprehensive understanding of the available information. The data were then grouped into several themes relevant to the research objectives. These themes included challenges in Indonesian language learning in the era of Generative AI, the need for investigative language competencies, digital literacy and critical thinking skills, and the characteristics of learning models that can support the investigation of information and texts.

After the main themes were identified, the researcher interpreted the relationships among the themes to determine connections that could serve as the basis for formulating the model. The

analysis was conducted iteratively by reviewing the data and thematic groupings to ensure that the formulated concepts remained consistent with the findings from the sources examined. Based on the results of this analysis, the researcher formulated the Linguistic Detective Learning model, which consists of five stages: Case Finding, Clue Hunting, Evidence Checking, Language Investigation, and Conclusion Report. These five stages were formulated by connecting the need to strengthen investigative language competencies with students' abilities to identify problems, trace information, examine evidence, analyze language use, and formulate conclusions based on the evidence obtained. Thus, the results of the library analysis were not only used to describe the existing learning issues but also served as the basis for developing the learning model proposed in this study.

3. Results

The results of the literature review indicate that the use of Generative AI has brought significant changes to Indonesian language learning, particularly in the way students access, process, and evaluate information. The reviewed literature shows that although Generative AI provides convenience and efficiency in obtaining information and producing texts, its use also creates challenges related to information accuracy, source credibility, critical thinking, and students' active involvement in the learning process. AI-generated information may appear coherent and convincing but can still contain factual inaccuracies, bias, misconceptions, or unclear sources (Rapanta et al., 2025). Therefore, students need to develop the ability to examine, verify, and evaluate information before accepting or using it.

The literature review also identifies the need for competencies that go beyond general text comprehension and critical thinking. Students need to be able to identify questionable information, seek relevant evidence, compare information from different sources, verify facts, analyze language use, and formulate conclusions based on evidence. Based on this synthesis, the study formulates the concept of investigative language competencies**,** which refers to students' ability to investigate information contained in texts through a systematic process of identifying problems, seeking clues, checking evidence, analyzing language, and formulating evidence-based conclusions. This competency integrates aspects of language learning, critical thinking, digital literacy, and information evaluation.

Based on the identified learning needs and the synthesis of relevant literature, this study proposes the Linguistic Detective Learning model as a learning innovation for Indonesian language learning in the Generative AI era. The model positions students as "language detectives" who actively investigate information contained in texts rather than merely receiving or accepting information. The formulation of the model resulted in five interconnected learning stages: Case Finding, Clue Hunting, Evidence Checking, Language Investigation, and Conclusion Report. These stages represent a systematic learning process that guides students from identifying problems to formulating conclusions based on evidence.

The synthesis further shows that the proposed model has four main characteristics: problem-based, investigation-based, evidence-based, and reflection-based learning. These characteristics connect language learning with critical thinking, digital literacy, information evaluation, and investigative activities. Thus, the main result of this study is the formulation of a conceptual learning model that responds to the challenges of Indonesian language learning in the Generative AI era by integrating language investigation and information verification into a systematic learning process.

4. Discussion

4.1 Challenges of Indonesian Language Learning in the Generative AI Era

The development of Generative AI has brought considerable changes to the way students obtain and process information. Previously, students needed to search for references independently from books, journals, or various other sources; today, they can obtain answers through a single prompt on AI platforms such as ChatGPT or Gemini. This convenience can indeed support the learning process because information can be obtained more quickly. At the same time, however, it also creates new challenges in Indonesian language learning, which has traditionally focused not only on final outcomes but also on the processes of thinking, understanding, and evaluating information.

