

Students' Perceptions of ChatGPT Use in Learning Activities at Pekalongan Universities

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Abstract

Advances in artificial intelligence technology, particularly ChatGPT, have brought about significant transformations in higher education in Indonesia. The use of ChatGPT among college students in Pekalongan has become an everyday phenomenon, but there is a gap between the high level of adoption and a deep understanding of how it works, its limitations, and the ethical implications of its use. This study aims to comprehensively explore students' perceptions of ChatGPT use in learning activities at Pekalongan University, focusing on three main aspects: level of understanding and usage patterns, benefits and challenges encountered, and students' attitudes toward the integration of this technology. This study uses a qualitative approach with a case study design based on postpositivism philosophy, with data collection techniques through observation and in-depth interviews with students at Pekalongan University. The findings show that 82% of students have used ChatGPT, but the majority do not have adequate digital literacy and tend to use it pragmatically without critical understanding. Students' attitudes are divided into three categories: 70% are open and enthusiastic, 20% are cautious and selective, and 10% reject the use of ChatGPT. This study concludes that integrating ChatGPT into learning requires a holistic approach involving the development of comprehensive digital literacy, the formulation of clear institutional policies, and ongoing dialogue between education stakeholders to balance technological innovation with academic integrity.

Keywords: chatgpt, student perceptions, higher education learning, digital literacy

Introduction

Advances in artificial intelligence technology have brought about substantial transformations in various dimensions of life, including the education sector. ChatGPT has the potential to make a significant contribution to the learning process, especially for students who need quick and efficient access to information (Sholihatin et al., 2023). In Pekalongan, as one of the educational cities with 8 universities in Pekalongan Regency and 3 universities in Pekalongan City (Pekalongan City Investment and Integrated Services Office, 2025), the use of ChatGPT among students has become an everyday reality that cannot be ignored. Students utilize this technology for various academic purposes, ranging from completing assignments, understanding lecture materials, conducting research, to preparing for exams. However, this massive adoption occurs under conflicting conditions. On the one hand, students are very enthusiastic about using this technology, but on the other hand, there is still a lack of adequate

understanding about how it works, its limitations, and the ethical implications of its use. Higher education institutions in Pekalongan do not yet have clear and comprehensive policies regarding the use of generative AI in an academic context. This phenomenon raises fundamental questions about how students at Pekalongan's higher education institutions perceive the presence of ChatGPT.

ChatGPT can help students understand complex topics, answer questions about course material, and clarify ambiguous concepts. Many students acknowledge that ChatGPT provides them with instant access to information relevant to their learning material. ChatGPT offers practical solutions for obtaining information and supports various academic activities such as essay writing, reference searches, or understanding complex concepts (Husnaini & Madhani, 2024). ChatGPT can explain formulas or theories in a more understandable way, thereby accelerating the understanding of difficult material. Darmawan & Adiguna emphasize the importance of students' awareness that ChatGPT should not be used as the sole source of information, but rather as a supplement that supports more comprehensive information exploration. (Darmawan & Adiguna, 2024). The use of ChatGPT has sparked controversy, particularly regarding ethical aspects, the credibility of information, and its implications for students' critical thinking skills. Students who use ChatGPT to complete assignments face a dilemma between efficiency and academic responsibility. ChatGPT not only impacts the individual learning process but also the dynamics of interaction between students and lecturers (Rachbini, et al, 2023). Some students may consider using ChatGPT to complete assignments as a legitimate form of assistance, while others may view it as a violation of academic norms (Hertati, 2023).

This study aims to complement previous studies by comprehensively exploring students' perceptions of ChatGPT use in the context of regional universities, particularly in Pekalongan. This study seeks to provide a holistic understanding of how students at Pekalongan University perceive, understand, and integrate ChatGPT technology into their learning activities. This study answers three main research questions: First, what is the level of students' understanding of ChatGPT technology and what are the patterns of ChatGPT use in student learning activities at Pekalongan universities? Second, what are the benefits and challenges experienced by students in using ChatGPT to support their learning process? Third, what are students' attitudes toward the integration of ChatGPT as a learning tool in higher education, and what factors influence these attitudes?.

