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The Use of ChatGPT by History Education Students at the Faculty of Teacher Training and Education, Tadulako University, in Completing Academic Assignments

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ABSTRACT

The development of artificial intelligence (AI) has brought significant changes to the world of education, one of which is through the use of ChatGPT as a learning tool for students. This study aims to examine the use of ChatGPT by students in the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, in completing academic assignments, as well as to analyze their perceptions and the impact of its use. The method used was descriptive qualitative research with data collection techniques including observation, interviews, and documentation. The results indicate that students utilize ChatGPT to simplify course material, draft academic assignments such as papers and essays, and identify initial references. Students assessed ChatGPT as having perceived usefulness and perceived ease of use that support the efficient completion of academic tasks. However, its use also leads to negative impacts, including dependency, the risk of plagiarism, and the potential for a decline in critical thinking skills. Thus, ChatGPT serves as a complementary learning tool, not a replacement for primary academic sources. This study concludes that the use of ChatGPT must be balanced with digital literacy and academic ethics so that its positive impacts can be optimized and its negative impacts minimized.

1. Introduction

Advances in artificial intelligence (AI) technology have brought about changes in the world of education, including in the student learning process. In today's digital revolution, Artificial Intelligence (AI) has become one of the most transformative technological innovations across various aspects of human life, including in the

field of education (Pratama, 2025). AI is a technology designed to mimic human intelligence through computer systems (Husnaini, 2024). One widely used AI technology is ChatGPT, a chatbot based on Large Language Models (LLMs) capable of understanding and generating text naturally and interactively (Sulianta, 2024). According to a Populix survey, ChatGPT is the most popular AI application in Indonesia, with a usage rate reaching 52% (Annur, 2023).

In the field of history education, students utilize ChatGPT to help find references, understand course material, and complete academic assignments. History, as a discipline that studies past events, plays a crucial role in fostering students' historical awareness and critical thinking (Afwan et al., 2020). Perceptions of ChatGPT's ease of use and utility also influence the intensity of its use in students' academic activities (Nugraha et al., 2025). This is consistent with the view expressed by Gymnastiar (2024), who states that students often face challenges in completing complex academic assignments, leading them to turn to technology to find easier and more efficient solutions. Preliminary observations and a questionnaire survey of the 2023 cohort of students in the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, indicate that the majority of students have utilized ChatGPT in their learning processes and for completing academic assignments. Therefore, this study is important to examine the use of ChatGPT in greater depth, particularly in the context of history learning and students' academic responsibilities.

Previous research indicates that students use ChatGPT to assist with academic assignments. Kusumaningtyas (2023) found that ChatGPT helps students search for information and write essays, but carries the risk of fostering dependency. Nugraha (2025) concluded that perceptions of ease of use and usefulness influence both the intention and actual use of ChatGPT in academic activities. Meanwhile, Anjani (2025) noted that ChatGPT offers time efficiency but raises issues of academic ethics and dependency. Tarmizi (2024) also found that students view ChatGPT as an efficient tool, although there are concerns regarding plagiarism, information accuracy, and a decline in critical thinking skills.

Based on this review, this study offers novelty in terms of its subject, location, and research focus. This study was conducted among History Education students at the Faculty of Teacher Training and Education, Tadulako University, whose academic discipline is grounded in source validity, chronology, and historical reasoning. Additionally, this study employs a qualitative approach to explore the use of ChatGPT, including negative impacts such as dependency, plagiarism, and a decline in students' critical thinking skills.

According to the Kamus Besar Bahasa Indonesia (2008), "utilization" derives from the word "manfaat," meaning use or benefit, while "utilization" is defined as the process or act of using something for a specific purpose. Poerwadarminta (2002) explains that utilization is an activity or process of making something more useful and beneficial. Additionally, Davis in Hanafi et al. (2013) states that perceived usefulness is the degree of confidence a person has that the use of technology can improve performance and effectiveness in completing tasks.

ChatGPT is an artificial intelligence (AI) technology developed by OpenAI and based on Large Language Models (LLMs). According to Rachbini et al. (2023), ChatGPT is designed to understand and respond to text-based questions naturally. Sulianta (2024) explains that ChatGPT uses the Generative Pre-trained Transformer (GPT) model, which is capable of processing and generating text based on patterns in large datasets. Additionally, Suharmawan (2023) notes that ChatGPT functions as a text-based conversational AI system used for various purposes, including education and academic writing. Thus, ChatGPT can be understood as an AI chatbot capable of assisting users in obtaining information, answering questions, and supporting the completion of academic tasks quickly and interactively.