In Indonesian language learning, students are often engaged in various text-related activities, such as summarizing, writing expository texts, developing arguments, and analyzing reading content. The presence of Generative AI makes these tasks easier to complete. For example, when a teacher assigns students to write an argumentative text about the impact of social media, students can simply enter a particular prompt and AI can generate a systematically organized text in a short time. Although this appears helpful, it creates problems when students use AI-generated results directly without rechecking the information. This phenomenon is increasingly found in educational settings today. Many students focus more on the answers generated by AI than on the process of understanding how the information was obtained. As a result, activities such as reading, comparing sources, and checking information accuracy are increasingly reduced. Yet, these abilities are important parts of Indonesian language learning because they are related to the skills of understanding and critically evaluating texts.

Rapanta et al. (2025) explain that Generative AI presents new challenges because the information it generates cannot always be considered correct without examination. The technology can produce text that appears convincing but may still contain bias, misconceptions, or information without clear sources. Therefore, students need the ability to examine and recheck the information they obtain before using it as a basis for knowledge. In addition to accuracy issues, AI use also affects students' thinking processes. In some situations, the ease of obtaining instant answers may make students less accustomed to asking questions, seeking alternative answers, or considering different perspectives on an issue.

Brazão & Tinoca, (2025) show that the use of AI in learning can support the development of critical thinking when students remain involved in dialogue, reflection, and information evaluation. Conversely, when AI is used merely as a tool for obtaining quick answers, the critical thinking process may potentially decline.

These challenges indicate that Indonesian language learning needs to adapt to continually evolving technology. The presence of AI cannot be avoided, but its use needs to be directed so that it continues to support the development of students' thinking abilities. Therefore, learning should not only teach students how to understand text content but also train them to examine, question, and evaluate the information they encounter. These abilities are among the important needs for dealing with the increasingly complex flow of digital information in the Generative AI era.

4.2 The Urgency of Investigative Language Competencies in Indonesian Language Learning

Critical thinking skills have often been regarded as one of the main skills that need to be developed in Indonesian language learning. Through these abilities, students are expected to understand information, assess arguments, and respond to various issues contained in texts. However, the development of Generative AI shows that critical thinking alone is not entirely sufficient to face the increasingly complex challenges of digital information.

In the Generative AI era, students encounter not only information produced by artificial intelligence systems. Such information is often presented in coherent and convincing language, making it appear completely correct. In such conditions, students cannot merely understand the content of a text or provide a general assessment. They also need the ability to identify questionable information, seek supporting evidence, compare various sources, and verify the facts they find.

Based on these conditions, this study proposes the concept of investigative language competencies. Investigative language competency refers to students' ability to identify problems in a text, seek relevant clues, check the accuracy of information, analyze language use, and formulate conclusions based on the evidence obtained. This competency emphasizes not only the ability to understand texts but also the ability to investigate the information contained within them.

This concept emerges from the current learning needs, which are no longer oriented only toward understanding information but also toward the ability to evaluate information in depth. In practice, students often encounter information that appears correct but actually contains factual errors or unclear sources. If students lack the ability to investigate such information, they may passively accept it without further examination.

Rapanta et al. (2025) emphasize that literacy in the Generative AI era needs to include the ability to understand how information is produced, recognize potential bias, and evaluate the quality of information generated by technology. This finding is consistent with Kim et al. (2025), who show that AI literacy is not only related to the ability to understand, evaluate, and utilize information generated by AI critically and responsibly. This perspective indicates that students need broader skills than merely understanding reading content. They need to be trained to trace the process by which information is formed while also assessing its validity.

In addition, various studies on the use of AI in education indicate that the ability to verify or evaluate information is becoming increasingly important. Students need to understand that answers generated by AI are not an absolute source of truth, but rather information that still requires examination and further consideration. Thus, investigative language competency can be one effort to build more reflective and responsible thinking habits in the use of technology.

Through investigative language competency, students not only learn to understand texts but also learn to become small-scale researchers who are able to question, examine, and conclude information based on the evidence they find. This ability is important because Indonesian language learning in the digital era is no longer merely concerned with reading and writing skills but also with the ability to deal with various forms of information that continue to develop rapidly.