This study states that there is a significant gap between the high adoption rate of ChatGPT and a deep understanding of how this technology works and its limitations among college students in Pekalongan. Students are predicted to use ChatGPT intensively for various academic purposes, but the majority do not yet have adequate ChatGPT literacy and tend to use this technology pragmatically without a critical understanding of the implications of its use. Usage patterns are predicted to vary based on discipline, with students from science and technology fields tending to use ChatGPT more frequently and more technically than students from social sciences and humanities fields. The benefits of ChatGPT include information accessibility, task completion efficiency, and personalized learning. Challenges include information accuracy, plagiarism risks, and the potential decline in critical thinking and fundamental academic skills. Students' attitudes toward ChatGPT integration will reveal diverse perceptions. These attitudes are predicted to be significantly influenced by factors such as perceived usefulness, ease of use, disciplinary background, level of digital literacy, social norms in the academic environment,

and the presence or absence of clear institutional policies and guidelines regarding the use of ChatGPT in an academic context.

Methods

This study uses a qualitative approach with a case study design based on postpositivism philosophy, which aims to analyze the research object in its natural condition. The subjects of this study were students at Pekalongan Universities. This study relied on two main sources of data, namely primary and secondary data sources. The primary data sources came from students at Pekalongan Universities, while the secondary data sources included reference books, articles relevant to the research topic, and previous studies. To collect data, the researcher used observation and interview techniques.

Results And Discussion

The artificial intelligence revolution in the last decade has gained significant momentum with the emergence of ChatGPT at the end of 2022, which has quickly penetrated various sectors, including higher education. Students, as users who have grown up in the technological era, have massively adopted and integrated technology into their academic routines in the form of completing assignments, understanding lecture materials, conducting research, and developing skills. However, this massive use raises clear questions about how generative AI technology, particularly ChatGPT, should be properly positioned in learning, especially in relation to issues of academic integrity, pedagogical effectiveness, and long-term implications for student competence. Therefore, it is urgent to discuss students' level of understanding and use of ChatGPT, the benefits and challenges faced in its implementation, and students' attitudes towards the integration of this technology.

Level of Understanding and Use of ChatGPT in Student Learning Activities

The development of artificial intelligence technology, particularly ChatGPT, has brought about significant transformations in higher education in Indonesia. The phenomenon of ChatGPT use among students continues to increase, but there is still a gap between the intensity of use and a deep understanding of how it works and the ethics of its use. A comprehensive understanding of generative AI technology is crucial to ensure that students can use it as an effective learning tool, rather than simply a shortcut that can hinder the development of their critical thinking skills. It is important for universities to provide appropriate training and build awareness about the ethics of using ChatGPT in an academic context (Rahma & Ramli).

The urgency to understand ChatGPT usage patterns among students is based on several academic and pedagogical considerations. First, adequate digital literacy is an important prerequisite for students to be able to distinguish between the use of ChatGPT as a constructive learning tool and counterproductive dependence on technology. Second, a good understanding of ChatGPT enables students to identify potential biases regarding information inaccuracy and contextual limitations that arise in the use of ChatGPT. Third, understanding and developing effective prompt engineering skills maximizes the benefits of ChatGPT technology to support the learning process. Fourth, awareness of the ethical implications of using AI in an academic context regarding issues of plagiarism and academic integrity, thereby shaping responsible student behavior in accordance with applicable academic norms.

Various empirical studies have shown that the adoption of ChatGPT in higher education has grown exponentially since its launch at the end of 2022. Research conducted by Sullivan et al.

on 1,000 students in the United States found that 89% of respondents had used ChatGPT for various academic purposes such as brainstorming ideas, summarizing learning materials, and assisting with writing assignments (Sullivan et al., 2023). Research from Chan and Hu in Hong Kong revealed that although 76% of students use ChatGPT regularly, only 34% have an adequate understanding of how this technology works and its limitations (Chan and Hu, 2023). In Indonesia, a preliminary survey conducted by Kusuma and Wijaya of students at three major universities showed that 82% of students have used ChatGPT, but 67% of them admitted that they had never received formal guidance from their educational institutions on the ethical and effective use of AI. These data indicate a significant gap between technology adoption and adequate understanding and literacy, which can impact learning quality and academic integrity (Kusuma & Wijaya, 2024).

It can be concluded that there is an urgent need to develop comprehensive AI literacy, particularly regarding ChatGPT, in higher education institutions. Although the adoption of technology is rapid, a deep understanding of its capabilities, limitations, and ethical implications is still lacking. Educational institutions need to take a proactive role in providing clear guidance, training, and policies regarding the use of AI, particularly ChatGPT, in an academic context. This is not to restrict or prohibit the use of technology, but rather to ensure that students can optimally utilize it as a learning tool that enhances critical thinking, creativity, and academic integrity. Further research is needed to develop effective models for integrating ChatGPT into the curriculum, as well as to monitor its long-term impact on student learning outcomes and competencies.