Artificial intelligence has made a significant contribution to human learning, understanding, and creative problem-solving (Muraina, 2024). The development of ChatGPT began with the introduction of the GPT model by OpenAI in 2018 (Manuaba et al., 2024). According to Hines (2023), ChatGPT has undergone gradual development, starting from GPT-1 (2018), GPT-2 (2019), GPT-3 (2020), GPT-3.5 (2022), to GPT-4 (2023). Each version offers improved capabilities in understanding context and generating more accurate text. ChatGPT gained widespread recognition after its public release in November 2022, based on GPT-3.5, and has continued to evolve into an AI technology widely used in education, writing, and information services (Sulianta, 2024).

ChatGPT can be accessed through OpenAI's official website by first creating an account (Kurniawan, 2024). After successfully logging in, users can type questions or commands into the prompt field, and the system will provide an answer in a short amount of time. According to Vanis (2024), ChatGPT is easy to use because it can provide quick responses tailored to users' needs, whether for searching for information, creating summaries, or assisting with academic assignments. ChatGPT holds great potential in the field of education as it can help students and college students quickly access information, organize learning materials, and enhance learning effectiveness (Rachbini et al., 2023). Meihan et al. (2023) indicate that most students feel assisted in the learning process through the use of ChatGPT. However, ChatGPT also has limitations, such as information that may not be accurate, the potential for plagiarism, and the risk of diminished critical thinking skills if used excessively. Therefore, faculty supervision and improved digital literacy are necessary to ensure that ChatGPT is used critically, ethically, and responsibly (Meihan et al., 2023).

The integration of AI into language learning environments offers a wide range of possibilities for improving the four fundamental language skills: speaking, listening, reading, and writing (Yusriani, 2025). In higher education, students often face academic assignments that require in-depth analysis and understanding (Finanti et al., 2025). ChatGPT has been shown to help students complete assignments more efficiently and systematically (Kusumaningtyas et al., 2023). ChatGPT also improves time efficiency in information retrieval and assignment preparation (Panjaitan et al., 2024). Additionally, ChatGPT can provide rapid responses within seconds (Suharmawan, 2023), thereby helping students save time

compared to conventional methods that rely on books or manual references (Husnaini, 2024).

In the History Education Program, ChatGPT is relevant as a flexible and personalized learning tool. This technology helps students understand historical concepts, write essays, and independently search for additional references (Ramadhan et al., 2023). ChatGPT does not replace the role of instructors but expands students' learning resources (Maulana et al., 2024). Thus, ChatGPT serves as a support tool for understanding historical narratives, historical theories, and academic writing. The Technology Acceptance Model (TAM) was developed by Davis (1989) to explain the acceptance and use of technology based on users' perceptions (Dasian, 2024). According to Nugraha et al. (2025), TAM consists of four main components: Perceived Usefulness, Perceived Ease of Use, Intention to Use, and Actual Use.

In this study, Perceived Usefulness is evident in students' belief that ChatGPT helps them understand historical material and speeds up the completion of assignments. Perceived Ease of Use is demonstrated by the ease of access without requiring special technical skills. This fosters Intention to Use, which is students' desire to continue using ChatGPT for academic assignments. Ultimately, this leads to Actual Use, namely the routine use of ChatGPT in the learning process and the completion of academic assignments.

Based on this research problem, the objective of this study is to determine how ChatGPT is utilized by the 2023 cohort of students in the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, in completing academic assignments. This study also aims to describe students' perceptions of the usefulness and ease of use of ChatGPT in an academic context. Additionally, this study aims to analyze the positive and negative effects of ChatGPT utilization on the process of completing academic assignments among 2023 cohort students in the History Education Program at the Faculty of Teacher Training and Education (FKIP), Tadulako University.

