

TEACHERS PERCEPTION IN USING CHAT-GPT TECHNOLOGY TOWARD TEACHING ACTIVITIES

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ABSTRAK

The aim of this study is to know the benefits and teachers perceptions of using Chat-GPT Technology toward teaching activities. It is to describe the teachers perception of using Chat-GPT technology toward teachers activities in class with the students. The data was collected through a interview and questionnaire. Furthermore, the subject in this research was teachers in the Language Education Study Program in Teacher Training and Education Faculty in Universitas Islamic of Kediri. The respondents were 3 teachers in the English Education Department Teacher Training And Education Faculty Kediri Islamic University who are actively involved in teaching activities. Collecting data from interviews and questionnaires served as the first step in the data analysis process. According to the research findings, teachers expressed satisfaction with Chat-GPT's ability 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. The teachers feedback following their experience with ChatGPT provides insights into the determinants that impact their willingness to include AI-driven digital resources for individualized instruction inside the English language educational setting. An essential determinant is the substantiation of efficacy, specifically in relation to personalized education and enhanced student results. the teachers observed the concrete advantages of ChatGPT's customized tasks, such as a reduction in grammatical mistakes, and the tool's ability to accommodate teacher searching material. In this research, a lot of information is given about how and what university teachers think about ChatGPT. Administrators and teachers at universities need to think about the advantages and disadvantages of using ChatGPT technology in higher education and find ways to balance them out so that the technology is still useful.

Keywords : *Teachers' Perception, Chat-GPT, Teaching Activities*

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1. INTRODUCTION

New developments in recent years have led to many changes, mainly because of

groundbreaking technological advances. Using technology in daily life is important now, and it's getting easier as technology

keeps getting better in all areas, including education. As schools change to meet the needs of a digital world, teachers are finding new technological tools and advances. AI is becoming a major force in changing the way schools work. Alam et al. (2022) even emphasize that using AI is an undeniable phenomenon in any sphere of social and personal life, as well as in educational contexts; therefore, awareness of AI-related issues must be raised among the teachers. To effectively navigate the changing educational world, it is important to know how teachers feel about and use AI technology.

ChatGPT is a natural language processing model that has been developed by OpenAI and is available as an open source resource (Vallance, 2022). The purpose of this system is to produce authentic and human-like dialogues as a reaction to user input. The ChatGPT system employs a transformer network that is built upon GPT-3, which is recognised as the most extensive unsupervised language model to date. ChatGPT was a great hit when it first launched and became well-known very fast—in a few days, it had over a million members. The capacity of the AI-driven bot to converse fluidly and produce complex dialogues in reaction to user input has astounded many. Though there is also some worry about possible privacy issues, most individuals have been impressed by its conversational abilities and engaging responses. With an anticipated 100 million monthly active users in just two months after its debut, ChatGPT has set an amazing record for the fastest growing consumer application ever (Ruby, 2023)

Teachers and educational institutes are concerned about the potential risk that ChatGPT poses to students, particularly in terms of cheating (Willems, 2023). While the AI-driven chatbot can generate sophisticated conversations in response to user input, it can also complete various tasks, such as writing essays or completing tests. There is a potential for students to use the chatbot to copy answers or receive help

with completing assignments, which could potentially lead to cheating. Firat (2023) stated that using AI in education could change the way we normally teach, make teaching more personalised, and help kids develop social skills. Teachers and academic institutions express apprehension on the possible threat posed by ChatGPT to students, with a specific focus on its implications. There is also concern that students' learning experiences may be adversely affected by the use of ChatGPT. Zhai (2022). While the AI-powered assistant is capable of producing conversational replies in light of user input, it lacks the capability to instruct students on critical thinking or the cultivation of their own ideas. There is concern that students may develop an excessive dependence on the chatbot, shifting its purpose from idea generation to problem-solving. Such a transition could potentially lead to a significant deterioration in the quality of learning outcomes. As a consequence, academic institutions and instructors have initiated measures to safeguard pupils against the potential hazards presented by ChatGPT (Roose, 2023). Certain institutions have already adopted measures such as implementing access restrictions for chatbots and establishing stricter regulations for assignments and examinations.

This prevents cheating and ensures students engage in learning activities that promote critical thinking and creativity.

The utilisation of the chatbot by teachers presents a possibility for the replication of responses or the acquisition of assistance in the completion of assignments, hence potentially resulting in academic dishonesty. Additionally, it is worth noting that the use of ChatGPT may potentially exert an adverse influence on the educational encounters of students Zhai (2022). As technology has improved, many language teachers have used it to improve their lessons in public or private schools, including Islamic boarding

schools, from high schools to colleges. Chassignol (2018) stated that measuring learning progress is becoming increasingly effective with the help of intelligent assessment systems. Through the implementation of these intelligent systems, the assessment of many assignments and the detection of learning and teaching gaps are no longer a problem. This study was conducted so that researchers could learn more about how AI tools such as ChatGPT affect the field of education. These studies are being done to learn more about how teachers experience about using ChatGPT in the classroom as a learning tool.

