

Generative AI Prompts Used in the Preparation of the Manuscript

“Culturally Responsive Transformative Teaching E-Module and Students’ Chemical Literacy: The Moderating Role of Chemistry Self-Efficacy”

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Target journal	CEPS Journal
AI tool	ChatGPT (OpenAI, GPT-5.6 Sol)
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Disclosure Statement

The authors declare no conflicts of interest.

Declaration on the Use of Generative AI and AI-Assisted Technologies in Writing

When preparing this article, the authors used ChatGPT (OpenAI, GPT-5.6 Sol) on 16 August 2026 for methodological consistency checks, statistical analysis guidance, language refinement, editorial revision, reference formatting, and compliance with the CEPS Journal guidelines.

The prompts below are English translations of the original prompts submitted in Indonesian.

Complete Record of Prompts

1. Procedure and Data Analysis

Prompt: “Please review the Procedure section that I have provided and assess whether it is consistent with the research objectives, theoretical framework, and research design. Please also review the Data Analysis section and assess whether it is consistent with the research objectives, research design, and previously stated concepts and theories, as well as with the three assumptions that were actually analysed, so that it is fully consistent with the Research Design, Participants, and Data Collection Tools sections.”

Purpose: To check methodological consistency across the Procedure, Data Analysis, Research Design, Participants, and Data Collection Tools sections.

2. Two-way ANCOVA reanalysis

Prompt: “I would like to rerun the two-way ANCOVA analysis of my research data using SPSS version 27. Based on the assumption-testing output that I previously obtained, please explain step by step how to rerun the model with the Pretest $\times$ CSE interaction explicitly included, so that I can examine whether Group, CSE, and particularly Group $\times$ CSE remain statistically significant.”

Purpose: To obtain procedural guidance for rerunning the ANCOVA model in IBM SPSS Statistics Version 27 and for examining the stability of the main and interaction effects. All statistical analyses were carried out by the authors using the original research data.

3. Two-Way ANCOVA Results

Prompt: “Please review the Two-Way ANCOVA Results section that I have prepared and assess whether it is consistent with the research objectives, research design, concepts, and theoretical framework used in the study.”

Purpose: To check the consistency of the statistical reporting with the study design, research questions, and theoretical framework.

4. Statistical table note and reporting style

Prompt: “Please review whether the following note is accurate and can be made more concise while reducing unnecessary similarity: ‘The dependent variable was posttest CL. Pretest CL was mean-centred before analysis. Group refers to instructional approach (EG vs. CG), and CSE refers to CSE level (low vs. high). The overall model was significant, $F(5, 130) = 15.696$, $p < .001$, $R^2 = .376$, adjusted $R^2 = .352$.’”

Purpose: To improve the clarity, concision, and presentation of statistical information.

5. Discussion review

Prompt: “Please review the Discussion section that I have prepared and assess whether it is consistent with the statistical results and research objectives and whether it adequately answers the research questions.”

Purpose: To check alignment between the Discussion, the final statistical results, the research objectives, and the research questions.

6. Discussion revision

Prompt: “Please revise the Discussion so that it is more consistent with the 2×2 ANCOVA design, the three research questions, and the CRTT–chemical literacy–social cognitive theory framework, while reducing its length by approximately 20–30% without losing the main argument.”

Purpose: To improve the organisation, coherence, concision, and theoretical alignment of the Discussion.

7. List of Potential Referees

Prompt: “Please help prepare a List of Potential Referees consisting of five reviewers with appropriate expertise, institutional affiliation, country, email address, and at least three relevant publications for each reviewer, in accordance with the CEPS Journal requirements.”

Purpose: To assist in preparing the reviewer-suggestion document required for submission.

8. APA 7th edition reference checking

Prompt: “Please check whether the following reference is formatted correctly according to APA Style, 7th edition.”

Purpose: To check and refine reference-list formatting and consistency with APA Style, 7th edition.

9. UK English and editorial consistency

Prompt: “Please check whether the following statement is written correctly in UK English and whether it can be made more concise and less formulaic.”

Purpose: To support language refinement, consistency in UK English, and concise academic wording.

10. Ethical statement

Prompt: “Please check whether the Ethical Approval section complies with the CEPS Journal requirements and whether it can be shortened while retaining its meaning and reducing unnecessary similarity.”

Purpose: To improve the wording, concision, and structure of the ethical statement in accordance with the journal’s requirements.

11. Title, abstract, and keywords

Prompt: “Please review the title, abstract, and keywords and assess whether they comply with the requirements of the Center for Educational Policy Studies Journal.”

Purpose: To check consistency between the title, abstract, keywords, study design, and reported findings, as well as compliance with the journal’s requirements.

12. Conclusion revision

Prompt: “Please revise the Conclusion to approximately 450–500 words, making it more concise while retaining the study outcomes, limitations, future research directions, and application of the conclusions in practice, in accordance with the CEPS Journal requirements.”

Purpose: To improve the structure, concision, and compliance of the Conclusion with the journal’s author guidelines.

Author Responsibility Statement

The authors subsequently reviewed, verified, and edited all AI-assisted output as necessary. ChatGPT was not used to generate, modify, or fabricate research data and did not independently conduct the statistical analyses. The statistical analyses were performed by the authors using IBM SPSS Statistics Version 27 and the original research data. Final decisions regarding the interpretation of the findings, theoretical arguments, references, and manuscript content were made by the authors, who accept full responsibility for the accuracy, integrity, and final content of the publication.