2. Methodology

This study employs a descriptive qualitative method to describe and analyze the use of ChatGPT in history learning among students in the 2023 cohort of the History Education Program at the Faculty of Teacher Training and Education, Tadulako University. According to Sugiyono (2022), qualitative research is used to understand the natural meaning of phenomena with the researcher as the primary instrument through triangulation techniques (observation, interviews, and documentation). The research was conducted at the History Education Study Program, FKIP, Tadulako University, Palu, from August to October 2025.

The research subjects were 72 students from the 2023 cohort of the History Education Study Program at the Faculty of Teacher Training and Education (FKIP), Tadulako University. Informants were selected using purposive sampling with the

following criteria: active students, having used ChatGPT at least three times for academic assignments, and willing to be interviewed. The number of informants was set at 10 students based on the principle of data saturation. The research data consisted of primary data (observations, interviews, questionnaires) and secondary data (documentation, books, journals, and previous research) (Sugiyono, 2022).

Data collection methods included direct observation of ChatGPT usage, semi-structured interviews to explore students' experiences, and documentation in the form of assignments and interactions involving ChatGPT (Sugiyono, 2022; Fiantika et al., 2022). Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions (Sugiyono, 2022). Data reduction involved selecting key data points, presenting the data in narrative form, and drawing conclusions to identify patterns of ChatGPT usage among students.

3. Result and Discussion

Research Overview

The History Education Study Program at the Faculty of Teacher Training and Education (FKIP), Tadulako University, has evolved from the long history of teacher training institutions in Palu dating back to 1964, which began as a branch of IKIP Ujung Pandang. This study program was officially established in 1983 as a Diploma III program in response to the need for history educators in Central Sulawesi. In 1984, its status was upgraded to a Bachelor's degree (S1) via Directorate General of Higher Education Decree No. 110/DIKTI/1984. Institutional development continued with the formal naming of the program through Higher Education Decree No. 235/Dikti/1996. Since then, the program has undergone several leadership changes and is currently led by Dr. Hasan, M.Hum (2023–present). The program also obtained official operational approval in 2011, B accreditation from BAN-PT in 2013, and Excellent accreditation from LAMDIK in 2023. The vision of the History Education Study Program is to develop history education rooted in local wisdom and with an environmental perspective. For the 2025/2026 academic year, the History Education Study Program has 509 active students from the 2019–2025 cohorts. The largest cohort is the 2025 class with 153 students, while the smallest is the 2019 class with 8 students. The History Education Study Program is supported by faculty members who are competent in the fields of history and education, consisting of professors, doctors, and masters listed in the program's official data.

The research subjects were students in the 2023 cohort of the History Education Study Program at the Faculty of Teacher Training and Education, Tadulako University, who had used ChatGPT in their academic activities. Informants were selected using purposive sampling based on the following criteria: active participation, having used ChatGPT at least three times, and willingness to be interviewed (Sugiyono, 2022). The number of informants was set at 10 out of a total of 72 students, taking data saturation into account. The informants came from classes A and B and varied in their frequency of use (frequently and occasionally),

thereby providing a diverse picture of ChatGPT's utilization in academic assignments.

This study was conducted through several systematic stages to ensure the collected data aligned with the research focus. The initial stage involved preliminary observations within the History Education Study Program at the Faculty of Teacher Training and Education, Tadulako University, to examine the phenomenon of ChatGPT use in students' academic activities. The observations were conducted non-participatively by monitoring patterns of digital technology use in the learning process and the completion of coursework. Following the preliminary observations, the researcher coordinated with the study program administration and relevant faculty members to obtain research permission and identify informants meeting the study's criteria.

The next step was to conduct in-depth interviews with 10 students from the class of 2023, selected using purposive sampling. The interviews were semi-structured, using a pre-prepared set of questions. The interviews took place in person on campus and were conducted at different times based on the informants' availability. The researcher recorded the interview results and the conversations to facilitate the transcription and data analysis process. In addition to the interviews, the researcher also collected data on the study program profiles, the number of students, and documented the use of ChatGPT in students' academic activities.

The data obtained was then analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and drawing conclusions. During the data reduction stage, the researcher sorted the interview and observation results based on research themes such as the forms of ChatGPT utilization, student perceptions, and its impact on the completion of academic assignments. Next, the data was presented descriptively in narrative form to facilitate the identification of patterns and relationships among the findings. The final stage involved drawing conclusions and verifying the data through triangulation of the results of interviews, observations, and documentation so that the research results could be scientifically validated.

