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Evaluation of Student Satisfaction with the Use of ChatGPT in the Selected Chapters Course using the SUS Method

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ABSTRACT

The use of artificial intelligence technologies such as ChatGPT has increasingly been integrated into student learning activities in higher education, including the Selected Capita course in the Information Systems and Technology Education Study Program (PSTI). However, student satisfaction and user experience with this technology have not been sufficiently evaluated using standardized instruments. This study aims to evaluate the usability and student satisfaction toward the use of ChatGPT in the Selected Capita course using the System Usability Scale (SUS). This study employed a quantitative survey approach, with the sample determined using the Slovin formula, resulting in 60 PSTI students who had taken the course as respondents. Data were collected through an online questionnaire distributed via Google Forms and analyzed using Microsoft Excel. The preliminary survey showed that 68.3% of students utilized ChatGPT in their learning activities. The SUS analysis produced an average score of 78.2, which falls into the Good category (Grade B+), indicating that ChatGPT is easy to use, intuitive, and provides a positive user experience. In conclusion, ChatGPT demonstrates good usability and is positively received by students, although improvements are still needed in usage limitations, response accuracy, and answer consistency.

1. Introduction

The development of artificial intelligence (AI) technology, particularly large language models like ChatGPT, has brought significant changes to the learning process in higher education. ChatGPT is a natural language processing technology capable of responding to user questions in text form, although the quality of the answers is not always completely accurate because it depends on data available on the internet (Hidayanti & Azmiyanti, 2023; Suharmawan, 2023). Various studies have shown that AI-based chatbots can improve access to information, assist with material explanations, accelerate understanding, and support students' academic

activities (Davar et al., 2025; Ilieva et al., 2023). Globally, the use of chatbots in learning is increasingly accepted due to their interactive, adaptive nature and ability to provide rapid feedback (Labadze et al., 2023; Shahzad et al., 2024). Along with these developments, ChatGPT is increasingly being used by students as a tool to aid theoretical exploration, literature analysis, and draft academic assignments. However, this widespread use needs to be balanced with comprehensive evaluation to determine the extent to which students feel satisfied, comfortable, and supported by the technology in their learning process.

Several studies have examined the use of artificial intelligence in learning, particularly from the perspective of user experience and satisfaction. Yusriani and Fithriani (2025) demonstrated that the use of ChatGPT in English language learning supports students' needs for autonomy, competence, and learning engagement, thus positively impacting the learning experience. Research by Amara et al. (2025) also found that students viewed AI-based tools like QuillBot as helpful and easy-to-use, ultimately increasing academic satisfaction. Positive perceptions of AI in self-paced learning were also reported by Al Farizy et al. (2025), who emphasized that user acceptance is influenced by ease of use and perceived usefulness. From an implementation perspective, Mardhiah et al. (2025) emphasized that the integration of AI in learning not only impacts learning outcomes but also user comfort and experience. Furthermore, Abdurrahman et al. (2025) highlighted the importance of usability evaluation through standardized instruments such as the User Experience Questionnaire (UEQ) to measure satisfaction and attractiveness of digital learning systems, which is conceptually aligned with the use of the System Usability Scale (SUS).

However, several previous studies have also identified various challenges associated with the use of ChatGPT in educational contexts. Issues such as inconsistent response quality, the emergence of hallucinated or inaccurate information, limited contextual understanding, and the potential risk of excessive student dependence on artificial intelligence tools have been widely reported (Munaye et al., 2025; Shahzad et al., 2024). These limitations raise important concerns regarding the reliability of AI-generated content, particularly when ChatGPT is used for academic problem-solving or technical explanations that require high accuracy. In addition, students' levels of comfort, trust, and acceptance toward ChatGPT vary significantly and are influenced by multiple factors, including digital literacy, prior experience with AI-based technologies, and individual perceptions of usefulness and ease of use (Babington-Ashaye et al., 2023; İpek et al., 2023). Students with higher digital competence tend to utilize ChatGPT more effectively as a supportive learning tool, while those with limited experience may encounter difficulties or misuse the technology. These findings suggest that the successful integration of ChatGPT in education depends not only on system usability but also on users' competencies, awareness, and critical engagement with AI tools.

