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STUDENT PERCEPTION OF THE ADVANTAGES AND CHALLENGES OF USING CHATGPT (ARTIFICIAL INTELLIGENCE) FOR ACADEMIC ASSIGNMENTS

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ABSTRACT

The presence of Artificial Intelligence (AI) has an influence on various areas of life. One of the products of AI is ChatGPT which is a product of a non-profit company, namely OpenAI which was established in 2015. The presence of ChatGPT has received various responses from the public, especially in the academic field who debate the use of ChatGPT. The use of ChatGPT is feared to threaten academic integrity, while on the other hand, there are those who argue that ChatGPT can facilitate work in the academic world. This research aims to explore students' perceptions of the advantages and challenges of using Artificial Intelligence (AI), especially ChatGPT, in completing academic assignments. As one of the AI technologies based on natural language processing, ChatGPT has been widely used to support various academic needs, such as information searching, essay preparation, and idea development. The main advantages identified include time efficiency, ease of access to information, and increased productivity. However, the challenges faced include the risk of plagiarism, lack of mastery of the material, and potential dependence on technology. This study uses a survey method to collect data from students of the computer systems study program of the University of Panca Budi Development. The results showed that students had diverse views, with most appreciating the benefits, but still worried about the impact on academic ethics and the development of critical thinking skills. This finding is expected to be a reference for educational institutions in formulating policies for the ethical and effective use of AI technology in the learning process.

Keyword :
Artificial Intelligence, student perception, advantages, and challenges.

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INTRODUCTION

Technological advances have brought significant changes in various aspects of life, including in the field of education. One of the increasingly popular technological innovations is the use of artificial intelligence (AI) in assisting the teaching and learning process. One of the widely used AI applications is ChatGPT, a generative language model developed by OpenAI. ChatGPT is able to generate text similar to human writing, provide answers to questions, and assist in composing essays and other academic assignments. ChatGPT currently has over 180.5 million users, up 80% from the 100 million it had in January 2023[1]. ChatGPT has 100 million weekly active users. Daily traffic to ChatGPT reached 100 million visits after GPT's announcement. Between iOS and Android, the ChatGPT app has been downloaded more than 110 million times and generated nearly $30 million for OpenAI. ChatGPT was launched in November 2022 and it only took 5 days to add 1 million users[2] . ChatGPT has more than 180.5 million users[3] . ChatGPT only took 5 days to add 1 million users after launch. ChatGPT's website is currently visited by 3.66 billion visitors

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[1] https://explodingtopics.com/blog/chatgpt-users?utm_source=chatgpt.com
[2] https://explodingtopics.com/blog/chatgpt-users?utm_source=chatgpt.com
[3] https://www.demandsage.com/chatgpt-statistics/?utm_source=chatgpt.com

every month. In comparison, Facebook took 10 months to reach 1 million users. Netflix took the longest, about 3.5 years, to reach 1 million users[4].
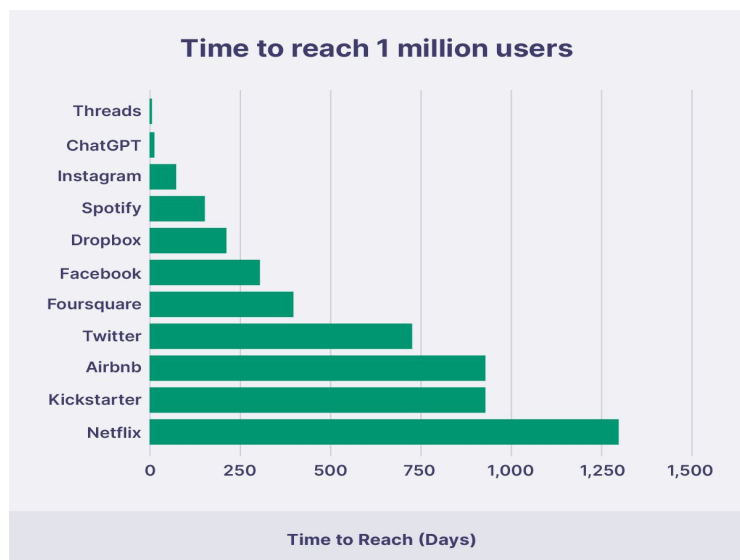

Figure 1. ChatGPT users

Based on the data above, ChatGPT managed to reach 1 million subscribers within 5 days of its launch, placing it in second place, after Instagram. The Spotify app and cloud storage services follow suit. This shows how quickly ChatGPT is getting a positive response and attention from users around the world.