4.3 Concept and Characteristics of the Linguistic Detective Learning Model

The development of Generative AI indicates that Indonesian language learning is no longer sufficient if it focuses only on the ability to understand text content. Students also need the ability to trace information, verify facts, and evaluate the quality of language used in a text. This condition arises because information generated by AI often appears convincing but is not always supported by clear and accurate sources. Therefore, students need to be equipped with the ability to examine and evaluate information before using it as a basis for knowledge (Cox, 2024).

Based on these needs, this study proposes the Linguistic Detective Learning model as an alternative learning model that can help students develop investigative language competencies. This model was developed by integrating language skills, critical thinking, digital literacy, and information evaluation into an interconnected sequence of learning activities. Through this model, students do not merely act as readers or recipients of information but also as "language detectives" tasked with investigating various pieces of information found in a text.

The term Linguistic Detective Learning originates from two main concepts: linguistic, which relates to language, and detective, which refers to investigative activities. Through this model, students are invited to identify problems, seek clues, examine evidence, and draw conclusions based on the results of their investigations. Thus, the learning process is oriented not only toward final outcomes but also toward the active discovery and examination of information.

This concept stems from the current learning conditions, which are increasingly influenced by digital technology. Information can be obtained very quickly through various platforms, including Generative AI; however, this convenience often causes students to accept information directly without further examination. Several studies indicate that the use of AI in education needs to be balanced with evaluation and reflection skills so that students do not become completely dependent on information generated by technology (Neumann et al., 2024).

Conceptually, Linguistic Detective Learning has several main characteristics. The first characteristic is problem-based learning. Learning begins with a problem or questionable information, data that do not correspond to facts, or inappropriate language use. The existence of a problem serves as the starting point that encourages students to conduct an investigation.

The second characteristic is investigation-based learning. Students are not immediately given answers or explanations by the teacher; instead, they are encouraged to discover information through processes of searching and tracing data. At this stage, students learn to seek comparison sources, check facts, and connect various pieces of information they find. These activities help students build understanding more independently than simply receiving information directly.

The third characteristic is evidence-based learning. In this model, every conclusion made by students must be based on accountable evidence. Students do not merely express opinions but also need to provide sources and reasons supporting those opinions. This characteristic is important because students are trained to distinguish between opinions and facts so that they do not easily accept information without verification.

The next characteristic is reflection-based learning. After conducting the investigation, students are invited to reflect on the findings they have obtained. Reflection is carried out to help students understand the thinking processes they have undertaken during the investigation. Reflective ability is an important competency in the AI era because students are required not only to use technology but also to understand the consequences and quality of information obtained from that technology.

These characteristics show that Linguistic Detective Learning does not focus solely on mastery of language materials but also on the development of thinking skills and information evaluation. The model seeks to integrate reading, writing, critical thinking, digital literacy, and investigation skills into an interconnected learning process. Thus, students not only learn to understand texts but also learn to construct knowledge through a systematic investigative process.

4.4 Syntax of the Linguistic Detective Learning Model

The Linguistic Detective Learning model is developed through five learning stages designed to train students to investigate information contained in a text. The development of this syntax is based on learning needs that emphasize not only information comprehension but also the ability to verify, evaluate, and use information responsibly (Annapureddy et al., 2025).

Table 1

Syntax of the Linguistic Detective Learning Model

Stage	Learning Activity
Case Finding	Students identify a problem or information that needs to be investigated in a text.

Stage	Learning Activity
Clue Hunting	Students seek clues, data, and supporting information from various sources.
Evidence Checking	Students verify the accuracy of information based on the evidence found.
Language Investigation	Students analyze language use, argumentation, and source credibility.
Conclusion Report	Students prepare a report and conclusion of the investigation.

The first stage is Case Finding. At this stage, students read the text provided by the teacher and identify parts that they consider necessary to examine further. The text may be an article, news report, opinion, or text generated by Generative AI. Students are directed to identify information that is considered questionable, incomplete, or in need of additional verification. This stage is important because it forms the basis for the subsequent investigation process.

