STUDENTS PERCEPTION IN USING CHAT-GPT TECHNOLOGY TOWARD LEARNING ACTIVITIES

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The aim of this study is to know the benefits to students and to know students' perceptions of using Chat-GPT Technology toward learning activities. It is to describe the students' perception of using Chat-GPT technology toward learning activities in class with the lecturer. The data was collected through a questionnaire and interview. Furthermore, the subject in this research was students in the Language Education Study Program in Teacher Training and Education Faculty in Universitas Islamic of Kadiri, academic year 2023/2024. The respondents were 40 students of English language education FKIP UNISKA-Kediri. Collecting data from interviews and questionnaires served as the first step in the data analysis process. According to the research findings, students expressed satisfaction with Chat-GPT's speed and accuracy of responses, ease of use, benefits, and improvement of knowledge. They also expressed satisfaction with Chat-GPT's ability to increase efficiency and effectiveness of time and improve learning activities. A few students even felt inspired to write scientific papers using the ideas they received from Chat-GPT. On the other hand, students felt there were concerns about unfair selection and the risk of plagiarism that could undermine critical thinking skills. Given the positive perception given by students about the use of Chat-GPT in learning, regulations on using Chat-GPT should be given to teachers before allowing students to use Chat-GPT so that student controls and restrictions in using Chat-GPT are not excessive so that learning activities can run orderly, fairly and responsibly.

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INTRODUCTION

The field of artificial intelligence (AI) has witnessed significant progress recently, which has sparked a rising curiosity about the implications and possible uses of AI in other fields. Created by OpenAI and made available to the general public in November 2022, Chat-GPT has amassed an amazing user base quickly—it hit one million in just five days. It took Facebook 300 days, Twitter 720 days, and Instagram 75 days to reach this figure (Biswas, 2023; Fırat, 2023). New discussions over this cutting-edge AI application are being sparked by Chat-GPT's numerous use cases and ability to increase user productivity in practically every business (Xames & Shefa, 2023). Chat-GPT is the technology of the twenty-first century in light of this occurrence. Among the most talked about topics is education. While some (Bozkurt, 2023; Sallam, 2023) believe that this AI's innovative use will cause a paradigm change in a number of disciplines, including education, others (Haque et al., 2023; Sardana et al., 2023) highlight Chat-GPT's potential ethical issues and view it as a disruptive technology. Rather than the disruptive character of this technology, García-Peñalvo (2023) contends that the criticisms of Chat-GPT are the result of resistance to change against its inventive and revolutionary potential. Since its public debut, educators have had conflicting opinions on Chat-GPT's capacity to carry out difficult tasks in the field of education (Baidoo-Anu & Owusu Ansah, 2023).

Following the emergence of technological developments, several language instructors have used technology to improve language instruction in formal educational institutions or Islamic boarding schools, ranging from high schools to universities. Several studies have shown how technology, particularly reading with videos, may be beneficial for language acquisition (Gheytasi et al., 2015). The Internet is being used as a resource to help with language learning activities (Martins, 2015). One of the technology platforms that are commonly used in today's society are mobile applications. Studies have shown that students who use mobile applications often may be better at understanding textual content (Gheytasi et al., 2015). A different research looked at students' quiet reading strategies at most Swedish institutions.

Of course it makes use of technology like Chat-GPT potentially into learning activity.This phenomenon creates different assumptions and impacts in the educational environment, especially for students. In addition to the problems that I have found as a student and teacher, most students are lazy in doing the tasks that have been given by their faculty. As a result, some dependent students use technology like gpt chat to do their homework. This is what made me move and take the title of studying student perception in using Chat-GPT techniques in terms of learning activities.

