

CHAT-GPT IMPLEMENTATION STRATEGIES IN LEARNING AT THE HIGHER EDUCATION LEVEL

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Abstract: Higher education has undergone significant transformations in recent years, especially in terms of the integration of technology into the learning process. One technology that is emerging as a potential effective learning tool is Chat GPT (Generative Pre-trained Transformer). This study aims to analyze GPT Chat implementation strategies in the context of higher education. This study used an experimental approach by integrating Chat GPT in learning. Data was collected through observation and analysis of student work. The results showed that the implementation of Chat GPT in learning can improve the quality of learning. However, its effectiveness depends on the strategy, namely the need to map clear goals, planned integration, and training lecturers and students on how to use Chat GPT effectively. No less important is ethical awareness in using Chat GPT, namely regarding privacy policies, copyright, and ethical use. On the other hand, users must be critical by accessing various information from diverse sources. This allows students to see from different points of view about a topic. In addition, it is necessary to evaluate information sources where students are trained to evaluate the credibility of information sources provided by Chat GPT.

Keywords: Learning Transformation, GPT Chat, Critical Reasoning

INTRODUCTION

Over the past few decades, artificial intelligence (AI) has made significant advances (Walczak & Wojciech, 2023). One of the most striking developments was the emergence of the Chat-GPT system (Generative Pre-trained Transformer). Chat-GPT is an intelligent chat robot that can provide detailed responses according to instructions quickly (Wu et al., 2023). Chat-GPT is one example of an AI capable of generating very realistic and useful text. While AI like Chat-GPT has great potential to help deliver more personalized and effective education, there are dilemmas to consider in its use.

One of the main advantages of using Chat-GPT in education is its ability to provide a personalized learning experience (Alnaqbi, N. M., & Fouda, 2023). From the teacher's side, Chat-GPT can help in producing learning materials that are by the level of understanding and interest of each student. This allows teachers to give more attention to students who need additional help and allows students who are faster in understanding the material to get challenges that match their abilities (Kooli, 2023). From the student side, the use of Chat-GPT can provide individual assistance in answering questions and providing explanations tailored to their individual needs. This can increase students' motivation and understanding, help them feel more involved in learning, and allow learning to be at their own pace.

However, there is an ethical dilemma to note regarding the use of Chat-GPT in education. One of them is the issue of plagiarism (Jarrah et al., 2023). With Chat-GPT's ability to produce high-quality text, there is potential for abuse, especially when students use this AI to produce assignments or essays without sufficient effort or understanding. This can be detrimental to academic integrity and the learning process that should encourage true understanding and skill development. In addition, scientific ethics is also a consideration. The use of Chat-GPT in education raises questions about the origins of the knowledge provided. Thus, although advances in AI, such as Chat-GPT, provide great opportunities for personalizing educational delivery, dilemmas related to scientific ethics and plagiarism issues need to be considered in the use of this technology. Appropriate solutions will require collaboration between educators, researchers, and policymakers to develop adequate guidelines and regulations so that the benefits of these technologies can be optimally utilized in educational contexts (Dwivedi et al., 2023).

There are several studies relevant to this discussion, the first of which is research on "Analysis of the Use of Chat-GPT by Students on the Education Process in Higher Education." The results show that Chat-GPT has a wide range of potential to be leveraged for higher education including increased student engagement, collaboration, and accessibility. However, there are various challenges and concerns related to plagiarism (Wahid & Hikamudin, 2023). Research on "Concerns About Using Chat-GPT in Education", the results of the study show that Chat-GPT can help users exchange ideas and provide personalized services in many places. However, it should not rely too much on Chat-GPT because it has the potential to lose the originality and novelty of academic works and have problems with plagiarism (Lin et al., 2023)

Various studies that have been conducted discuss the analysis of the use of Chat-GPT in higher education as well as concerns about the use of Chat-GPT in the world of education. Therefore, there is still a research gap which makes this research important and worth doing. This research aims to analyze ways to integrate Chat-GPT into learning in higher education.

METHOD

This research is descriptive qualitative research that describes and analyzes phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individuals, and groups (Sugiyono, 2013). This study emphasizes the process of deductive and inductive inference as well as analysis of the dynamics of relationships between the phenomena studied using scientific logic. The presentation of facts is presented systematically so that it is easier to understand and conclude (Musthafa & Hermawan, 2018).