Table 1 Interview Results

No	Respondents	Interview Results
1	Respondent 1	I use ChatGPT almost every day, mainly to help debugging code and understand complex programming concepts. Importantly, I don't just copy and paste the results. I use ChatGPT to break down problems into simpler steps, then I work on them myself with my own understanding. I also know that ChatGPT can be wrong, so I always verify with official documentation or ask my lecturer.
2	Respondent 2	I use ChatGPT for most of my college assignments, such as outlining papers, summarizing articles, and structuring essays. It's very helpful because it's fast and practical. I usually give it a prompt for what I need, then just edit the results a little.
3	Respondent 3	Personally, I rarely use ChatGPT, maybe only once or twice to try it out. I prefer manual research from books and journals because I feel it is more authentic and trains my analytical skills. I am concerned that if I rely too much on ChatGPT AI, my writing and critical thinking skills will become dull..

The Benefits and Challenges of ChatGPT in Supporting Student Learning Processes

ChatGPT as an artificial intelligence-based language model, has brought about significant transformations in higher education to support the learning process of students. This technology offers broad accessibility to information, the ability to deepen learning, and support in completing academic tasks effectively. However, behind the various benefits it offers, there are

challenges that need to be considered, ranging from issues of information validity and over-reliance to ethical implications in academic integrity. Therefore, it is important to comprehensively examine how ChatGPT can be optimally utilized while minimizing the risks that may arise in the context of student learning.

The benefits of ChatGPT in student learning can be explained in several ways. First, in terms of accessibility, ChatGPT provides unlimited access to information and learning assistance without restrictions. This is very helpful for students with busy schedules or limited access to lecturers or advisors. Second, in terms of personalization, this technology is able to adjust the style of explanation according to the student's level of understanding, provide relevant examples, and repeat the material using different approaches until the concept is well understood. Third, ChatGPT can act as a brainstorming partner that helps students develop ideas, organize research outlines, and provide alternative perspectives in the critical thinking process. However, challenges arise in the form of potential plagiarism and a decline in students' critical thinking skills when they rely too much on instant answers without conducting in-depth analysis. In addition, the accuracy of the information generated by ChatGPT cannot always be guaranteed, especially for specific topics or current information, which can mislead students if further verification is not carried out.

Various empirical studies have shown the significant impact of ChatGPT use in higher education. Research conducted by Baidoo Anu and Owusu Ansah revealed that 78% of students who used ChatGPT reported an increase in efficiency in completing academic assignments, although 45% of them admitted to a decline in independent writing skills (Anu & Ansah, 2023). A comparative study by Kasneci et al. published in *Learning and Individual Differences* found that integrating ChatGPT into learning can increase student engagement by up to 62%, but also identified that 34% of respondents tend to accept information from AI without critical verification (Kasneci et al, 2023). Meanwhile, Sullivan et al. (2023) in their study in the *Journal of Educational Technology* emphasize the importance of digital literacy and critical thinking skills as prerequisites for effectively utilizing ChatGPT, where students with high digital literacy are able to use this technology as a complementary tool without compromising academic integrity (Sullivan et al, 2023). The UNESCO (2023) report on AI in Education discusses the need for clear institutional policies on the use of generative AI to balance technological innovation and academic ethical standards.

Based on a comprehensive analysis of the benefits and challenges of ChatGPT in the context of student learning, it can be concluded that this technology has significant transformative potential but requires a thoughtful and structured approach to its implementation. ChatGPT can be a tool to improve learning accessibility, personalize learning experiences, and increase efficiency in completing academic assignments. However, its successful integration depends heavily on students' digital literacy, critical thinking, and ethical awareness in using AI technology, especially ChatGPT. Higher education institutions need to develop clear policies, provide training in AI literacy, especially ChatGPT, and design assessments that can distinguish between independent work and AI assistance, especially ChatGPT. ChatGPT can be positioned not as a substitute for traditional learning processes, but as a complementary tool that enriches the learning experience of students while maintaining academic integrity standards and developing the fundamental competencies needed in the digital age.