However, a clear research gap can still be identified in the existing literature. Most previous studies have primarily focused on general perceptions, learning outcomes, academic performance, or conceptual discussions regarding the use of ChatGPT in

educational settings (Davar et al., 2025; Labadze et al., 2023). While these studies provide valuable insights into the potential and implications of artificial intelligence in learning, they often lack a systematic evaluation of user experience and usability using standardized measurement tools. Research that specifically assesses ChatGPT usability through validated instruments such as the System Usability Scale (SUS) remains very limited, particularly within the context of higher education in Indonesia. This limitation makes it difficult to compare findings across studies or to draw objective conclusions regarding the practicality and effectiveness of ChatGPT as a learning support tool. Previous studies on educational chatbots have demonstrated that SUS is capable of providing a reliable and comprehensive assessment of ease of use, comfort, and overall user experience (Bubaš et al., 2023; Can & Nguyen, 2025; Hidayat et al., 2022). Therefore, applying the SUS framework to evaluate ChatGPT in this context is essential to address the existing research gap and contribute empirical evidence to the field of AI in education.

To address this gap, this study used the System Usability Scale (SUS) to evaluate student satisfaction with the use of ChatGPT in the Selected Capita course. The SUS is a quick and simple usability evaluation method with ten statements to efficiently assess the ease of use of a system, including through online testing (Intyanto et al., 2021; Kesuma, 2021; Rina Yulius et al., 2022). This instrument was chosen because it is simple, reliable, and has been widely applied in digital applications and chatbot research (Aljamaan et al., 2024; Mulia et al., 2023). Various studies have shown that SUS can produce quantitative scores comparable to international benchmarks, allowing usability evaluations to be conducted objectively. Recent research findings also report that ChatGPT achieved an acceptable usability score (Laviva Rahmat et al., 2025) and provided a positive user experience based on the UEQ (Normah et al., 2025). Nathania et al., 2023 also found that ChatGPT was effective in supporting academic needs, although several aspects still need improvement. Based on the description, the purpose of this study is to evaluate the level of satisfaction and usability of ChatGPT use by PSTI Study Program students in the Selected Capita course using the System Usability Scale (SUS) instrument. This study is expected to provide an empirical overview of the comfort and ease of use of ChatGPT in the learning context, as well as serve as a basis for developing learning strategies, increasing artificial intelligence literacy, and optimizing the use of chatbots in higher education, particularly in Indonesia.

2. Methodology

This study used a quantitative survey method to measure student satisfaction with the use of ChatGPT in the Selected Capita course. Data were collected using the System Usability Scale (SUS) questionnaire, which consists of ten items measured on a five-point Likert scale. The research population included active students of the Information Systems and Technology Education Study Program (PSTI) who had completed the course. The minimum sample size was calculated using the Slovin formula with a 10% margin of error, resulting in 58 respondents. The questionnaire was distributed online via Google Forms. The collected data were processed using Microsoft Excel and analyzed according to the standard SUS scoring procedure to

obtain a usability score ranging from 0 to 100. The resulting score was used to determine the level of usability and student satisfaction with ChatGPT as a learning support tool.

3. Results and Discussion

Result

Based on the minimum sample size determined using the Slovin formula, the initial stage of this study involved distributing a preliminary questionnaire to identify the extent to which PSTI students who had taken the Selected Capita course utilized the ChatGPT platform in their learning activities. The results of the questionnaire indicated that 68.3% of the 60 PSTI student respondents reported using ChatGPT to support their academic tasks. As illustrated in Figure 1, this proportion demonstrates that ChatGPT has been widely adopted and integrated into students' learning practices. The relatively high level of usage suggests that students perceive ChatGPT as a useful tool for understanding course materials, searching for information, and assisting with assignments. These findings also indicate that the presence of ChatGPT in the learning process goes beyond a temporary technological trend and reflects a shift toward the practical use of artificial intelligence in higher education. Furthermore, the widespread adoption observed in this study provides a strong justification for further usability evaluation using standardized instruments. Therefore, the preliminary findings support the relevance and significance of assessing ChatGPT's usability and user experience among PSTI students, the percentage diagram of AI usage is shown in figure 1 below.

