

TEACHERS PERCEPTION IN USING CHAT-GPT TECHNOLOGY TOWARD TEACHING ACTIVITIES

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ABSTRACT

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.

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1. 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; Firat,

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 (Gheytsi 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 (Gheytsi 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.

2. RESEARCH METHODS

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 resodent 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 certAI 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 :

“I believe that the use of AI technology has not yet hit the level that was mentioned. This is because some features that are necessary for developing materials or looking for ideas are still not fully developed. Technology also can't take the place of some parts of teaching.”

From interview is gained that teachers believe AI integration are able to affected the role of language teachers in classroom, from teachers experience they believed that are in this modern advance AI is build to help and assist people, but also the found about how people will rely on technology and makes us more lazy and depended on AI.

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 ChatGPT for individualized instruction. Moreover, the extent to which teachers were willing to adopt AI-driven digital tools for individualized instruction in the English language classroom was greatly impacted by their comprehension of the tools and their applicability to the educational setting. This underscored the need of educators cultivating their expertise in order to address hesitations and effectively harness the potential of ChatGPT in individualized learning. 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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