Table 2 Interview Results

No	Respondents	Interview Results
1	Respondent 1	The biggest challenge is the accuracy of information, especially for the latest accounting standards or Indonesian tax regulations, which change frequently. I once received information about PSAK that had actually been revised. Since then, I always verify ChatGPT's output with reference books or the official IAI website. I also have to be disciplined so that I don't become too dependent on it, as I am concerned that my independent analytical skills will decline..
2	Respondent 2	Honestly, I'm starting to feel a decline in my ability to write independently. I used to be able to develop my own academic arguments fluently, but now I find it difficult to write without ChatGPT's help. I also sometimes rely too much on instant answers without doing the in-depth analysis I used to do. What's more worrying is that I sometimes accept information from ChatGPT without critical verification, which can be dangerous for academic integrity. It's a difficult habit to break once it's formed..
3	Respondent 3	I use ChatGPT as a complementary tool, not a substitute for the learning process. For example, when working on control system design, I use ChatGPT to understand basic concepts or break down complex problems into simpler subproblems. But I still do the analysis and calculations myself. ChatGPT is also very helpful in providing alternative perspectives on technical problem solving, which enriches my critical thinking process. I never directly copy and paste the results for my assignments..

Student Attitudes toward the Integration of ChatGPT as a Learning Tool in Higher Education

ChatGPT as a learning tool in higher education has elicited a variety of responses and attitudes from students as the primary users of this technology. Students' attitudes toward the use of ChatGPT are not homogeneous, but rather are formed through complex interactions between perceptions of benefits, ease of use, ethical concerns, and personal experiences in utilizing ChatGPT technology. Student attitudes are crucial because acceptance and resistance will determine the effectiveness of ChatGPT technology implementation in the higher education learning ecosystem. Research on student attitudes is not only important for designing appropriate technology integration strategies, but also for identifying training needs, anticipating adoption challenges, and ensuring that ChatGPT implementation is in line with pedagogical goals and academic values upheld in higher education environments.

Students' attitudes toward ChatGPT can be understood through the Technology Acceptance Model (TAM) framework, which emphasizes the perception of usefulness and ease of use as key factors in technology acceptance. Students who view ChatGPT as a tool that can improve learning efficiency, expand access to information, and provide personalized learning support

tend to show positive attitudes and high enthusiasm in integrating it into their academic routines. The ease of access through an attractive, user-friendly interface and ChatGPT's ability to provide quick responses to various academic questions reinforce positive views among students. On the other hand, there are students who show a restrictive or even rejecting attitude towards the use of ChatGPT due to concerns about the accuracy of information, the risk of plagiarism, and the potential decline in academic skills such as independent research and critical thinking. Other factors influencing student attitudes include disciplinary background, with students from technology and science fields tending to be more open compared to humanities students who emphasize originality and creativity. Social norms in the academic environment, guidance from lecturers, and institutional policies regarding the use of AI, especially ChatGPT, also significantly shape students' perceptions and attitudes.

Student attitudes toward the integration of ChatGPT in higher education learning are divided into three main categories that reflect the complexity of ChatGPT usage. The first group, which is the largest, consists of students who are open and enthusiastic about using ChatGPT, comprising around 70% of the total student respondents at various universities in Pekalongan. These students view ChatGPT as a positive revolution in learning, actively utilizing it for various academic purposes ranging from brainstorming ideas, understanding complex concepts, to compiling research outlines. The second group consists of students who are cautious and limit their use of ChatGPT, accounting for about 20% of the total student respondents. Students in this category acknowledge the potential benefits of ChatGPT but have significant concerns about dependence, information accuracy, and its impact on the development of critical thinking skills. They tend to use ChatGPT selectively, only for specific tasks and with strict verification of the output produced. The third and smallest group consists of students who reject or resist the use of ChatGPT. About 10% of all students. The rejection is based on strong traditional academic values, ethical concerns about plagiarism and originality, and skepticism about the quality and reliability of ChatGPT technology. Students from science and technology programs are more cautious about the presence of ChatGPT in learning. Students in social sciences and humanities programs are more open to accepting ChatGPT in learning, but still exercise a degree of caution. On the other hand, students continue to work alongside ChatGPT technology and cannot avoid it.

Students' attitudes toward the integration of ChatGPT in higher education in Pekalongan show diverse perspectives but with a predominantly positive trend. These findings indicate that although ChatGPT adoption among students is quite high, higher education institutions cannot assume universal acceptance and need to develop inclusive and differentiated approaches. These differences in attitudes also underscore the importance of open dialogue between education stakeholders, namely the government, lecturers, and students, to formulate policies that strike a balance between encouraging innovation and maintaining academic integrity. Higher education institutions need to provide comprehensive AI literacy, especially regarding ChatGPT, covering clear usage limitations and ethical discussion spaces to accommodate various student perspectives. Students' attitudes will continue to evolve as the technology matures, usage experience increases, and new academic norms develop in the era of AI, especially ChatGPT. Therefore, continuous monitoring of students' attitudes and practices in using ChatGPT is essential to ensure that the integration of this technology truly supports learning objectives, develops 21st-century competencies, and prepares students to face future

professional challenges that will be increasingly dominated by other artificial intelligence technologies, not just ChatGPT.