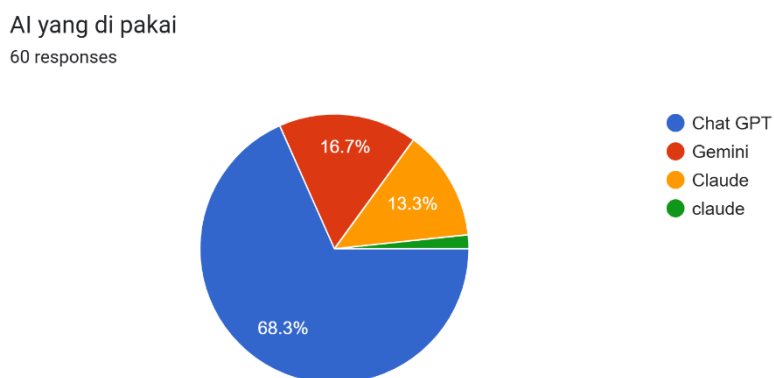


Figure 1. Percentage diagram of AI used

After ensuring that most students were actively using ChatGPT, the research proceeded with the distribution of the System Usability Scale (SUS) questionnaire to the same group of respondents. This step was conducted to systematically capture students' experiences when interacting with ChatGPT as part of their learning activities. The SUS questionnaire was designed to assess key usability dimensions, including perceived ease of use, comfort during interaction, and overall acceptance of ChatGPT as a learning support tool. By employing a standardized usability

instrument, this study aimed to obtain objective and comparable measurements of user experience. The results of the SUS calculations, as presented in Table 1, provide a more in-depth representation of students' perceptions of the system.

Table 1. SUS Score Calculation Results

R	Total	Total x 2.5	R	Total	Total x 2.5
R1	24	60	R34	27	67.5
R2	30	75	R35	29	72.5
R3	31	77.5	R36	30	75
R4	29	72.5	R37	28	70
R5	34	85	R38	30	75
R6	38	95	R39	30	75
R7	29	72.5	R40	30	75
R8	31	77.5	R41	37	92.5
R9	25	62.5	R42	40	100
R10	22	55	R43	36	90
R11	23	57.5	R44	40	100
R12	30	75	R45	40	100
R13	25	62.5	R46	36	90
R14	34	85	R47	36	90
R15	21	52.5	R48	37	92.5
R16	35	87.5	R49	33	82.5
R17	30	75	R50	31	77.5
R18	30	75	R51	35	87.5
R19	30	75	R52	34	85
R20	40	100	R53	38	95
R21	26	65	R54	37	92.5
R22	30	75	R55	35	87.5
R23	26	65	R56	38	95
R24	28	70	R57	36	90
R25	27	67.5	R58	36	90
R26	31	77.5	R59	33	82.5
R27	26	65	R60	36	90
R28	30	75			
R29	26	65	Total number	1876	4690
R30	29	72.5	average	31.3	78.2
R31	20	50	mode	30	75
R32	28	70	min	20	50
R33	30	75	max	40	100

Data processing was carried out using Microsoft Excel and Google Spreadsheets to ensure accurate tabulation and calculation of the System Usability Scale (SUS) scores. The results of the analysis produced an average SUS score of 78.2, with a total accumulated score of 4690 across all respondents. The mode value of 75 indicates that the most frequently occurring score reflects a consistently positive user experience, while the minimum score of 50 and the maximum score of 100 show a relatively wide range of perceptions among students. Referring to the SUS score interpretation scale presented in Table 2 and based on the criteria proposed by Lana and Majid (2024), the average SUS score of 78.2 places ChatGPT at Grade B+ with an adjective rating of *Good*. This classification suggests that the system is generally perceived as easy to use, acceptable, and capable of providing a positive interaction experience. These findings indicate that students not only make use of ChatGPT in their learning activities but also feel comfortable and supported when

using the platform to understand the material presented in the Selected Capita course, the SUS score interpretation scale is shown in table 2 below.