After identifying the problem, students enter the Clue Hunting stage. At this stage, students begin collecting various clues that can assist the investigation process. They search for information from books, journals, official websites, and other relevant sources. The activity of searching for clues helps students understand that information cannot be immediately considered true without adequate supporting data.

The next stage is Evidence Checking. After obtaining various supporting information, students verify the facts found in the text. They compare information from various sources to determine the degree of consistency among the data obtained. Through this process, students learn that information that appears convincing is not necessarily completely correct and therefore needs to be examined carefully.

The fourth stage is Language Investigation. At this stage, students do not only examine the content of the information but also analyze how language is used in the text. They identify word choice, patterns of argumentation, the use of data, and the possibility of manipulative or misleading language. Language analysis is important because, in many cases, inaccurate information is presented in language that appears convincing.

The final stage is Conclusion Report. After the entire investigation process has been completed, students prepare an investigation report containing findings, supporting evidence, analysis results, and conclusions. At this stage, students learn to present the results of their investigation systematically based on the data obtained. The conclusions are not based solely on personal opinions but on the evidence found during the investigation process.

Through these five stages, students are trained to participate actively in the learning process. They do not merely receive information but also learn to examine, analyze, and take responsibility for the information they use. Thus, Indonesian language learning can become more relevant to students' needs in the Generative AI era, which is filled with various forms of digital information.

4.5 Implementation of the Linguistic Detective Learning Model in Indonesian Language Learning

To ensure that the Linguistic Detective Learning model does not remain merely a theoretical concept, an overview is needed of how the model can be applied in Indonesian language learning. The implementation of this model can be carried out in various materials related to reading, writing, and text analysis skills. One relevant example is the learning of expository texts, argumentative texts, popular scientific articles, and news reports that contain substantial factual information. For example, the teacher can provide a text generated by Generative AI about the history of the development of the Indonesian language. In general, such a text may appear good because it is organized coherently and uses formal language. However, the teacher does not immediately ask students to accept the content as correct information. Instead, students are

directed to investigate the information contained in the text. Such an approach is important because information generated by AI is not always free from factual errors, bias, or information without clear sources and therefore still requires verification by users (Rapanta et al., 2025).

At the Case Finding stage, students are asked to read the text thoroughly and mark sections that they consider necessary to examine further. For example, there may be information about a particular year, a language figure, or a historical event that is not accompanied by a clear source. This activity trains students to become more sensitive to the information they read. Students are often accustomed to accepting reading content without questioning the accuracy of the information contained within it. Through this stage, students begin to develop a more critical attitude toward every piece of information they encounter.

After the problem is identified, students enter the Clue Hunting stage. At this stage, they search for various comparison sources, including textbooks, scientific articles, official websites of language institutions, and other trustworthy references. This information-search activity is important because students learn that the truth of information cannot be determined based on a single source alone. They need to compare various sources to obtain a more complete picture of an event or issue. The ability to trace and evaluate information sources is an important part of AI literacy that needs to be developed in 21st-century learning(Cox, 2024).

The next stage is Evidence Checking. Information obtained from various sources is then used to verify the content of the text. Students compare the data, facts, and arguments contained in the text with information they find from other sources. Through this activity, students learn to verify information systematically. This habit is increasingly important in the Generative AI era because not all information generated by the technology can be guaranteed to be correct. Therefore, the ability to evaluate and validate information is a competency that needs to be developed from an early stage in the learning process (Neumann et al., 2024).

After conducting verification, students continue to the Language Investigation stage. At this stage, students' attention is directed not only to the information content but also to the language used in the text. They can analyze word choice, sentence structure, the use of data to support arguments, and the possibility of biased or misleading language. This analysis helps students understand that the quality of a text is determined not only by the information content but also by how the information is conveyed.