2. METHOD

The research method used a qualitative descriptive method technique. The main reason researcher used qualitative descriptive method is to approach and employed comprehensively understand and identify phenomena that emerge in this field of study as depth as possible. The qualitative method is utilized to examine and interpret human and social behavior. The research participants encounter it within a particular social context. In order to gain insight into a phenomenon, qualitative researchers adopt a holistic perspective that avoids deconstructing it into individual variables (Cooper & Schindler, 2014). The respondent are Teachers in the English Education Department Teacher Training And Education Faculty Kadiri Islamic University who are actively involved in teaching activities. The study Aims to understand the perceptions of lecturers towards the use of AI technology in their teaching roles. According to Sugiono (2009), the sample used during qualitative research is referred to as a resource person, participant, informant, friend, or teacher in the study rather than a respondent. The studied was conducted by a interview and questionnaire by experienced that teachers used in term of preparing their material with ChatGPT as a tools.

The implementation of qualitative research methodology is considered appropriate for this study due to its capacity to surpass the

limitations of quantitative data and facilitate an in-depth understanding of teachers' perspectives on ChatGPT. The semi-structured interviews facilitated a comprehensive investigation into the beliefs and perspectives of teachers. Perceptions, which can facilitate a greater understanding of individuals' perspectives on the technology. Moreover, qualitative research facilitates the acquisition of comprehensive understanding regarding the thoughts, beliefs, and views of participants, so enhancing our comprehension of the subject matter.

3. RESULT AND DISCUSSION

This section presents the results of Teachers perception toward using ChatGPT in Teaching activities, researcher will display interview and questionnaire result from interview, A descriptive overview of the selected articles is presented

A. Presenting the result from the intervention to gather their perspective.

This section is to find answer about how teacher perspective toward the using ChatGPT in their classroom gathered by question conducted by researcher.

1. Can you describe your experience of using ChatGPT in term of teaching in class?

“Typically, I start generating teaching material ideas with ChatGPT, and then I develop these ideas into actual teaching materials, which are implemented in PowerPoint presentations. So, ChatGPT is useful for creating the framework for teaching materials in the classroom.”

This answer is followed by second respondent ;

“Usually I used ChatGPT as a tools to find an new idea for class material, and developed those idea in advanced word, but I usually paraphrase the idea from ChatGPT into my own word for more valid argument or even valid idea, and summarize all the idea into power point then makes the idea became more unique”

Third respondent answer ;

"I usually use ChatGPT to search for materials on any topic and develop the aspects that we will teach to expand our ideas. It helps me find new aspects and fresh perspectives for the subjects I teach."

Typically teachers using ChatGPT as a tools to help their dAILY material idea for teaching in classroom, ChatGPT are capable to expand their idea about their teaching, also some teachers had found several weakness from using ChatGPT likely the credibility of the idea that generated from ChatGPT.

2. What your main challenge in using ChatGPT as a tools for teaching in class ?

"When you use ChatGPT, it can be hard to understand some keywords that aren't explained in enough depth. So, the task is to come up with clear, specific keywords that will help ChatGPT come up with questions that are related to the topic that was chosen. Also, ChatGPT 3.5 has some restrictions on how content can be updated, which could make it harder to find the newest information."

Second respondent ;

"A potential issue I might have with ChatGPT is that the material it generates while I'm looking for new training materials or ideas might not have full citations. A lot of the time, I have trouble with how new or fresh the information I get from ChatGPT is. Another big problem is that it's not always clear how reliable the links are in ChatGPT responses."

Third respondent answer;

"One problem with ChatGPT is that it doesn't give you a lot of details about the sources it uses. We need to double-check the accuracy of the data shown or generated by ChatGPT because there are no specific sources shown. Because of this, we can't use ChatGPT as our main source of ideas."

From interview above researcher concluded ChatGPT still had an massive issue about how the tools generated the topic we search, teachers still to find a appropriate keyword in

term generated the idea they expect, ChatGPT also lack of source detail. Educators must consistently verify the validity of ideas generated via ChatGPT.

3. Looking in result of your opinion in ChatGPT did you find any advantage of using ChatGPT as a tools?

"According to my experiences, ChatGPT has helped me in developing as an educator. It generates a lot of creative and surprising thoughts that go beyond what we would have thought. Ideas can be generated via ChatGPT in compliance with our directions."