Forms of ChatGPT Utilization by Students

Based on the interview results, students in the 2023 cohort of the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, use ChatGPT in three main ways: to understand course material, to complete academic assignments, and to find initial references. First, ChatGPT is used to help students understand course material by simplifying language that is considered difficult. One student stated that they use ChatGPT to simplify the material so that it is easier to understand (SC, Interview, October 3, 2025). Another student added that ChatGPT helps transform overly formal language into a style more suited to students' learning preferences and presents answers concisely (IT, Interview October 3, 2025). This indicates that ChatGPT serves as a tool to aid conceptual understanding in lectures. The list of interview questions is shown in Table 1.

Table 1. List of Interview Questions

No	Interview with a History Teacher
1	When did you start using ChatGPT to complete academic assignments?
2	For which courses do you use ChatGPT most often?
3	How do you use ChatGPT to assist with assignments (e.g., brainstorming ideas, creating an outline, or finding references)?
4	In your opinion, does ChatGPT help speed up the process of completing academic assignments? Explain why.
5	How has ChatGPT influenced your understanding of the history material you're studying?
6	Have you ever compared information from ChatGPT with other sources such as books or journals? Why?
7	In your opinion, what are the advantages and disadvantages of using ChatGPT for history assignments?
8	Does using ChatGPT affect the way you think or learn independently? Explain.
9	What are your thoughts on the risk of plagiarism when using ChatGPT for academic assignments?

Second, ChatGPT is widely used as a tool for completing academic assignments such as term papers, essays, and book reviews. One informant stated that nearly all term paper and essay assignments are assisted by ChatGPT because it is faster and more accessible (IK, Interview October 6, 2025). Another informant also mentioned that ChatGPT is used to formulate research questions, draft paper outlines, and assist in understanding assignments for courses such as Indonesian History and Historical Research Methodology (FS, Interview October 3, 2025; IMM, Interview February 9, 2026). These findings indicate that ChatGPT is utilized as a tool in the early stages of academic assignment preparation. Third, ChatGPT is used as a tool for initial reference searches, particularly to identify journals before searching on Google Scholar. One student explained that they requested a list of journals via ChatGPT to then explore further on their own (ZF, Interview, September 29, 2025). However, when time is limited, ChatGPT is also used as an instant solution to quickly obtain references (IT, Interview October 3, 2025).

In general, the research results show that ChatGPT is utilized in various courses such as Historiography, Indonesian History, and Historical Research Methodology. Its use includes assistance in understanding concepts, drafting assignments, and finding initial references. Although it offers convenience and efficiency, these findings also indicate a potential for dependency and a reduction in the process of in-depth literature search, thus requiring a critical approach to its use through academic verification of sources.

Students' Perceptions of ChatGPT

In general, students view ChatGPT as a tool to assist with academic activities that cannot fully replace the learning process. ChatGPT is used as a supplementary source when conventional references such as journals, books, and articles are insufficient (ZF, Interview September 29, 2025; IMM, Interview February 9, 2026). This indicates that students continue to prioritize more credible primary learning sources, while ChatGPT serves as a complement. In this context, students also believe that learning resources are not limited to a single medium but encompass

various forms such as books, images, and audiovisual materials. Thus, ChatGPT is understood as one alternative for expanding academic horizons (IMM, Interview February 9, 2026).

However, in history courses, students have expressed critical views regarding the use of ChatGPT. Some believe that ChatGPT has limitations in presenting sources without scientific references, thereby calling into question the validity of its information (IMM, Interview, February 9, 2026). Additionally, discrepancies between ChatGPT's information and field sources indicate limitations in accuracy. On the other hand, ChatGPT is also perceived as beneficial for broadening knowledge and introducing new information not previously obtained (SC, Interview October 3, 2025). Nevertheless, some students still reject reliance on ChatGPT and prefer to trust books as the primary source in history education (ZF, Interview September 29, 2025). Based on these findings, it can be concluded that students view ChatGPT as a complementary learning tool. Its use tends to be directed toward obtaining an initial overview, while verification and in-depth study of the material are still conducted through conventional academic sources.