The use of artificial intelligence (AI) technology, including ChatGPT, in the context of education has attracted significant attention in recent years. This technology offers the potential to transform the way we teach and learn, bringing a range of benefits and challenges that need to be carefully considered. A number of studies have explored students' perceptions of the use of ChatGPT for academic assignments, revealing various aspects of its application from different perspectives. Previous studies, such as those conducted by Sallam (2023) and Araujo (2024), have highlighted the benefits of using ChatGPT in improving the efficiency of scientific writing, improving equal access to knowledge, and expanding the versatility of teaching and learning[5]. However, on the other hand, there are ethical concerns that have arisen related to the use of this technology, as investigated by Rojas (2024) and Prokhorova (2024), which highlight issues such as plagiarism and academic integrity. These studies provide valuable insights into how the use of ChatGPT affects the learning process and students' perception of AI technology in the context of higher education. This research aims to further explore how the integration of ChatGPT can affect student learning outcomes, considering both its benefits in expanding access to knowledge and the challenges that arise related to ethics and academic integrity[6].

Through this research, it is hoped that a deeper understanding of how AI technology, especially ChatGPT, can be optimized to improve learning in academic settings, as well as appropriate strategies to address problems and challenges that arise in connection with its use. As such, this research is not only relevant to understand new trends in education, but also to develop practical guidelines in integrating artificial intelligence technologies in teaching and learning. This research will use questionnaire data distributed to students according to answer the research questions asked. It is hoped that the results of this study can make a significant contribution to the development of policies and practices in the use of AI in

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related higher education in optimizing the benefits of AI technology and maintaining academic integrity and ethics.

The use of ChatGPT in an academic environment offers a variety of advantages. First, ChatGPT can provide quick access to the information students need to complete academic assignments[7]. Second, this tool can help students develop ideas and writing structures, as well as provide constructive feedback[8]. Third, ChatGPT can also be used as an interactive learning aid, helping students understand complex material through simpler and easier to understand explanations. However, behind these various advantages, there are also a number of challenges that need to be considered. One of them is the potential for students to rely on this technology, which can reduce their ability to think critically and independently. In addition, there are also ethical issues that need to be considered, such as the risk of plagiarism and violations of academic integrity. The use of ChatGPT also requires a good understanding from students on how to utilize this technology effectively and responsibly[9]. In this context, it is important to explore students' perceptions of the use of ChatGPT for academic assignments. This perception can provide insight into how students utilize this technology, as well as the challenges and benefits they feel. Thus, this study aims to examine students' perceptions of the use of ChatGPT, as well as its implications for the learning process and the development of academic abilities[10].

PROBLEM FORMULATION

The formulation of this research problem can be formulated as follows:

1) What are Students' Perceptions of the Advantages of Using ChatGPT?
2) What are the educational challenges regarding the use of ChatGPT?

LITERATURE REVIEW

1) Chatbot

The advancement of Information Technology (IT) in Indonesia is accelerating today. Along with the times, information technology can facilitate human work. Information systems are important in an organization, with an information system, it can facilitate the activities carried out to complete a job (Juliandri, 2022). An application referred to as *a conversational agent* or often referred to as a chatbot, is a program that can communicate with users through natural language processing. This chatbot can simulate a predefined model. While often associated with text conversations, chatbots can also be implemented in a variety of application platforms. For example, on social media such as Twitter, where bots can automatically reply to tweets aimed at him. In fact, chatbots can also be used in application infrastructure to assist developers in overseeing application infrastructure.

The main components that make up a chatbot consist of three parts. First, an interface that allows chatbots to interact with users. Second, artificial intelligence that can process information to improve chatbots' understanding of input from users and can learn from these interactions over time[11]. Third, an information system that facilitates integration between chatbots and other applications. Although chatbots have recently become popular in recent years, they have actually been around since 1966. Joseph Weizenbaum, an academic from the Massachusetts Institute of Technology, created a chatbot that is famous for its name Eliza. Eliza was developed using the MAD-SLIP programming language for the IBM 7094 computer. The process of processing information from user input is carried out by matching patterns in the chatbot database (Weizenbaum, 1966).[12]

2) ChatGPT

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[7] Vardi, M. Y. (2021). "Artificial Intelligence in Education: Opportunities and Challenges." *Communications of the ACM, 64*(10), 6–8

[8] Huang, W., & Yang, L. (2022). "AI-assisted Writing Tools in Higher Education: A Review of Their Use and Impact on Students' Writing." *Computers and Education, 182*, 104461.

[9] Chiong, C., & Jovanovic, J. (2022). "The Role of Artificial Intelligence in Supporting Educational Engagement." *Journal of Educational Technology Systems, 50*(4), 409-426

[10] Hidayat, I. (2021). *Artificial Intelligence in Education: Opportunities and Challenges for the Future*. Jakarta: Andi Publisher.

[11] Yang, L., & Lee, H. (2021). "Understanding the Components of Chatbot Systems in Human-Computer Interaction." *Journal of Artificial Intelligence Research, 46*, 234-249.