Second respondent ;

"I found ChatGPT had few advantages as a learning tools for student's and teachers, the advantages is ChatGPT is good for searching new idea and topic for learning new task in class, because ChatGPT are capable to generate a good"

Third respondent

"ChatGPT has, in my experience, been beneficial to my educational endeavours. It generates a multitude of imaginative and unforeseen concepts that surpass our initial anticipations. Following our instructions, ChatGPT is capable of generating concepts."

According to teachers who have used ChatGPT as a teaching tool, it can help them come up with new creative ideas that they never thought of before. ChatGPT can also go beyond what teachers thought an AI could do because it can come up with new ideas.

B. Teacher willingnes in implementation of ChatGPT in classroom

Teacher desire to use ChatGPT, an AI-based language model, in the classroom refers to educators' openness and preparation. The potential benefits and drawbacks of integrating artificial intelligence into education underpin this readiness.

1. Are you willing to explore and implement other AI-based digital tools in your language teaching

practice, considering your experience with ChatGPT?

"Without a doubt, given the current state of research, I would be open to integrating AI into my classroom instruction. The process of developing materials for use in the classroom can be Aided and streamlined by a variety of tools, which can save a significant amount of time."

Second respondent respond ;

"Without a doubt as my teaching experience has been improved by AI tools, numerous other tools have proven to be beneficial in my instructional efforts as well. These tools comprise a multitude of features, including assistance with PowerPoint presentations intended for classroom use and grammatical correction."

Third respondent respond ;

"Based on my experience with ChatGPT, I know that I still need other tools to help me get the level of work that I need to do for material development. What can be said is that ChatGPT still has some weaknesses that can be fixed with other AI tools."

Educators are agree to implementing AI tools in the classroom in light of their knowledge acquired from utilising ChatGPT, according to the interview results. A combination of AI and ChatGPT can significantly improve language teaching practices; however, the integration of ChatGPT's limitations with AI could significantly change the learning environment.

1. How are ur opinion about implemented using ChatGPT in term of teaching English in classroom ?

"I believe that ChatGPT can be used in the classroom. However, there are some things that should be checked, such as the writing style, the validity of the data, and the accuracy of the data that ChatGPT generates. Because of this, we still need to check each piece of info we got from ChatGPT separately."

Second respondent ;

"Personally, I think it's enough to just give ideas for the lessons that will be taught."

We can talk to ChatGPT to get a learning model plan that matches the way we learn in the classroom. As a result, I believe it can be used in the class."

Third Respondent ;

"Alongside the fast growth of technology, AI has to be included because it helps teachers a lot. Especially for coming up with ideas that can be used to make teaching materials for the school. As a result, I believe that adding ChatGPT has a good effect on teaching in the classroom."

The majority of teachers agree on the implementation of ChatGPT in the classroom. The implementation of artificial intelligence (AI) in educational settings can contribute to the advancement of technology. Nevertheless, it is necessary for educators to verify both the validity and precision of the data produced by ChatGPT, nevertheless with certAIn notes.

2. Do you think the integration of AI-based digital tools like ChatGPT might affect the role of language teachers in the classroom?

"Personally, I believe that using AI-based technology in the classroom can change the way both students and teachers feel. It can make us lazy and reliant on technology in the classroom, which is one of the bad affects."

Second respondent ;

"AI technology and other modern advances have made it easier for me to understand and share new ideas. Technology is a big part of how we explore ideas and put together the results of talks that interest us."

Third Respondent :

"In my opinion, the level of operational implementation of AI technology that was alluded to has not yet occurred." This is due to the incomplete development of certain features that are critical for material development and idea generation. In addition, certain aspects of instruction cannot be entirely replaced by technology".

The interviews reveal that teachers hold the belief that the integration of AI has the

potential to impact the role of language instructors in the classroom. Based on their personal experiences, teachers assert that while AI is designed to aid and support individuals in this modern era, it also creates a sense of laziness and dependence among us. The interview process will be further enhanced in the subsequent query responses.

The interview are interview will be strengthened againn in the following questionnaire results.

1. I use digital tools in language education frequently.

The respondent response from question above are agreed, all of the respondent agreed with frequency of using digital tools to help them on preparing material in class. The fact that all of the teachers agreed on this suggests that digital tools are an important part of how they teach languages. The outcome shows that these teachers actively use digital tools in their lessons to improve their students' language learning experiences. The agreement also shows that these teachers think digital tools are useful and useful for helping with language learning.

2. Difficulty identifying individual learning needs strongly hinders my ability to personalize language instruction.

Different people had different answers to the question about how hard it is to figure out what each student needs to learn and how that affects personalising language teaching. A lot of the people who answered admitted that it was hard, but about two out of three disagreed with the statement, meaning that they didn't see it as an issue that would make it harder for them to customise language lessons for each student. Only one person probably had trouble changing how they taught to fit their students' specific needs and preferences.