The Impact of Using ChatGPT on the Completion of Academic Assignments

The use of ChatGPT in completing academic assignments has complex implications, including both positive and negative effects experienced by History Education students at the Faculty of Teacher Training and Education, Tadulako University. On the positive side, ChatGPT offers convenience and efficiency in accessing information and speeds up the completion of academic assignments. Students stated that ChatGPT simplifies the task-completion process because it can provide answers quickly and tailored to their needs (IK, Interview October 6, 2025). Similarly, it was noted that ChatGPT is highly helpful in completing academic tasks in a more practical and efficient manner (NV, 2025; SC, Interview October 3, 2025). In fact, for some students, ChatGPT has become the primary solution when facing a backlog of assignments or delayed deadlines, thereby helping them manage time constraints (IMM, Interview February 9, 2026). These findings align with research showing that AI can improve the efficiency of students' academic task completion (Kusumaningtyas et al., 2023; Panjaitan et al., 2024).

However, the use of ChatGPT also has a number of negative consequences. Students are aware of the risks of plagiarism and dependency associated with its use. ChatGPT is considered to encourage plagiarism if the answers are used without being reworked, although this can be minimized through paraphrasing (IMM, Interview, February 9, 2026). Furthermore, excessive use can lead to dependency, causing students to rely on ChatGPT's answers without engaging in independent thinking (IK, Interview October 6, 2025; FS, Interview October 3, 2025). This situation has the potential to diminish students' critical thinking skills and conceptual understanding, particularly when they do not use technological aids (SC, Interview October 3, 2025). Based on these findings, it can be concluded that ChatGPT makes a positive contribution in terms of efficiency and ease of completing academic assignments; however, at the same time, it also has the

potential to cause negative impacts in the form of dependency and the risk of academic misconduct if not used wisely.

Discussion

Students' Use of ChatGPT in Completing Academic Assignments

The use of ChatGPT by students in the 2023 cohort of the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, indicates that this technology has become an integral part of the learning process as an academic aid. Based on interviews and observations, ChatGPT is used to understand course material, simplify academic language, draft papers, essays, and summaries, as well as assist with initial reference searches. Students tend to use ChatGPT when facing difficult material or overly formal language, necessitating simpler explanations. In this context, ChatGPT serves as a tool to support conceptual understanding, not merely as a means to copy answers. Additionally, ChatGPT is utilized in the preparation of academic assignments such as papers and essays, including in formulating problems, searching for definitions, and creating initial writing outlines. These findings align with those of Kusumaningtyas et al. (2023) and Panjaitan et al. (2024), which indicate that ChatGPT enhances students' efficiency and productivity in completing academic assignments.

When searching for references, ChatGPT is generally used as a first step to get an overview of a topic before moving on to scholarly sources such as Google Scholar. However, under certain conditions, particularly time constraints, some students use ChatGPT immediately without further verification, which has the potential to reduce the depth of academic research. When analyzed using the Technology Acceptance Model (TAM), the use of ChatGPT is driven by Perceived Usefulness and Perceived Ease of Use. Students consider ChatGPT useful for improving efficiency, simplifying information searches, and assisting with academic assignments. Additionally, the ease of access without requiring specialized technical skills reinforces the intensity of its use. This aligns with Davis (1989) and Nugraha et al. (2025), who state that perceptions of benefit and ease influence technology use.

The combination of these two perceptions forms the Intention to Use, which is then manifested in Actual Use, as evidenced by students' habit of routinely using ChatGPT in their academic activities. Thus, the use of ChatGPT is not incidental but has become part of students' learning patterns. Nevertheless, students continue to maintain a critical stance toward ChatGPT's limitations, particularly regarding the accuracy of information and the lack of clear scholarly references. In the context of history learning, which demands source validity and accurate chronology, ChatGPT is positioned as a tool, not a primary source. Based on this discussion, it can be concluded that ChatGPT serves as an academic assistant that helps students understand material, simplify language, and complete assignments. Its use is driven by perceptions of its benefits and ease of use, leading to fairly consistent usage habits, yet it is accompanied by critical awareness of its limitations as an academic information source.