[12] Weizenbaum, J. (1966). "ELIZA — A Computer Program for the Study of Natural Language Communication Between Man and Machine." *Communications of the ACM, 9*(1), 36-45.

The emergence of ChatGPT, a public tool developed by OpenAI, has attracted significant interest in various fields due to its potential to revolutionize communication and information dissemination. ChatGPT is powered by Generative Pretrained Transformer (GPT) technology, which allows it to generate human-like text responses based on the input it receives. Since its introduction in late 2022, ChatGPT has attracted attention due to its diverse applications in academia, health, tourism, and beyond. In academia, researchers have explored the implications of ChatGPT in education, with research highlighting its role in improving the blended learning environment (Lee, 2024). In addition, the ability of this tool to generate layman-friendly summaries of scientific studies has been investigated, demonstrating its potential in bridging the gap between research and public understanding (Eppler, 2023).[13] In addition, ChatGPT is recognized for its utility in assisting the process of writing scientific manuscripts, despite limitations in accessing the latest information (Buriak et al., 2023). Beyond academics and health, ChatGPT has implications for industries such as tourism, where it is seen as a driver for opening up new opportunities and improving the customer experience (Shi, 2024).[14] Widespread adoption and exploration in various sectors reflects the growing interest in leveraging artificial intelligence-based language models for diverse applications. As ChatGPT continues to evolve and discover new applications, it is important for researchers, practitioners, and policymakers to critically evaluate its capabilities, limitations, and ethical considerations. By understanding ChatGPT's impact on various fields, stakeholders can harness its potential to drive innovation, improve information accessibility, and improve decision-making processes[15].

ChatGPT, a variant of GPT developed by OpenAI, has attracted significant attention in various fields due to its ability to generate text responses similar to humans. The technology has been widely applied in the context of education (Yu-peng & Yu, 2023),[16] mental health support (Vaidyam et al., 2019),[17] customer service[18] (Adam et al., 2020), tourism recommendations, health promotion and even in religious contexts

The impact of ChatGPT and similar AI chatbots on learning in engineering education has been in the spotlight, demonstrating advances in natural language processing and machine learning techniques (Bravo, 2024).[19] Research highlights the role in improving user satisfaction through responsiveness, interactivity, and personality. Additionally, chatbots are recognized for their convenience and accessibility in providing standard and routine services, making them valuable tools in customer service applications (Le, 2023).[20] In educational environments, knowledge flow design using chatbots like ChatGPT has been explored, especially in teaching mathematics and promoting self-organized learning approaches (Nam, 2023).[21] Overall, the continued evolution of AI technology has transformed various fields by enabling conversational interactions similar to humans, thereby improving the user experience and facilitating communication and learning in various domains.

RESEARCH METHODS

The research method used is a type of qualitative research that is systematically used to examine or research an object in a natural setting without any manipulation and a little assessment from students is carried out to measure the extent of the advantages and benefits in the use of Chat GPT. Questions given to 30 students of the computer systems study program through a google form to represent the usefulness and advantages of using chat GPT in academic assignments. The questionnaire is distributed and processed directly by the google form application by showing graphic images and the results will be taken and analyzed through Microsoft Excell and will be narrated through this research. As well as taking references from library *research*, where the object of study uses library data in the form of books and journals as the source of data. This research was conducted by reading, studying, and analyzing various literature relevant to the topic being researched.

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[13] https://jurnal.pnk.ac.id/index.php/flash/article/download/1069/550?utm_source=chatgpt.com
[14] https://bericuan.id/kekurangan-dan-manfaat-chatgpt-transformasi-ai-dalam-kehidupan-sehari-hari/?utm_source=chatgpt.com
[15] https://unair.ac.id/pariwisata-halal-dan-chat-gpt/?utm_source=chatgpt.com
[16] Yu-peng, Y., & Yu, X. (2023). *The Role of AI Chatbots in Education: Enhancing Student Learning Experience.* [Link atau sumber yang relevan].
[17] Vaidyam, A. N., Wisniewski, H. S., Blumberg, E. J., & Torous, J. B. (2019). *Chatbots and AI in Mental Health Support: A Systematic Review.*.
[18] Adam, S., Smith, P., & Harris, M. (2020). *Chatbots in Customer Service: Enhancing User Satisfaction Through Interactivity and Responsiveness.*.
[19] Bravo, D. (2024). *The Impact of ChatGPT and AI Chatbots on Technical Education: Advancing Language Processing and Machine Learning Techniques.*.
[20] Le, T. (2023). *Enhancing User Experience through Chatbots in Customer Service: A Study on Responsiveness and Interactivity.*
[21] Nam, J. (2023). *Designing Knowledge Flow in Education with AI Chatbots: A Focus on Teaching Mathematics and Self-Directed Learning Approaches.*