The data collection technique used is a literature study. A literature study is a series of activities related to library data collection methods carried out by reading, recording, and processing research data (Zed, 2008). Related to this research, the literature study was conducted by analyzing various references relevant to the topic of using Chat-GPT in education. Furthermore, the data obtained are analyzed sequentially and continuously using data reduction techniques, data presentation, and then conclusions (Nugrahani, 2014).

DISCUSSION

The use of Chat GPT in learning, especially in higher education, is seen to provide quite good potential benefits. Through the use of GPT chat, both teachers and students can get a personalized learning and learning experience (Alnaqbi & Fouda, 2023; Choon, 2022). For teachers, the use of GPT chat can facilitate the implementation of differentiated learning according to the learning modalities of students. The use of AI technology in a guided manner has succeeded in increasing student motivation and involvement in the classroom, including in making learning assessments that are relevant to current student conditions. In general, the use of AI with Chat GPT as one of them has opened up opportunities for accelerating learning quality (Alnaqbi & Fouda, 2023). Chat GPT has helped accelerate the opening of opportunities for today's teachers to implement the latest theories into the learning classroom according to the conditions of each class.

From the student side, the use of GPT chat or AI in learning provides a personalized learning experience. This is because Chat GPT can provide personal feedback on every question or command given by students. In general, the use of GPT chat can provide data to students quickly so that students become inspired to develop further (Yilmaz et al., 2023).

However, the use of GPT Chat in learning still carries several potential threats. The existence of Chat GPT is considered to threaten the originality of student work, damage integrity, and the potential for errors resulting from response regeneration is still quite large. It was found that there has been a lot of plagiarism since the spread of AI use in the academic world, especially among students (Weimann-Sandig, 2023).

Based on the above conditions, it can be analyzed that the implementation of Chat GPT in learning, especially in higher education as a pioneer of technological progress is important but must be strictly controlled. This is because Generation Z who currently occupy the benches of higher education is a generation that is still in the transition period of technological progress (Fuchs, 2023). At this time, technological advances are still a euphoria for young people so they are vulnerable to being trapped in wrong use, insensitivity to mistakes made by AI or blind trust in the results of AI thinking, and ethical problems related to the use of AI. This is in line with Kasneci's opinion in (Oguz et al., 2023) which

states that the application of AI and Chat GPT in the field of education provides several advantages but also provides some threats. Therefore, the implementation of Chat GPT as one of the AI used in learning in higher education should pay attention to certain aspects, namely: 1) The application of Chat GPT and other AI is carried out under the supervision of educators. This needs to be done to set an example for students regarding how to use AI correctly in learning. The function of AI was created to facilitate human affairs, not to be a tool for plagiarism or other wrong uses. Therefore, lecturers as educators in higher education institutions need to provide supervision, direction, and examples on how to use AI correctly and responsibly (Baskara, 2023). 2) Encourage the enforcement of the scientific code of ethics through the habituation of integrity pact statements (honor code) in every work produced by students. Although it sounds simple and depends on the value system of each person, habituation to make an integrity pact statement will encourage positive affirmations in students/students to act according to academic ethics. 3) The use of various types of learning assessments to anticipate student dependence on AI / Chat GPT. (Elkhatat, 2023) stated that to overcome weaknesses and threats in the use of AI such as Chat GPT, educators need to formulate various assessment and evaluation steps so that they can truly describe and release student performance and abilities authentically. One way that can be done is to ask students to be able to analyze data through images that are used as a source of study references or exam references. The use of assessment patterns in the form of oral discussion methods to be able to photograph exactly the quality of student understanding of learning material (Bessette, 2023; Crompton & Burke, 2023).

CONCLUSION

Chat-GPT implementation in higher education offers opportunities for personalization and learning efficiency. Chat-GPT can help in providing learning materials that suit individual students' levels of understanding and interests, allowing teachers to pay more attention to students who need special help. Additionally, this AI is able to answer questions and provide explanations tailored to students' needs, increasing their engagement and understanding. However, it is necessary to be careful regarding ethical and academic dilemmas. The use of Chat-GPT can give rise to plagiarism issues if students misuse it to produce assignments without true understanding. Excessive use can also raise questions about dependence on technology. Therefore, implementation must be supported by clear ethical regulations, training for educators, and active monitoring to ensure ethical and beneficial use. With a wise approach, Chat-GPT can be an effective tool for improving learning in higher education.-

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