Students' Perceptions of the Usefulness and Ease of Use of ChatGPT in an Academic Context

Students' perceptions of ChatGPT reveal an ambivalent attitude: they acknowledge its benefits as an academic tool while also recognizing its limitations. Students in the 2023 cohort of the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, tend to use ChatGPT as a supplementary tool when they struggle to understand course material, lack references, or face time constraints, while their primary sources remain textbooks and academic journals (Tarmizi, 2024). Within the framework of the Technology Acceptance Model (TAM), this perception is dominated by Perceived Usefulness, where students assess ChatGPT as beneficial because it provides quick explanations, simplifies material, and helps establish an initial understanding of a topic. This perception of benefit serves as the primary factor driving the use of ChatGPT in academic activities, consistent with Davis (1989), who posits that perceived usefulness is the primary determinant of technology acceptance.

However, in the context of history education, students have expressed skepticism regarding the accuracy of ChatGPT's information, particularly because it lacks clear references. As a result, they do not fully trust the information generated and continue to rely on formal academic sources (Rachbini et al., 2023). Additionally, students also believe that ChatGPT cannot yet replace primary sources or empirical experience, as the information it generates tends to be general and lacks contextual depth in historical studies. On the other hand, some students view ChatGPT as a means to broaden their horizons and explore new information not covered in lectures. Thus, ChatGPT is positioned as an exploratory tool that still requires verification and selectivity in its use.

In addition, Perceived Ease of Use also plays a role in shaping students' acceptance. ChatGPT is considered easy to access without any special technical skills, thereby increasing its use in academic activities. This aligns with Nugraha et al. (2025), who state that ease of use influences students' acceptance of technology. Nevertheless, students remain aware of the risks of overuse, such as dependency and a decline in critical thinking skills. This awareness prompts them to position ChatGPT as a supplementary tool, not as a replacement for primary academic sources. Based on the above discussion, it can be concluded that students demonstrate a functional and selective perception of ChatGPT. Perceptions of benefits and ease of use drive the acceptance of this technology, yet these are balanced by a critical attitude toward its limitations, thereby directing its use as a companion in the academic process rather than as the primary source of learning.

The Impact of Students' Use of ChatGPT on the Academic Task Completion Process

The use of ChatGPT by 2023 History Education students at the Faculty of Teacher Training and Education, Tadulako University, has had a dual impact on the completion of academic assignments: it has increased efficiency while also presenting academic challenges. Students found that ChatGPT helped them

understand complex historical concepts more quickly and systematically, particularly as a starting point for drafting assignments and conducting literature searches. This aligns with the findings of Kusumaningtyas et al. (2023) that ChatGPT accelerates the academic writing process in its early stages.

In practice, ChatGPT has also shifted students' information-searching patterns from starting with books or journals to beginning with interactions with AI. As one informant stated, "If there's an assignment, I look it up on ChatGPT first before going to Google Scholar" (ZF, Interview September 29, 2025). This finding supports Nugraha et al. (2025), who refer to ChatGPT as the starting point for academic information searches. However, this poses a risk because the information generated is not always accompanied by valid sources, thus requiring further verification. According to the Technology Acceptance Model (TAM), the use of ChatGPT is influenced by perceptions of usefulness and ease of use, which encourage students to use it for completing assignments. Additionally, ChatGPT also supports self-directed learning, as Rachbini et al. (2023) state that AI expands the learning environment beyond the classroom. However, excessive use raises concerns about a decline in critical thinking skills, as expressed by IMM: "we end up wondering whether this source is accurate or not" (IMM, Interview October 6, 2025). This aligns with Tarmizi (2024), who notes that uncontrolled use of AI can weaken students' analytical abilities.

Additionally, students are aware of academic ethics risks such as plagiarism, so some paraphrase and double-check their work. However, internal factors such as procrastination and a preference for instant gratification, along with external factors like heavy course loads and peer influence, reinforce reliance on ChatGPT. For instance, a student admitted, "If I'm running out of time, I just use ChatGPT right away" (IT, Interview October 3, 2025). Thus, ChatGPT contributes positively to academic efficiency but also poses risks to students' independence and the quality of their thinking. Therefore, strengthening digital literacy and academic ethics is necessary to ensure the use of this technology remains within the bounds of responsible academic practice.

The research findings indicate that the use of ChatGPT by students in the History Education Program at the Faculty of Teacher Training and Education, Tadulako University, is not limited to searching for instant answers but is also utilized in various stages of completing academic assignments. Based on interview results, most students use ChatGPT to simplify historical material that is considered difficult to understand. One informant stated that "ChatGPT helps explain the material in simpler language, making it easier to understand compared to textbooks that are too formal" (SC, Interview October 3, 2025). This finding indicates that ChatGPT is utilized as a tool to aid conceptual understanding in the history learning process.