RESULTS AND DISCUSSION

This analysis was carried out to find out the overview of the research results of the variables or questions studied, with the following calculation intervals carried out on 30 students of the Panca Budi Development University Computer Systems study program with the category of statements including Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree in the sub-questions of usefulness and challenges in the use of chat GPT from The results of the first question given, namely the Benefits of Using ChatGPT, can be seen graphically as follows :

1. Saya menggunakan ChatGPT secara rutin untuk membantu menyelesaikan tugas akademik.
30 jawaban
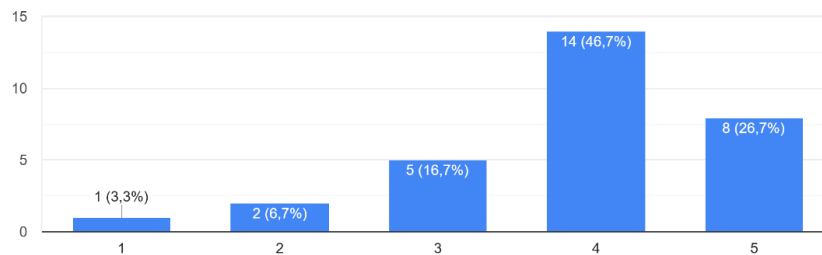
From the graph above, the average answer that can help complete academic assignments is number 4, namely agreeing as many as 14 Respondents around 46.7%, this shows that students of the computer systems study program very routinely use chat GPT in academic assignments.The results of Question 2 include ChatGPT improving my understanding of academic material and the graph results show the following:

2. ChatGPT meningkatkan pemahaman saya terhadap materi akademik.
30 jawaban
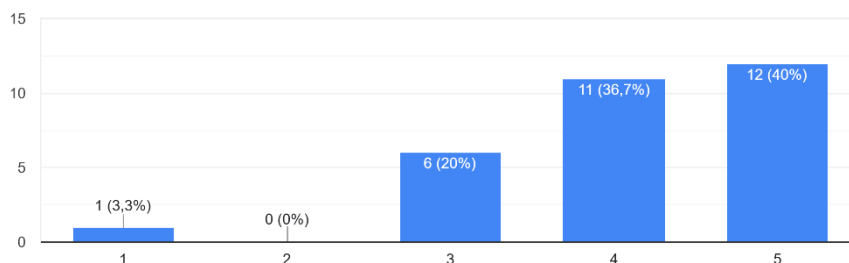
From the image above, it can be concluded that the understanding of computer study program students towards Chat GPT has greatly increased towards the material and students think strongly agree 40% and 36.7% agree and there are 3.3% disagree, which shows that the average student agrees that Chat GPT increases their understanding of academic material. The results of the 3rd ChatGPT statement helped me complete academic assignments faster and more efficiently showed the following results :

3. ChatGPT membantu saya menyelesaikan tugas akademik dengan lebih cepat dan efisien.
30 jawaban
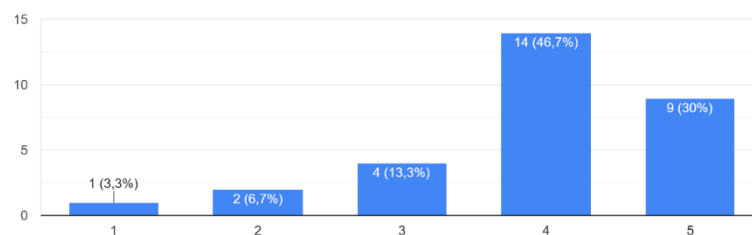
From the results of the graph above, 46.7% of students agreed that Chat GPT could help complete academic tasks quickly and efficiently and 30% strongly agreed and 13.3% stated neutral and 6.7% disagreed. The results of the 4th question with ChatGPT statements provide useful creative ideas for my academic assignment or project and the results are as follows:

