

## THE USAGE OF CHATGPT AS AN ALTERNATIVE WAY OF LEARNING

Abdul Rauf Ridzuan, Mohamad Hafifi Jamri, Zainab Mohd Zain, \*Khairi Khairuddin,  
Noor Afzaliza Nazira Ibrahim, Nur Shazana Abdul Rani, &  
Siti Nur Izyandiyana Ab Hadi  
*Faculty of Communication and Media Studies, Universiti Teknologi MARA (UiTM),  
Melaka Branch*

*Corresponding Author Email: khairi.k@uitm.edu.my*

### ABSTRACT

The importance of ChatGPT lies in its ability to facilitate communication and problem-solving in various contexts. The rapid integration of artificial intelligence (AI), exemplified by ChatGPT, has revolutionized education worldwide since its launch in late 2022. The potential risks, including over-reliance on technology leading to a decline in creativity and critical thinking, as well as plagiarism concerns, are explored. The study objectives are to determine the level of effectiveness and acceptance of ChatGPT among students. The research employed a quantitative research design, utilizing online surveys distributed through purposive sampling techniques with 364 respondents. Findings reveal a predominantly positive perception of ChatGPT's effectiveness among university students, highlighting its impact on learning levels ( $M = 3.18$ ), problem-solving abilities, and information access. Additionally, the study also delves into the level of acceptance, with students recognizing ChatGPT's potential to revolutionize academic tasks ( $M = 3.26$ ) and its regular use for group projects. These results underscore the transformative potential of ChatGPT in education, emphasizing the need for responsible integration and ongoing research to address associated challenges.

Keywords: ChatGPT, Learning, Platform, Social Media.

## INTRODUCTION

The evolution of social media has had a significant influence in that it now serves a wide range of societal interests. Moreover, the integration of ChatGPT with social media platforms can bring about several benefits and opportunities. ChatGPT improves communication by providing a responsive conversational interface. It enables users to interact with machines in a more natural and intuitive way, resembling human conversation. ChatGPT also can be accessed anytime, anywhere, by anyone with an internet connection. This accessibility makes it a valuable tool for individuals seeking information or assistance. As a machine learning model, ChatGPT is scalable and can handle large volumes of interactions simultaneously. This scalability makes it suitable for use in a wide range of applications, from customer service to educational platforms. In academic, ChatGPT can quickly provide responses to inquiries, reducing the time and effort required to find information or solve problems. This efficiency can lead to increased productivity and improved user satisfaction.

In the digital age, the emergence of artificial intelligence (AI) presents unprecedented opportunities to transform traditional learning paradigms. Among these innovations, ChatGPT stands out as a promising new learning platform, leveraging advanced natural language processing capabilities to deliver personalized, interactive, and accessible educational experiences. ChatGPT also can offers personalized learning experiences tailored to individual learner needs and preferences. By analysing user interactions and adapting responses in real-time, ChatGPT can provide customized explanations, remedial assistance, and supplementary resources, catering to diverse learning styles and pacing. As a text-based interface, ChatGPT promotes accessibility and inclusivity by accommodating learners with diverse needs, including visual or auditory impairments, language barriers, or learning disabilities. Text-based interactions facilitate equitable access to educational content and support a more inclusive learning environment. Moreover, ChatGPT facilitates interactive learning interactions through natural language conversations, enabling learners to engage in dialogue-based exploration, inquiry, and problem-solving. Interactive dialogue sessions foster critical thinking skills, collaboration, and deeper conceptual understanding through active participation and engagement. Through continuous learning mechanisms, ChatGPT evolves and improves over time based on user feedback and interactions. Learners contribute to ChatGPT's learning process by providing input, asking questions, and offering insights, creating a collaborative learning environment where knowledge exchange is reciprocal and dynamic.

One prominent issue surrounding ChatGPT's use among students is its potential to facilitate academic dishonesty and cheating. With its ability to generate text responses based on input prompts, students may exploit ChatGPT to produce plagiarized content for assignments, essays, or exams. This undermines academic integrity and devalues the learning process by allowing students to bypass critical thinking, research, and originality. Another concern is the reliance on ChatGPT as a primary source of information, which may lead to the uncritical acceptance of AI-generated content without proper verification or critical evaluation. Students may develop a dependency on ChatGPT for answers without developing essential research skills or discernment, hindering their ability to engage critically with academic material and think independently. Furthermore, excessive reliance on ChatGPT for learning

and problem-solving may contribute to the erosion of students' communication and interpersonal skills. Instead of engaging in meaningful discussions, collaborative learning, or seeking guidance from educators, students may prefer interacting with ChatGPT for quick answers and solutions, limiting opportunities for social interaction and mentorship.

Moreover, ChatGPT's potential to generate biased or inaccurate responses based on flawed training data poses a risk to students' learning experiences. If students receive misinformation or biased perspectives from ChatGPT, it could distort their understanding of academic concepts, perpetuate stereotypes, or reinforce misconceptions, leading to detrimental educational outcomes.

Additionally, the ethical implications of students interacting with AI language models raise concerns about privacy, data security, and digital citizenship. Without proper guidance and supervision, students may unknowingly disclose sensitive information or engage in inappropriate conversations with ChatGPT, exposing them to potential risks and vulnerabilities online.