Additionally, ChatGPT is also used in the preparation of academic assignments such as term papers, essays, and book reviews. Students generally use ChatGPT to find initial ideas, create an outline, formulate a research question, and obtain examples of introductions. One informant mentioned that "when I have a paper

assignment, I usually ask ChatGPT for an outline or key points first so I can start writing faster” (FS, Interview October 3, 2025). In fact, some students admitted to using ChatGPT when facing time constraints in completing assignments. One student stated that “when assignments pile up and time is short, I usually turn to ChatGPT for help first” (IT, Interview October 3, 2025).

When searching for references, students do not rely entirely on ChatGPT as their primary source, but rather use it as a first step before exploring other academic sources such as Google Scholar. One informant explained that “I usually ask ChatGPT for a list of journals first, then search for them on Google Scholar” (ZF, Interview, September 29, 2025). However, the researcher found that not all students cross-verify the information obtained. In some cases, students tend to directly use ChatGPT’s responses without conducting a thorough source check. On the positive side, the use of ChatGPT is seen as capable of improving the efficiency of completing academic assignments. Students feel they understand the material faster, find it easier to generate writing ideas, and find it more practical when drafting assignments. One informant stated that “ChatGPT is very helpful in speeding up assignment work because the answers appear immediately and can serve as a starting point” (IK, Interview October 6, 2025). This finding indicates that ChatGPT contributes to the effectiveness of student learning, particularly under time constraints and heavy academic workloads.

However, this study also identified negative effects of using ChatGPT. Some students admitted that they had become accustomed to relying on instant answers, which reduced their independent thinking. One informant stated that “sometimes I get lazy about looking things up in books because I feel it’s faster to use ChatGPT” (FS, Interview, October 3, 2025). Additionally, students are also aware of the risk of plagiarism if answers from ChatGPT are used directly without paraphrasing or re-verification. In the context of history education, this is a concern because historical studies require the validity of sources, precision in analysis, and critical thinking skills.

Based on the results of these observations and interviews, it can be understood that ChatGPT exerts a dualistic influence on students’ academic processes. On one hand, this technology helps improve efficiency, ease of access to information, and understanding of the material. On the other hand, uncontrolled use has the potential to lead to dependency, diminish critical thinking skills, and increase the risk of academic misconduct. Therefore, the use of ChatGPT in history education must be accompanied by digital literacy skills, source verification, and the reinforcement of academic ethics so that this technology truly supports the quality of learning in a responsible manner.

4. Conclusion

Students use ChatGPT in three main ways. First, as a tool to simplify complex academic language so it is easier to understand. Second, as a means of preparing assignments, such as formulating research questions, finding expert definitions, and

outlining papers, essays, and resumes. Third, as an initial step in reference searching, where students ask ChatGPT to recommend specific journals or topics before conducting further searches on Google Scholar. However, when pressed for time, students tend to use ChatGPT immediately without further verification.

Regarding students' perceptions of ChatGPT usage, students view ChatGPT as an academic aid, not as a primary source. They assess ChatGPT as useful (perceived usefulness) because it provides easy access to information and speeds up task completion, and as easy to use (perceived ease of use) because it does not require special technical skills. However, these perceptions are critical and contextual. Students are aware of ChatGPT's limitations, particularly the absence of clear citations or scholarly references, an information accuracy rate perceived to be only around 60% for the field of history, and ChatGPT's inability to provide specific data based on field experience. Therefore, students continue to rely on books, journals, and conventional academic sources as their primary references.

The impact of using ChatGPT on students' academic task completion is twofold. The dominant positive impact is increased time efficiency and ease in completing tasks, especially when facing deadlines. Negative effects include: first, the risk of dependency, where students admit difficulty explaining material without ChatGPT's assistance. Second, the potential for plagiarism, although some students attempt to minimize it through paraphrasing. Third, a decline in academic independence, as students tend to rely on ChatGPT's answers rather than their own experience or thinking. Nevertheless, students demonstrate ethical awareness by verifying information and combining ChatGPT's results with other sources.

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