3. I have used ChatGpt or a similar AI-based digital tool for personalized learning in language education.

The three participants who answered strongly agreed with the statement and sAId they had used ChatGPT or a similar AI-based

digital tool for personalized language learning. The fact that everyone agreed with each other says that these people have directly used AI-based tools to improve their language learning. The high level of agreement shows that these respondents think AI-based digital tools are helpful and useful for teaching languages. It means that they have found ChatGPT or similar tools useful for customizing their learning, which means that these tools have been very helpful in reaching their language learning goals.

4. I am confident in using AI to personalize learning

All three participants completely agreed with the statement, demonstrating a high level of confidence in utilising AI for personalised learning. The unanimous agreement indicates that these individuals view AI's abilities positively in customising educational experiences to suit individual learning requirements. The unanimous agreement demonstrates the respondents' confidence in the efficacy and promise of AI in customising learning experiences. It suggests that individuals have probably had positive results or seen the advantages of AI-driven personalised learning methods in their educational or professional experiences.

5. I am interested in using AI-based tools to personalize assignments

The statement was strongly accepted by all respondents, signifying a common interest in the implementation of AI-powered tools for the purpose of personalising assignments. This agreement indicates that these parties are aware of the potential advantages and worth that artificial intelligence (AI) can impart to the process of customising assignments. The agreement signifies an encouraging assessment of AI's capability to customise assignments in accordance with the unique requirements, capabilities, and deficiencies of students. The findings indicate that the participants consider artificial intelligence

(AI) to be a beneficial instrument capable of augmenting the educational process

6. I am willing to implement AI-based digital tools in my classroom for teaching grammar, academic writing, or other aspects of English language learning.

Two participants expressed strong agreement, while one participant agreed, signifying a considerable contrast of flexibility towards the integration of AI-powered digital tools into educational settings, whether for the purpose of instructing grammar, academic writing, or other facets of English language acquisition. The respondents' consensus indicates a favourable disposition and willingness to consider the incorporation of AI into their pedagogical approaches.

Based on the responses from Teachers in the English education department Teacher Training And Education Faculty Kadiri Islamic University, it appears that teachers ready to accept ChatGPT for use in their classrooms. The perceptions of the teachers were generally positive. Most expressed an positive result about their experience conducting using ChatGPT in teaching, also mentioned based on their experienced Chatgpt also had limitation. Majority teacher agreed about implementing ChatGPT and other AI tools in teaching English classroom.

Despite the limitation, teachers also aware about the benefit using ChatGPT to generating idea and doing assesment in their classroom This found are align with Ahmad Ghapar (2019) that said the used of ChatGPT had positive impact toward teacher to help their assesment more efficient. The teachers feedback following their interaction with ChatGPT provides insights into the determinants that impact their willingness to include AI-driven digital resources for individualized instruction inside the English language educational setting. An essential determinant is the substantiation of efficacy, specifically in relation to personalized education and enhanced student results. As previously stated, the teachers observed the

concrete advantages of ChatGPT's customized tasks, such as a reduction in grammatical mistakes, and the tool's ability to accommodate teacher searching material.

The research presented here goes into great detail about how university teachers feel about ChatGPT and what they think about it. University administrators and teachers need to think about the benefits and drawbacks of using ChatGPT technology in higher education and come up with ways to balance them out while still getting the greatest benefit out of it. As teachers learn more about how to use ChatGPT technologies in a responsible way, they can make smart choices about whether or not to use and adopt ChatGPT in their classrooms.

4. CONCLUSION

The results of the study indicate an advantageous effect on educators' perspectives toward the utilization of Individualized instruction via ChatGPT. Furthermore, teachers' disposition towards implementing AI-powered digital tools for personalized instruction in the English language classroom was significantly influenced by their level of understanding regarding the tools and their practicality within the educational environment. This emphasized the necessity for educators to develop their knowledge and skills in order to overcome reservations and maximize the benefits of ChatGPT for personalized instruction.

Moreover, the study presented empirical proof of ChatGPT's efficiency in producing customized assignments and adjusting to students' requirements, establishing the groundwork for upcoming investigations, and enlightening the integration of AI technologies in personalized learning across various educational environments. To move forward, it is important to look into the factors that affect teachers' readiness to use artificial intelligence (AI). and offer extensive training and professional growth prospects for teachers. In the end, this will

improve their comprehension of AI-driven tools and their incorporation into teaching methods, empowering educators to efficiently utilize the tools, make them compatible with educational objectives, and offer the best possible assistance. Ultimately, it is imperative to continue exploring this field of study and carry out a more extensive investigation involving a wide range of student demographics in order to overcome the above constraints and gain a more thorough comprehension of the effects of AI-driven tools such as ChatGPT.

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