Addressing these issues requires a proactive approach from educators, educational institutions, and policymakers. Implementing policies and guidelines on responsible AI use, promoting digital literacy and critical thinking skills, and fostering a culture of academic integrity are essential steps to mitigate the negative impacts of ChatGPT on students' learning experiences and uphold ethical standards in education.

## **METHODOLOGY**

This study employed the quantitative study approach (explanatory study) to identify the level of acceptance of using ChatGPT. For sampling, by referring to Raosoft Calculator Software, 30 million population in Malaysia can be equal to 385 sample of respondents with 95% confidence (The Research Advisors, 2006). The study involving 364 respondents, selected through a multistage sampling technique which are cluster sampling and purposive sampling. A cross sectional survey and structured questionnaire were used for data collection. The data were keyed in and analyzed by SPSS.

## **FINDINGS AND DISCUSSIONS**

From the table 1 below the highest mean is ( $M=3.26$ ) which refers to ChatGPT has the potential to revolutionize the way students approach their academic tasks. This consensus underscores the recognition of ChatGPT as a valuable tool capable of bringing about significant advancements in the academic landscape. The second highest mean in the table is ( $M=3.25$ ) that implies that ChatGPT is a tool student use regularly when seeking information for group projects. Notably, ChatGPT showcases its prowess in constructing highly accurate theory-based answers and delivering precise application-based responses, along with the capability to generate well-organized essays or business correspondence based on detailed prompts or scenarios, as demonstrated from the research of AlAfnan (2023). The overall mean for the level of effectiveness of ChatGPT to university students is ( $M=3.17$ ), indicating a noteworthy and positive evaluation for the AI website. This high mean underscores the respondents' commendable comprehension and acceptance of the concept of leveraging ChatGPT for

academic purposes, supported by studies such as Topsakal and Topsakal and Rudolph et al., which demonstrate the instructional potential and effectiveness of ChatGPT in aiding students' language learning and enhancing active learning approaches.

| ITEMS  | MEAN        |
|--|-------------|
| I believe ChatGPT has the potential to revolutionize the way students approach their academic tasks. | 3.26        |
| ChatGPT is a tool I use regularly when seeking information for group projects.                       | 3.25        |
| I prefer using ChatGPT over other search engines for my study.                                       | 3.23        |
| I would recommend ChatGPT to my peers for educational or assignment assistance.                      | 3.20        |
| I can get quick answers to a variety of academic questions through ChatGPT.                          | 3.18        |
| I find ChatGPT to be a suitable option for education or assignment assistance.                       | 3.18        |
| ChatGPT has had a positive influence on my analytical skills in my studies.                          | 3.07        |
| ChatGPT has had a positive influence on my critical thinking skills in my studies.                   | 3.04        |
| <b>OVERALL</b>   | <b>3.17</b> |

Table 1.0 The Level of Acceptance of ChatGPT To University Students

By using One Way Anova analysis to see the different level of effectiveness among diploma, degree and master students, Degree student level has the best effectiveness of using ChatGPT. The result shows if  $p < .05$ , the test is significant. The test scores differ significantly somewhere between the group. Or, researchers can conclude that the level of education using ChatGPT had no significant impact on effectiveness of using ChatGPT  $F(3,360) = 1.64, p = .180$

### Descriptives

EFFECTIVENESS

|         | N   | Mean   | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|---------|-----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
|         |     |        |                |            | Lower Bound                      | Upper Bound |         |         |
| diploma | 77  | 3.1169 | .57079         | .06505     | 2.9873                           | 3.2464      | 1.38    | 4.00    |
| degree  | 209 | 3.1800 | .49725         | .03440     | 3.1122                           | 3.2478      | 1.25    | 4.00    |
| master  | 56  | 2.9866 | .79404         | .10611     | 2.7740                           | 3.1993      | 1.00    | 4.00    |
| others  | 22  | 3.1136 | .78671         | .16773     | 2.7648                           | 3.4624      | 1.38    | 3.75    |
| Total   | 364 | 3.1329 | .58812         | .03083     | 3.0723                           | 3.1935      | 1.00    | 4.00    |

Table 2.0 The Different Level of Effectiveness among Students in Using ChatGPT

### ANOVA

EFFECTIVENESS

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1.691          | 3   | .564        | 1.638 | .180 |
| Within Groups  | 123.865        | 360 | .344        |       |      |
| Total          | 125.555        | 363 |             |       |      |

Table 3.0 Anova Analysis

### CONCLUSION

In a nutshell, the researcher's investigation into the impact of artificial intelligence—more especially, ChatGPT—on education has left them feeling both excited and reflective about the future. The application of CHATGPT offers a multitude of benefits to university students, encompassing academic, personal, and professional growth. The university experience serves as a transformative period in an individual’s life, providing a structured environment for learning, fostering critical thinking skills, and encouraging personal development (Chiancone,2023). Looking ahead, the researcher feels a mixture of responsibility and optimism about the use of AI in education, with a commitment to moral and human-centered approaches tempering the excitement for new possibilities (Fasoyinu,2023). The journey has

also shown how dynamic technology changes are and how important it is to conduct continual research. They acknowledge that keeping up with breakthroughs in AI is crucial for promoting ongoing communication between educators, developers, and policymakers as the educational landscape changes. To appropriately handle issues and make sure that AI integration is in line with the changing requirements and moral standards of the educational community, educators must remain educated and involved. Overall, as humans, we must use AI applications wisely and transparently. We must learn to appreciate the wonderful creation of technology that is introduced to us.

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