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METHOD

This type of research uses qualitative methods. Numeric data is collected by disseminating questionnaires using the help of Google Forms. Qualitative data was collected from the results of interviews with student representatives of each semester level. The disseminated questionnaire is a closed questionnaire with a Likert scale that is presented with five alternative answers, The use of the Likert Scale aims to measure the attitudes, assumptions, and reactions of individuals or groups of people about social phenomena. (Sugiyono, 2019). The respondents were students of semesters 5 and 7 who are in English language education FKIP UNISKA-Kediri with a total of 90 students and counted using the Solvin formula to 40 students, where all respondents already know about Chat-GPT and have used Chat-GPT.

From research conducted by (Mairisiska & Qadariah, 2023) indicators of student perceptions in using Chat-GPT are divided into 5 parts. There are convenience, knowledge, satisfaction, motivation, and creativity. The questionnaire in this study consists of 21 statements that are grouped into indicators according to the variables of the study and then tested for validity and rehabilitation. The interview conducted by (Suharmawan, 2023), indicators that students benefit from using Chat-GPT toward learning activities. The indicators of the benefit of using Chat-GPT are responses, filtering answers and bad behavior, and natural answers.

In addition to using the questionnaire instrument, four respondents who had already finished the surveys were interviewed as part of the data gathering process. Purposive sampling methods were used to choose four respondents from among the respondents. They are ready for the interview, they have used Chat-GPT at least three times in their learning process, and they comprehend Chat-GPT. During the interview, questions based on the students' perception indicators were used, such as how they felt about Chat-GPT's facilities, how much they improved their knowledge by using it, how satisfied they were with Chat-GPT, how Chat-GPT increased their motivation to learn, and how much more active they were in their studies. A qualitative analysis was then conducted on the interview data utilizing the five perception markers of the students.

FINDING AND DISCUSSION

To obtain data related to student perceptions in using Chat-GPT in learning activities. This research will be discussed in two parts, namely the benefits that students get from using Chat-GPT and students' perceptions of using Chat-GPT regarding learning activities. There are 3 indicators for the benefits that students get from using Chat-GPT, namely; 1 (Student's Perception of benefits Chat-GPT in response indicators), 2 (Student's Perception of benefits Chat-GPT in filtering and

bad behavior indicators), 3 (Student's Perception of benefits Chat-GPT in Natural Answer indicators), in the next section, namely student perceptions in using Chat-GPT regarding activities learning. There are 5 indicators, namely: 1 (Students' perceptions of using Chat-GPT on the Convience indicator), 2 (Students' perceptions of using Chat-GPT on the Knowledge indicator), 3 (Students' perceptions of using Chat-GPT on the Satisfaction indicator), 4 (Student perceptions of using Chat-GPT on the motivation indicator), 5 (Student perceptions of using Chat-GPT on the Activity indicator). There are several interviews aimed at strengthening the answers to the questionnaire. After analyzing the data.

a. **Student's Pereption of benefits Chat-GPT Toward Learning Activities in data Questionnaire.**

No.	Indicators	No. Item	Total Anwer	Total/Percentase				
				Strongly Agree	Agree	Neutral	disagree	Strongly disagree
1	Response	1	40	64,3%	33,3%	0,0%	2,4%	0,0%
		2	40	23,8%	59,5%	14,3%	2,4%	0,0%
2	Filtering and Bad Behavior	3	40	14,3%	47,6%	33,3%	4,8%	0,0%
		4	40	14,3%	47,6%	35,7%	2,4%	0,0%
3	Natural Answer	5	40	35,7%	38,1%	21,4%	4,8%	0,0%
		6	40	45,2%	42,9%	9,5%	2,4%	0,0%

From the table above, the results of the questionnaire that researchers have shared via Google Form, and answered by respondents for the benefits of using Chat-GPT Technology toward learning activities. There are 3 indicators for the benefits that students get from using Chat-GPT, namely response, filtering and bad behavior, and natural answer.

From the questionnaire result of indicator response shows positive response to Chat-GPT, namely Chat-GPT can respond to questions quickly. Because mean data strongly agree show 64,3% and 23,8%. Agree 33,3% and 59,5%. However, in the answer to the second question about Chat-GPT being able to respond to the question according to what they wanted, it turned out that they experienced varied answers, this shows that not all respondents felt that the answer from Chat-GPT was in accordance with what the respondent wanted. They feel that there is something appropriate and there is something that is not appropriate.