The final stage is Conclusion Report. Students prepare an investigation report containing the problems identified, the sources used, the results of fact verification, language analysis, and the final conclusion. Through this activity, students not only gain knowledge about the material being studied but also develop the ability to formulate arguments based on accountable evidence. This ability is increasingly needed when students interact with various forms of information generated by AI technology(Neumann et al., 2024).

If implemented consistently, the Linguistic Detective Learning model has the potential to create a more active and meaningful learning environment. Students no longer act merely as recipients of information but as individuals directly involved in the process of searching for and examining information. Thus, Indonesian language learning can become a space that encourages students to think more deeply, question various forms of information, and build understanding based on the results of investigations they conduct themselves.

4.6 Advantages and Development Potential of the Model

The Linguistic Detective Learning model offers several advantages relevant to the needs of Indonesian language learning in the Generative AI era. One of its main advantages lies in its ability to integrate various skills into a single sequence of learning activities. Students do not only read texts but also search for information, verify facts, analyze language use, and formulate

conclusions based on the evidence they find. This integration enables the learning process to take place more comprehensively than learning that focuses only on understanding text content.

Another advantage is its ability to build more reflective thinking habits. In the current digital era, students are often exposed to vast amounts of information that are easily accessible. This condition makes the ability to examine and evaluate information increasingly important. Through the Linguistic Detective Learning model, students are accustomed not to accept information immediately but to examine it first before drawing conclusions. This habit can help students become more careful and responsible users of information, in line with the demands of Generative AI literacy, which emphasizes information evaluation skills and awareness of potential technological bias (Rapanta et al., 2025).

In addition, this model is strongly related to the development of digital literacy. Various activities conducted during the investigation process require students to use information sources wisely, recognize source credibility, and distinguish between facts and opinions. These abilities are important components of digital literacy that are increasingly needed in everyday life. In this context, students not only learn to search for information but also learn to determine whether the information is trustworthy (Cox, 2024).

From a curricular perspective, the Linguistic Detective Learning model has considerable potential for further development because it is aligned with the demands of 21st-century learning, which emphasizes critical thinking, communication, collaboration, and problem solving. The model also supports efforts to strengthen project-based and problem-based learning, which are currently widely implemented at various educational levels. Approaches that actively involve students in the process of searching for and evaluating information are considered more appropriate to learning needs in the AI era than models that merely position students as recipients of information (Brazão & Tinoca, 2025).

Nevertheless, the development of this model still requires further testing through field research. This article only proposes the model in conceptual form based on the results of a literature review. Therefore, future research can be directed toward testing the implementation of the model in classrooms to determine its effectiveness in improving students' investigative language competencies. The results of such research can later be used to refine the syntax, learning materials, and implementation strategies of the model so that they are more suitable for actual school conditions.

5. Conclusion

The development of Generative AI has brought changes in the way students obtain and use information. Easy access to various forms of information indeed provides new opportunities in Indonesian language learning, but it also creates challenges related to students' ability to check information accuracy, evaluate sources, and understand language use critically. This condition shows that Indonesian language learning is no longer sufficient if it focuses only on text comprehension but also needs to develop students' ability to investigate and assess the information they encounter.

This study proposes the Linguistic Detective Learning model as an alternative learning model oriented toward strengthening investigative language competencies. Through the stages of Case Finding, Clue Hunting, Evidence Checking, Language Investigation, and Conclusion Report, students are encouraged to identify problems, trace information, verify facts, analyze language use, and formulate conclusions based on the evidence obtained. This process enables students not merely to become users of information but also active learners in constructing knowledge.

Conceptually, the Linguistic Detective Learning model has the potential to support the development of critical thinking skills, digital literacy, information evaluation skills, and language skills needed in the Generative AI era. The presence of this model is expected to serve

as an alternative innovation in Indonesian language learning that is relevant to the demands of 21st-century learning. Nevertheless, the model proposed in this article remains conceptual, so further research through classroom implementation and testing is required to determine its effectiveness in strengthening students' investigative language competencies.

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