4. ChatGPT memberikan ide-ide kreatif yang bermanfaat untuk tugas atau proyek akademik saya.
30 jawaban
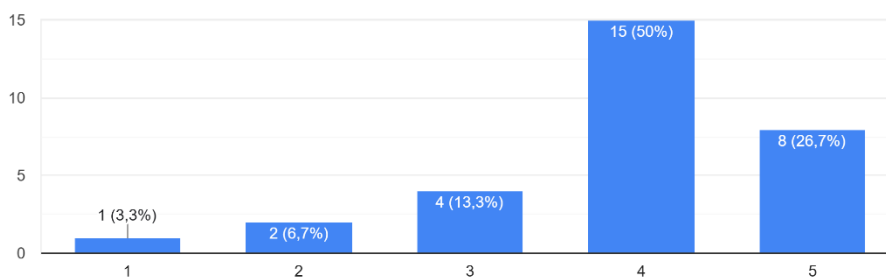
From the results of the graph above, it can be concluded that the average student voted yes, there were 50% of students of the computer study program who voted to agree that chat GPT provides creative ideas that are useful for new assignments or academic projects and there are 26.7% who answered strongly agree and 13.3% who voted neutral and 6.7% who disagreed and 3.3% who voted strongly disagree. And the result of the 5th (fifth) statement in the questionnaire question is that ChatGPT makes it easier for me to write essays and academic reports and the results are as follows: ademik.
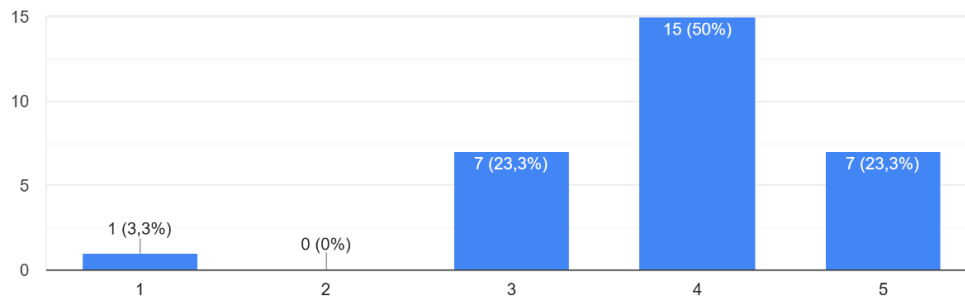30 jawaban
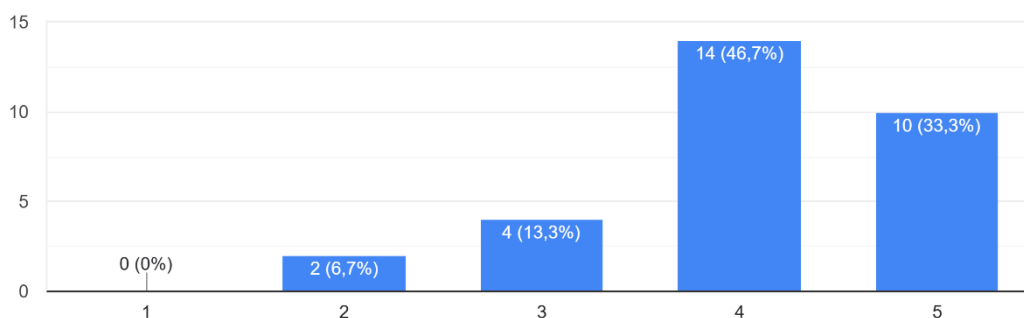
From the results of the graph above, the average student of the computer systems study program voted to agree that Chat GPT makes it easier to write essays and academic reports with a percentage of 46.7% voting in favor, 33.3% voting strongly agreeing, 13.3% voting neutral and 6.7% voting disagree and 0% strongly

disagree. Furthermore, the result of the 6th (sixth) statement is that ChatGPT provides relevant answers or solutions to the academic questions I asked and the results are as follows:

6. ChatGPT memberikan jawaban atau solusi yang relevan terhadap pertanyaan akademik yang saya ajukan.

30 jawaban

From the results of the graph above, it can be concluded that the average student of the computer systems study program chose that ChatGPT provides relevant answers or solutions to the academic questions asked, there are around 50% who voted yes and 23.3% strongly agreed, 23.3% who voted neutral and 3.3% who voted against it. Furthermore, the result of the 7th question (seven) is that ChatGPT helps me understand complex academic material more easily and the results are as follows:

7. ChatGPT membantu saya memahami materi akademik yang kompleks dengan lebih mudah

30 jawaban
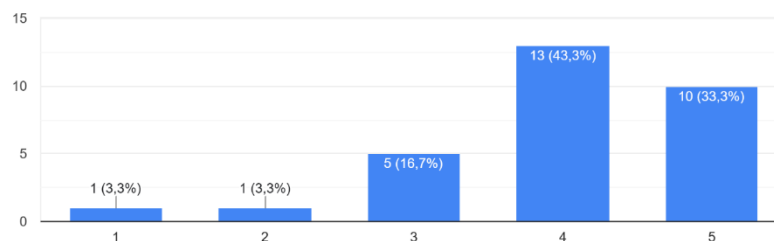
From the graph results, it can be concluded that the average computer system student voted to agree that Chat GPT helps understand complex academic material more easily, there were around 43.3% who voted to agree, 33.3% who voted strongly to agree, and 16.7% who were neutral and 3.3% who voted against and 3.3% who voted strongly disagree. And then the results of the 8th (eighth) question, namely ChatGPT, made it easier for me to access information to complete academic assignments and the results of the question graph were as follows:

8. ChatGPT mempermudah saya mengakses informasi untuk menyelesaikan tugas akademik

30 jawaban
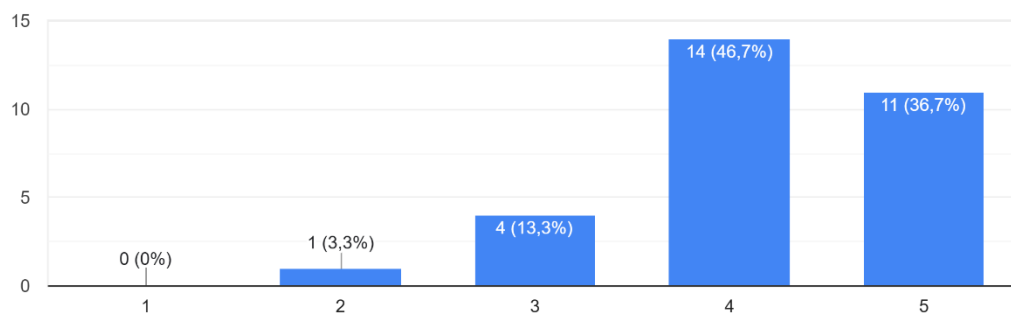
The results of the graph above show that on average and the largest number of students voted to agree, there were 46.7% of respondents of computer systems study program students who agreed that Chat GPT makes it easier to access information to complete academic assignments given by lecturers, there were 36.7% who also answered strongly agree and 13.3% answered neutrally and 3.3% disagree and 0% answered strongly disagree. And then the result of the 9th (ninth) statement, namely ChatGPT, helped improve the writing structure and grammar in my academic assignments. And the results of the graph of the above question are as follows:

9. ChatGPT membantu memperbaiki struktur tulisan dan tata bahasa dalam tugas akademik saya.
30 jawaban
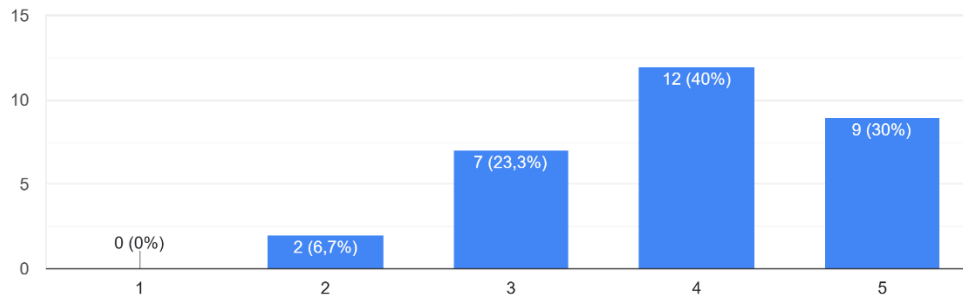
The results of the graph above concluded that on average and the most students of the study program voted that Chat GPT helps improve writing structure and grammar in academic assignments, around 40% agreed and 30% strongly agreed and the remaining 23.3% voted neutral and there were about 6.7% voting against and 0% voting strongly disagreed. And following the results of the 10th (tenth) question, namely I feel that the use of ChatGPT provides significant advantages in helping me complete my academic assignments. And the results of the graph are as follows:

10. Saya merasa penggunaan ChatGPT memberikan keuntungan yang signifikan dalam membantu saya menyelesaikan tugas akademik.
30 jawaban
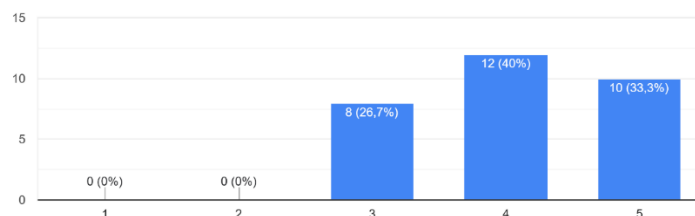
From the results of the graph above, it can be concluded that computer systems students feel that the use of chat GPT provides significant advantages in helping to complete academic assignments given by lecturers with an average vote of yes with an average vote of 40% vote agree, around 33.3% vote strongly agree and around 26.7% vote neutral and 0% disagree and 0% vote strongly disagree, then then the result of the 11th (eleventh) question, namely I will recommend the use of ChatGPT to my friends as a tool in completing academic assignments. And the results of the graph are as follows:

11. Saya akan merekomendasikan penggunaan ChatGPT kepada teman-teman saya sebagai alat bantu dalam menyelesaikan tugas akademik.
30 jawaban
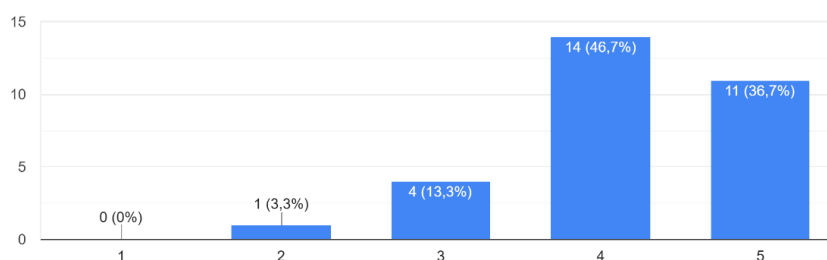
From the results of the graph above, it illustrates that students of the study program will recommend the use of ChatGPT to their friends as a tool in completing academic assignments. With an average of 46.7% agreeing and around 36.7% strongly agreeing, there are around 13.3% stating neutral and 3.3% disagreeing and 0% expressing strongly disagree and the last statement is the 12th (twelve) statement, namely I believe that ChatGPT is an effective learning support tool. And the graph results are as follows:

12. Saya percaya bahwa ChatGPT adalah alat pendukung belajar yang efektif.
30 jawaban
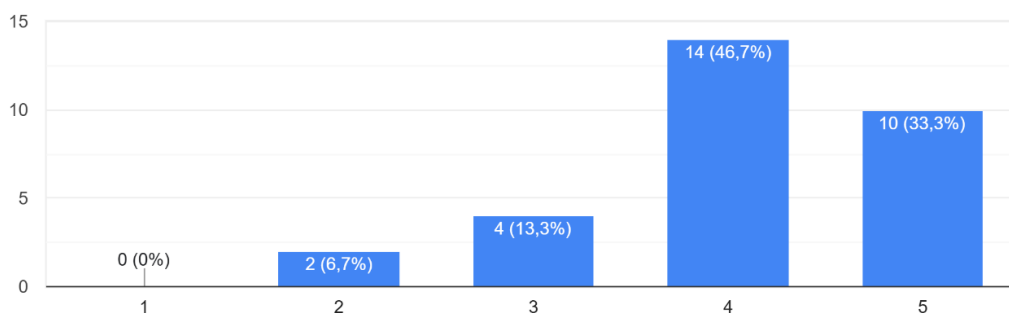
From the results above, students voted to agree and strongly agree that ChatGPT is an effective learning support tool in answering academic assignments from lecturers with a percentage of 46.7% voting for agreeing and 33.3% voting strongly agreeing and 13.3% voting neutral and 6.7% voting against and 0% voting strongly disagreeing.

Students' views on the use of Chat GPT on academic assignments

Students' views on the use of ChatGPT in completing academic assignments have become an interesting topic of discussion in various educational circles. Most students consider ChatGPT to be an efficient tool in helping them complete academic tasks, especially in generating initial ideas, formulating writing outlines, and providing feedback regarding the quality of their writing. Additionally, ChatGPT allows students to access information quickly, which is especially useful when time to complete assignments is limited. A study by Yu-peng & Yu (2023) shows that students feel more in control in managing their time with the help of this technology, as ChatGPT can provide suggestions or solutions at a speed far greater than manual searches. This contributes to increased learning efficiency, especially in the context of tasks that require rapid research and argumentation[22].

However, despite the many perceived advantages, the use of ChatGPT also presents a number of challenges that need to be considered. Some students revealed that they felt too dependent on this technology, reducing their ability to think critically and independently. This is reinforced by research from Araujo (2024), which notes that while ChatGPT can improve academic efficiency, its overuse can decrease the quality of students' analytical thinking. In addition, ethics-related concerns also arise, such as the risk of plagiarism and academic integrity, where students can use ChatGPT to complete assignments without fully understanding the material being studied. In this context, it is important for educational institutions to provide clear guidance on the use of this technology to ensure that students can still develop essential academic skills despite utilizing the help of AI[23].

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[22] Yu-peng, Y., & Yu, X. (2023). *The Role of AI Chatbots in Education: Enhancing Student Learning Experience.* [Link atau sumber yang relevan].
[23] Araujo, A. (2024). *Challenges and Opportunities in AI-Assisted Education: A Study on Student Perceptions of ChatGPT.* Journal of Educational Technology, 38(1), 57-70.

Challenges and potential use of Chat GPT in the academic world

The use of artificial intelligence (AI) technology such as ChatGPT in the academic world offers a variety of potentials that can accelerate the learning and research process. According to Hidayat (2021), ChatGPT can be used as a tool in answering questions related to learning topics, as well as providing more structured and easy-to-understand explanations for students. Another potential revealed is his ability to assist in writing, formulate ideas, and provide solutions to complex problems faced by students in research. Thus, this technology can be a very valuable resource in the world of higher education, especially in increasing the efficiency and effectiveness of learning[24].