From the questionnaire result of indicators Filtering and bad behavior. That

shows that from two questions that were almost the same, the respondents' answers were varied. That show mean data Agree 47,6% and neutral data 33%. Than more likely to be doubtful because most of them had not tried it, some had just tried it, and some had never tried it. This shows that the respondent's answer is more neutral .

From the questionnaire result of indicator Natural Answer. That shows the respondents' answers to the first question were more varied because the grammar that each person wants is different. For the second question, the results showed that the majority of respondents strongly agreed and agreed that Chat-GPT answered the question as asked.

This statement from data questionnaire will be strengthened again in the following interview results.

b. **Student's Pereption of benefits Chat-GPT Toward Learning Activities in data Interview.**

The following are the results of interview data from each representative from each semester level of students according to the indicators in Student's Pereption of benefits Chat-GPT Toward Learning Activities. With the indicators response, filtering and bad behavior, and natural answer.

The results of interviews with several students for indicator response. By respondents show that the average student agrees that Chat-GPT can answer questions asked quickly. Some also agreed that Chat-GPT answers were by students' wishes. However, some students also disagree with the answers given by Chat-GPT because they are worried about the validity of the answers and need to understand further. Students use Chat-GPT to provide answers to compare one source with another.

According to the interview's findings, students concur that Chat-GPT cannot offer responses that encourage crime and violence. Chat-GPT doesn't respond or offer advice on what to do well. Questions that are deemed violent or illegal cannot be answered by Chat-GPT. Using Chat-GPT is as simple as going to the official OpenAI website, creating an OpenAI account, choosing the "for personal use" option, choosing the features you want, and entering the data we need (Supriyadi, 2022).

From the results of the interviews in indicators natural answer, students did not claim that the Chat-GPT could answer according to the desired grammar, although sometimes it was easy to understand, the Chat-GPT gave answers with grammar that were still too high, making students confused about the responses conveyed by the Chat-GPT.

The next discussion is students' perceptions of using Chat-GPT toward learning activities. There are 5 indicators: convenience, knowledge, satisfaction, motivation, and creativity.

c. **Student's Pereption of using Chat-GPT Toward Learning Activities in data Questionnaire.**

No.	Indicators	No. Item	Total Anwer	Total/Percentase				
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Convience	7	40	71,4%	26,2%	0,0%	2,4%	0,0%
2		8	40	52,4%	45,2%	0,0%	2,4%	0,0%
3		9	40	33,3%	57,1%	7,1%	2,4%	0,0%
4		10	40	35,7%	57,1%	2,4%	4,8%	0,0%
5	Knowledge	11	40	31,0%	59,5%	2,4%	4,8%	2,4%
6		12	40	11,9%	52,4%	31,0%	2,4%	2,4%
7		13	40	45,2%	50,0%	0,0%	4,8%	0,0%
8		14	40	38,1%	54,8%	2,4%	4,8%	0,0%
9	Satisfaction	15	40	35,7%	50,0%	11,9%	2,4%	0,0%
10		16	40	16,7%	57,1%	16,7%	9,5%	0,0%
11		17	40	38,1%	52,4%	4,8%	4,8%	0,0%
12		18	40	21,4%	38,1%	23,8%	7,1%	9,5%
13	Motivation	19	40	11,9%	42,9%	31,0%	9,5%	4,8%
14		20	40	19,0%	42,9%	26,2%	9,5%	2,4%
15	Activness	21	40	9,5%	50,0%	31,0%	7,1%	2,4%
		22	40	7,1%	57,1%	28,6%	4,8%	2,4%

From the table above, the results of the questionnaire that researchers have shared via Google Form, and answered by respondents for using Chat-GPT Technology toward learning activities. There are 5 indicators for the benefits that students get from using Chat-GPT, namely convenience, knowledge, satisfaction, motivation, and creativity.