Table 2. SUS score interpretation scale

Grade	SUS Range	Score	Percentile Range	Adjective Rating	Acceptability	NPS Category
A+	84.1 – 100		96 – 100	Best Imaginable	Acceptable	Promoter
A	80.8 – 84.0		90 – 95	Excellent	Acceptable	Promoter
A-	78.9 – 80.7		85 – 89		Acceptable	Promoter
B+	77.2 – 78.8		80 – 84		Acceptable	Passive
B	74.1 – 77.1		70 – 79	Good	Acceptable	Passive
B-	72.6 – 74.0		65 – 69		Acceptable	Passive
C+	71.1 – 72.5		60 – 64		Acceptable	Passive
C	65.0 – 71.0		41 – 59		Marginal	Passive
C-	62.7 – 64.9		35 – 40	OK	Marginal	Passive
D	51.7 – 62.6		15 – 34		Marginal	Detractor

Discussion

The results of this study indicate that ChatGPT has become an integral component of learning practices among PSTI students in the Selected Capita course. Based on the preliminary questionnaire, 68.3% of the 60 respondents reported using ChatGPT to support their academic activities, which reflects the growing integration of artificial intelligence into higher education learning environments. This high level of adoption suggests that students perceive ChatGPT as a useful learning aid rather than merely a technological novelty. From the perspective of AI in education, the widespread use of ChatGPT demonstrates its role as a cognitive support tool that assists students in understanding course materials, exploring academic references, and completing assignments more efficiently. Such findings align with the concept of self-regulated learning, where AI tools help learners manage their learning processes independently. The integration of ChatGPT into students' daily learning routines further indicates that AI-based systems are increasingly shaping how knowledge is accessed and constructed in higher education contexts.

The usability evaluation using the System Usability Scale (SUS) provides a deeper understanding of students' experiences when interacting with ChatGPT. The average SUS score of 78.2 places ChatGPT in the *Good* usability category with a Grade B+, indicating a high level of user acceptance and perceived ease of use. According to usability theory, systems with SUS scores above the acceptable threshold are considered learnable, efficient, and capable of supporting users with minimal cognitive effort. In the context of AI-based educational tools, such usability is particularly important, as complex or unintuitive systems may distract learners from achieving learning objectives. The mode value of 75 and the score distribution ranging from 50 to 100 suggest that most students consistently perceived ChatGPT as a functional and reliable system. These findings are also consistent with technology acceptance models, which emphasize that perceived usefulness and perceived ease of use are key determinants of technology adoption in educational settings.

Despite the generally positive usability results, students' qualitative feedback highlights several limitations that warrant critical discussion. Respondents reported issues such as usage restrictions in the free version, the relatively high cost of premium features, and occasional system latency, which may negatively affect sustained user satisfaction. From a usability perspective, these factors represent external constraints that can reduce the overall user experience, even when the core system functionality is rated positively. Furthermore, concerns regarding the accuracy, consistency, and contextual relevance of AI-generated responses reflect inherent limitations of generative AI technologies, particularly in handling technical or specialized academic content. Students' expectations for clearer explanations, verifiable references, guidance in prompt formulation, and responsible use of AI suggest that usability in AI-based education extends beyond interface design to include transparency, reliability, and pedagogical support. Therefore, while ChatGPT demonstrates good usability and is positively received by PSTI students, its effective integration into higher education requires continuous improvement in system performance, ethical use, and instructional alignment to support meaningful learning experiences.

4. Conclusion

This study shows that ChatGPT has become an important part of the learning process of PSTI students in the Selected Capita course, where 68,3% of respondents stated that they used it as an academic aid. Through an evaluation using the System Usability Scale (SUS), an average score of 78.2 was obtained, which is in the "Good" category (Grade B+), indicating that ChatGPT is considered easy to use, intuitive, and provides a positive learning experience for students. These findings indicate that students found it helpful in understanding the material and completing assignments, although several aspects still require improvement, such as limitations on the free version, the price of GPT Plus, answer consistency, technical response accuracy, and the need for simplified prompts and clearer information presentation. Overall, the study results show that ChatGPT has good usability, but still has room for improvement to provide a more optimal learning experience. However, this study has several limitations that need to be considered, such as the sample only coming from one study program so it does not describe the broader user context, the use of a single method in the form of SUS without triangulation of other approaches that can enrich the findings, the absence of comparisons with other AI platforms that students might use, and the dominance of a quantitative approach without interviews or qualitative exploration to understand the user experience in more depth.

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