However, behind this potential, there are a number of challenges that need to be faced by the academic world. As explained by Prabowo (2022), one of the biggest challenges is the risk of misuse of this technology, such as plagiarism or excessive reliance on AI in completing academic tasks. ChatGPT can be easily used to generate essays or papers instantly, which can lower the quality of learning and reduce student involvement in the critical thinking process. Therefore, strict supervision and policies are needed to ensure that students continue to develop their abilities independently and do not rely solely on technology to complete student work[25].

In addition to challenges, the use of ChatGPT also opens up opportunities for innovation in the academic world. According to Setiawan (2020), this technology can be used to support more interactive and personalized learning methods, such as virtual tutor-based learning that can provide real-time feedback. This will facilitate more flexible learning, where students can access help at any time according to their needs. Thus, while there are challenges to be overcome, the potential of technologies like ChatGPT to improve the quality of higher education is enormous, as long as it is used wisely and accompanied by clear guidelines[26].

The Impact of Chat GPT Practice on Higher Education

The use of artificial intelligence (AI) technology such as ChatGPT is beginning to have a significant impact on higher education practices, both in terms of teaching and learning. According to Suherman (2022), AI has the potential to improve the learning experience by providing quick and efficient access to a variety of relevant information. ChatGPT, for example, allows students to get instant explanations related to the topic being studied, so it can help them understand the material more deeply and speed up the learning process. In addition, ChatGPT also serves as a tool that can be used to write, formulate ideas, and explore complex topics[27].

However, the use of ChatGPT in the context of higher education also poses several challenges, especially related to academic integrity. According to Wibowo (2021), excessive reliance on AI tools such as ChatGPT can cause students to get caught up in plagiarism or abuse of technology to complete assignments without a deep understanding. Therefore, it is important for educational institutions to regulate the use of this technology wisely and ensure that students remain actively involved in the learning process. In addition, lecturers need to educate students about the ethics of using technology and encourage them to develop critical and analytical thinking skills[28].

Another impact is the increasingly important role of lecturers in providing direction and supervision over the use of ChatGPT in education. According to Santoso (2023), while ChatGPT can be a useful tool, the role of lecturers is still needed in facilitating discussions, providing additional insights, and ensuring that students can connect the information provided by AI to a broader context. Lecturers must be able to adjust their approach in teaching, by utilizing technology optimally without replacing essential human interaction in the learning process[29].

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[24] Hidayat, I. (2021). *Artificial Intelligence in Education: Opportunities and Challenges for the Future*. Jakarta: Andi Publisher.

[25] Prabowo, A. (2022). *Ethics of the Use of Artificial Intelligence in the Academic World*. Bandung: Pustaka Setia.

[26] Setiawan, F. (2020). *Learning Innovation in the Digital Era: Welcoming the Future of Education*. Yogyakarta: Ombak Publisher.

[27] Suherman, A. (2022). *Artificial Intelligence and Education: Opportunities and Challenges in the Digital Age*. Jakarta: Informatics Library.

[28] Wibowo, A. (2021). *Ethics and Integrity in Higher Education: Challenges in the Digital Age*. Bandung: CV Pustaka Setia.

[29] Santoso, R. (2023). *Teaching in the Age of Artificial Intelligence: Embracing the Future of Higher Education*. Yogyakarta: Student Library.

In addition, ChatGPT has the potential to change the way evaluation and assessment is conducted in universities. As stated by Nasution (2020), with AI technology, evaluation does not only rely on written exams or individual assignments, but can also include an assessment of collaboration, creativity, and problem-solving abilities involving technology. Universities need to adapt to these changes and design more dynamic evaluations, which measure not only students' knowledge, but also their ability to utilize technology to solve complex problems[30].

CONCLUSION

1) Positive Perception of Students towards ChatGPT that Students generally have a positive view of the use of ChatGPT because this tool makes it easier for them to understand lecture material and complete academic assignments. ChatGPT helps save time by providing information quickly and flexibly. Students also feel more confident asking questions, because ChatGPT offers explanations that suit individual needs, both briefly and in-depth. Additionally, the use of ChatGPT improves students' digital skills, which are essential for their readiness to face the increasingly digital world of work.

2) Challenges of Using ChatGPT The use of ChatGPT has the potential for abuse, such as copying assignments without understanding or increasing the risk of plagiarism. Educational institutions need to establish policies to limit this. Additionally, reliance on ChatGPT can reduce students' critical thinking skills and creativity. The quality and accuracy of the information provided can also be a problem, as not all data generated is reliable. Therefore, it is important for students to have good digital literacy to assess the information received.

SUGGESTION:

1) Student Training It is necessary to provide short training to students on how to effectively use chatbots in learning. Focus on digital literacy and technology usage ethics to ensure the wise use of chatbots.

2) The Role of Lecturers Support lecturers to integrate chatbots in teaching methods by providing practical and supportive guidance. Teach how to optimally utilize chatbots as a learning tool that does not reduce social interaction and student independence.

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