From the questionnaire result of indicators of Convenience. That shows the respondents' answers to the first to last questions on this indicator show that overall they strongly agree and agree. Data mean from strongly agree show 47.75%, and mean data agree 46.25% .This confirms that Chat-GPT has a significant impact on student convenience. However, the impact of this convenience does not necessarily have a positive influence on learning activities.

From the questionnaire result of indicators of knowledge. That shows

respondents' answers to the first to last questions on this indicator show variations, highest data is agree in the data mean is 53.75%. especially in increasing understanding of learning material in class and improving ways of thinking. Although the answers from respondents predominantly agreed that Chat-GPT could improve students' understanding of learning activities, some students showed rejection. This shows that the use of Chat-GPT cannot be done in a crude way, which means that it requires further in-depth research and researching material from other sources to validate the answers that come from Chat-GPT.

From the questionnaire result of satisfaction indicators. That shows respondents' answers to the first to last questions on this indicator are very varied. However, overall from highest data agree of the mean data show 49.25% the results of the students' answers were satisfied in using Chat-GPT in learning activities. However, some students answered the opposite, because each individual student experienced different experiences in using Chat-GPT. However, it turns out that not all students often use Chat-GPT, this shows that the use of Chat-GPT in learning activities does not provide dominant satisfaction.

From the questionnaire result of motivation indicators. That shows the respondents' answers to the first to last questions on this indicator show almost the same graph, namely that overall students agree from highest data 42,9% that Chat-GPT can increase motivation and create written work in learning activities. However, in the first question, students were also predominantly neutral. Because students feel doubtful and worried about the validity of Chat-GPT answers.

From the questionnaire result of indicator of activitness. That shows the respondents' answers to the first to last questions on this indicator show almost the same graph, but in the first question the neutral number is higher, and in the second question the strongly agree statement is higher. However, overall the students' answers regarding Chat-GPT in increasing activeness in learning activities showed an average of highest data result of agree show 53,5% .

This statement from data questionnaire will be strengthened again in the following interview results.

d. Student's Pereption of using Chat-GPT Toward Learning Activities in data Interviews

The following are the results of interview data from each representative from each semester level of students according to the indicators in Student's Pereption of using Chat-GPT Toward Learning Activities. With the indicators

convenience, knowledge, satisfaction, motivation, and creativity.

Interview Results for Convenience Indicators. According to the interview findings, students find Chat-GPT to be user-friendly and convenient when utilizing it for their educational purposes. Chat-GPT offers assistance with a variety of tasks and provides information. Students who struggle to understand concepts can benefit from Chat-GPT's easy-to-understand explanations of complex ideas (Ramadhan et al., 2023). Artificial intelligence that can communicate and facilitate task completion is called Chat-GPT (Aiman & Imas, 2023). Another convenience is answering questions quickly in text or voice form (Shidiq, 2023). However, the use of Chat-GPT must be addressed more wisely, Chat-GPT users must be equipped with an understanding of moral and ethical values so that its use becomes more responsible and avoids various types of dishonesty in the world of education.

From the results of interviews regarding the increase in knowledge they gained by using Chat-GPT, students agreed that using Chat-GPT in the learning process could help increase their knowledge and understanding. According to Essel et al., (2022), technology like this provides very extensive information that supports their learning. However, it is very important to consider how to use this technology responsibly and ethically, so that its use can create new scientific knowledge and educate professionals (Lund & Wang, 2023). Reliance on Chat-GPT to complete assignments can violate student academic ethics, because it can cause plagiarism, reducing student creativity and critical thinking (Muhammad et al., 2023). To overcome this problem, students must know the potential and threats of using Chat-GPT, pay attention to academic ethics, and think about steps to prevent cheating when using Chat-GPT in education. The use of Chat-GPT does not completely replace the role of humans. The evaluation process must still involve interaction between lecturers and students to be able to understand students' thoughts and ways of thinking in more depth (Rizki et al., 2023). Furthermore, he gave suggestions for assessing students using rubric assessments to evaluate student performance and foster motivation for better results. Apart from that, students must have sufficient background or prior knowledge so they can analyze the answers or descriptions provided by Chat-GPT.