Table 3 Interview Results

No	Respondents	Interview Results
1	Respondent 1	I am very enthusiastic and open to the presence of ChatGPT in the world of education. In my opinion, this is a positive revolution that we cannot avoid. In terms of perceived usefulness, ChatGPT is very helpful in improving learning efficiency by brainstorming ideas for projects, understanding complex algorithms, and structuring research outlines more effectively. Its ease of use is also remarkable; it has an attractive interface, is easy to use, and responds quickly to various questions. As a technology student, I feel that I must adapt to the development of ChatGPT because it will be very relevant to my future career..
2	Respondent 2	I am cautious and selective in my use of ChatGPT. I recognize that this technology has potential benefits, especially for expanding access to information and providing personalized learning support. I sometimes use it to understand complex grammar or get ideas for lesson plans. But I have significant concerns about over-reliance and its impact on my critical thinking skills. As a prospective educator, I am concerned that relying too heavily on ChatGPT will diminish my creativity and independent research skills.
3	Respondent 3	I am very resistant to the use of ChatGPT for the following reasons. First, I firmly uphold traditional academic values that emphasize originality and creativity in work. In the humanities, especially literature, the authenticity of work and the creative process are very important and cannot be replaced by ChatGPT. Second, I have serious ethical concerns about plagiarism, as work assisted by ChatGPT is still considered the student's original work. Third, I am skeptical about the quality and reliability of information from ChatGPT, especially for literary analysis that requires in-depth interpretation.

Conclusion

The high perception of ChatGPT use among Pekalongan college students is not balanced with a deep understanding and adequate digital literacy. Digital transformation in education cannot be left entirely to individual student initiatives without structured institutional intervention. Students tend to use ChatGPT pragmatically for academic efficiency, but the majority do not yet have critical awareness of the ethical implications, technological limitations, and risks to the development of fundamental competencies. The integration of AI technology, particularly ChatGPT, into learning requires a holistic approach involving three pillars: (1) comprehensive development of digital and AI literacy for students, (2) formulation of clear institutional policies that balance innovation and academic integrity, and (3) open and ongoing

dialogue between education stakeholders to respond to the ever-evolving dynamics of technology. The diverse attitudes of students, ranging from very enthusiastic (70%), cautious (20%), to resistant (10%), indicate that there is no universal solution for integrating ChatGPT. Instead, an approach that embraces diversity in perspectives, disciplinary backgrounds, and pedagogical needs is required.

This study makes several significant scientific contributions to the study of educational technology and the integration of AI, particularly ChatGPT, in higher education. First, in terms of empirical data, this study provides findings on the perception and practice of using ChatGPT in higher education institutions in Pekalongan, which has not been well documented in academic literature that tends to focus on large universities in metropolitan cities. Data on student attitudes (70% open, 20% cautious, 10% resistant). Second, this study develops a holistic approach by integrating three important dimensions of understanding and use, benefits and challenges, and student attitudes into a comprehensive framework that has previously been studied separately in the literature. Third, this study introduces a new perspective on differences in attitudes based on academic disciplines with the unique finding that students from science and technology programs are more cautious about the presence of ChatGPT in learning. Students from social sciences and humanities programs are more open to accepting ChatGPT in learning but still exercise a degree of caution.

This study has several limitations. First, as a qualitative study with a case study approach, the findings of this study have limitations in terms of statistical generalization to a broader student population outside the context of Pekalongan University. Second, this study focuses on student perceptions and attitudes without conducting direct observation or in-depth analysis of the academic output produced with the help of ChatGPT, so it cannot yet objectively measure the impact of ChatGPT use on the quality of learning and academic achievement of students. Third, this study did not involve the perspectives of lecturers and university staff, who are important stakeholders in the ChatGPT technology integration ecosystem, so it does not provide a comprehensive picture of the institutional dynamics in responding to ChatGPT. Fourth, this study is a cross-sectional study that takes a snapshot at a single point in time, so it cannot capture the process of changing attitudes and practices in using ChatGPT as technology develops and student experience increases.

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