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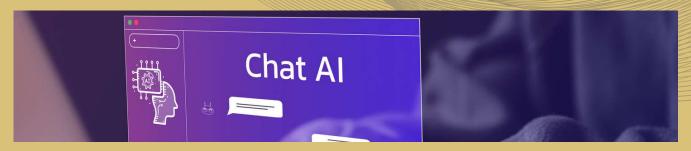CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN

UiTM Seremban 3 Students' Habits and Attitude on The Use of ChatGPT For Academic Purposes

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Introduction

Nowadays, Artificial Intelligence (AI) is a key component of the popular social networks being used by many. Artificial Intelligence (AI) is increasingly permeating the educational landscape, with many experts viewing it as a driving force behind the industrial and educational revolutions (Huang et al., 2021). One such AI technology making waves is ChatGPT, an advanced chatbot developed by OpenAI in late 2022. This cutting-edge natural language processing system can comprehend and respond to student inquiries in a remarkably human-like manner. Within just two months of its launch, ChatGPT garnered an impressive 100 million active users, underscoring its rapid adoption and potential (Hu, 2023). In the era of digital learning and remote education, ChatGPT offers a promising solution to enhance the educational experience by providing a personalised, tailored approach to meet individual student needs (Chatterjee & Bhattacharjee, 2020).

Problem Statement

While AI tools are not universally seen as a threat to higher education, concerns about academic dishonesty arise, as students at UiTM Seremban 3 may excessively rely on ChatGPT to complete assignments and exams, leading to issues such as plagiarism and inaccurate referencing. Academic perspectives on ChatGPT to date, however, have not unanimously declared AI tools as a monumental threat to higher education (Sullivan et al., 2023).

It is crucial to address these implications to maximise benefits while minimising drawbacks. A thorough analysis is necessary to guide the responsible deployment of ChatGPT among the students of UiTM Seremban 3, safeguarding academic standards, student privacy, and inclusive learning environments.

Method and Instrument

The research instrument used to collect data is a Google Forms online questionnaire. The survey employs a seven-point Likert-type scale, offering response options from "Strongly Agree" to "Strongly Disagree" to study the extent to which ChatGPT affects students' learning experiences. Data was collected from eighty respondents from UiTM Seremban 3 using random sampling.

Results And Discussion

From the mean description obtained in Table 1, data from a study by Pimentel (2019) was used.

Table 1
Mean description for seven-point Likert scale

Likert Scale	Interval	Difference	Decscription
1	1.00-1.85	0.85	Very bad
2	1.86-2.71	0.85	Rather bad
3	2.72-3.57	0.85	Bad
4	3.58-4.43	0.85	Neither good nor bad
5	4.44-5.29	0.85	Good
6	5.30-6.15	0.85	Rather good
7	6.16-7.00	0.84	Very good

Table 2
Students' perception of using ChatGPT for Academic purposes

Questions	1	2	3	4	5	6	7	Total (n)	Mean	Indicator
I always use ChatGPT in doing academic tasks	0	1	2	6	8	51	12	80	5.78	Rather good
I always use ChatGPT for studies and revisions.	2	1	4	3	36	21	13	80	5.31	Rather good
I rely on ChatGPT to complete academic tasks.	1	2	5	6	15	32	19	80	5.55	Rather good
My attitude towards ChatGPT Is beneficial.	0	0	4	8	2	43	23	80	5.91	Rather good
ChatGPT increases my performance and efficiency in my studies.	0	1	2	12	4	21	40	80	6.03	Very good
I find it easy to manage academic tasks using ChatGPT	0	0	3	4	5	39	29	80	6.09	Very good
In my opinion, it would be wise to use ChatGPT.	0	0	2	4	17	10	47	80	6.2	Very good

1-strongly disagree   7-strongly agree

Based on the data presented in Table 2, the following conclusions can be drawn regarding students' perceptions of using ChatGPT for academic purposes: Overall, students have a positive perception of using ChatGPT for academic tasks, with most of the mean scores falling in the "Rather good" and "Very good" ranges. The highest mean score of 6.20 is for the statement, "In my opinion, it would be wise to use ChatGPT," indicating that students strongly agree with the wisdom of utilising ChatGPT for academic purposes. Next, students also strongly agree that ChatGPT increases their performance and efficiency in studies (mean score of 6.03) and that it is easy to manage academic tasks using ChatGPT (mean score of 6.09). While students have a positive attitude towards the beneficial nature of ChatGPT (mean score of 5.91), they are somewhat less inclined to rely on it heavily for completing academic tasks (mean score of 5.55) or using it consistently for studies and revision (mean score of 5.31). The lowest mean score of 5.78 is for the statement, "I always use ChatGPT in doing academic tasks," suggesting that while students positively perceive ChatGPT, they do not necessarily use it for all academic tasks. In summary, the data indicates that students perceive ChatGPT as a valuable tool that can enhance their academic performance and efficiency while maintaining a generally positive attitude towards its use for academic purposes. However, there is some variation in how students rely on and consistently use ChatGPT for their studies and tasks. This could be due to students' knowledge and awareness that using ChatGPT could lead to their academic integrity being questioned.

References

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