From the results of interviews regarding student satisfaction with using Chat-GPT, we can conclude that students are less satisfied with the accuracy of the answers given by Chat-GPT. The answers given by Chat-GPT need to be analyzed and verified first. Chat-GPT does not guarantee one hundred percent accuracy of answers to questions asked by users (Supriyadi, 2022). However, students expressed satisfaction with Chat-GPT's speed of response. Students' time can be spent more productively and efficiently with Chat-GPT (Sallam, 2023). in order for students to finish their assignments on time. But there are issues with

students' writing honesty. The issue at hand pertains to plagiarism, specifically the act of copying and pasting Chat-GPT answers into written assignments and essays by students. Dehouche (2021) also brought up this worry, stating that students might use this system to turn in writing that is not their own in order to cheat on their assignments. Give students some pointers on how to use Chat-GPT without being dishonest. Assessment can be carried out using assessment methods to foster students' creative and critical thinking skills by implementing various strategies such as in-class assessments, presentations, and performances as well as using authentic assessment methods that reflect real-world situations.

From the results of interviews regarding increasing student learning motivation using Chat-GPT, it can be concluded that students have not experienced an increase in learning motivation using Chat-GPT. Some students think they don't need to study seriously because Chat-GPT will help them solve their assignment problems. Most educators also consider the presence of Chat-GPT as a threat in terms of creativity, innovation, and decreased learning motivation (Wibowo et al., 2023). This will certainly have an impact on their thinking patterns. They become lazy and their writing and critical thinking skills cannot be improved.

Therefore imperative that Chat-GPT be used appropriately and sensibly in order for it to develop into an engaging, cutting-edge learning tool that fosters creativity and learning motivation. According to Haleem et al. (2022), students can utilize Chat-GPT to help them manage their time more wisely and productively so they can finish their assignments. To achieve the goals of national education, academics must carefully consider how to incorporate Chat-GPT into the teaching and learning process.

From the results of interviews regarding increasing student activity in learning using Chat-GPT, we can conclude that Chat-GPT can increase student activity in learning. According to (Yunus et al., 2013) learning activity is influenced by two factors, namely external which originates from outside the student, and internal which originates from within the student. One internal factor is the use of Chat-GPT as a learning resource. Lecturers must think about alternatives and learning strategies that can combine the use of Chat-GPT in the learning process.

CONCLUSION
Based on the results of the finding and discussion, it can be concluded in general that students provide positive responses to the use of Chat-GPT in learning activities. Students gave positive responses to the advantages of using Chat-GPT, ease of using Chat-GPT, increasing knowledge, giving satisfaction with the speed and accuracy of answers or responses given by Chat-GPT, increasing efficiency and effectiveness of time, and increasing active learning with the help of Chat-GPT,

several students also felt they were motivated to write scientific papers with the help of ideas from Chata-GPT. On the other hand, students also feel that using Chat-GPT has not been able to increase their motivation to study.

Students felt there were concerns about unfair selection and the risk of plagiarism which could damage critical thinking skills. Considering the positive perception given by students towards the use of Chat-GPT in learning. Teachers must provide regulations regarding the rules for using Chat-GPT before allowing students to use Chat-GPT so that students' control and limitations in using Chat-GPT are not excessive so that learning activities can run in an orderly and fair manner. Students must know the advantages and disadvantages and re-analyze the responses given by Chat-GPT. As educators, you must try to adopt Chat-GPT in the learning process, prepare learning plans by considering learning objectives, approaches, models, strategies, methods, and relevant learning techniques as well as appropriate assessments so that students can use Chat-GPT intelligently, wisely, ethically, and morally. and responsible.

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