

Research Article

Analysis of Lecturer and Student Perspectives on ChatGPT Utilization for Completing Assignments in Business Education

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Abstract: Chat Generative Pretrained Transformer (ChatGPT) has rapidly gained popularity and is increasingly utilized across various fields, including education, where it plays a significant role as a supporting tool for academic tasks. In the educational context, ChatGPT can assist students in preparing and completing a wide range of assignments, providing quick access to structured information and alternative perspectives. This study was designed to explore the views of both students and lecturers on the integration of ChatGPT in academic activities, specifically as a support system for handling student assignments. Employing a descriptive qualitative approach, data were collected through interviews with 5 students and 6 lecturers from the Business Education Study Program at the State University of Surabaya. The findings reveal contrasting yet complementary perspectives. From the students' point of view, ChatGPT offers considerable benefits, particularly in enhancing independence, efficiency, and time management when working on lecture assignments. However, these advantages are accompanied by drawbacks, such as decreased creativity, reduced critical thinking, and diminished interest in consulting traditional learning resources like books. On the other hand, lecturers acknowledge the usefulness of ChatGPT in simplifying student work and accelerating the completion of assignments but express concerns regarding the overreliance on artificial intelligence, which could potentially hinder the development of essential academic skills. Overall, the research suggests that while ChatGPT presents valuable opportunities to enhance learning processes, it must be applied thoughtfully, with careful guidance from educators to balance efficiency with the cultivation of creativity, critical thinking, and academic integrity.

Keywords: Artificial Intelligence; ChatGPT; Education; Lecturer; Student.

1. Background

Science and technology are currently developing very rapidly. All aspects, including those within it, are highly dependent on technology. One product of this technological development is Artificial Intelligence, or AI. AI is used in various fields to assist human work. One form of AI is the Chat Generative Pretained Transformer, or ChatGPT. ChatGPT is a generative model . transformer -based trained with millions text For predict the next words in sentence . When This world Education is also very important general use help ChatGPT , usage technology This capable increase efficiency in write And make A Article . The global Boston Consulting Group conducted a survey of 21,000 consumers in 21 countries, including Indonesia, from August to September 2023. Data in Indonesia shows that 83% of people are aware of ChatGPT, while 32% use it. Overall data in Indonesia shows that 40% of respondents stated they were excited about the presence of AI. On the other hand, 28 percent were hesitant and 29 percent were concerned about the presence of AI.

Utility ChatGPT own various impact and pros and cons in its use specifically in field Education . ChatGPT can be used to write introductions and abstracts for scientific articles, which raises ethical issues (Bushard, 2023). The pros and cons of using ChatGPT require further investigation . side , use ChatGPT make student dependence without think about or

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look for know information obtained relevant or no , thing This because GPT Chat is not give source information from the response given .

According to Forbes, a survey conducted in the United States found that 90% of students are aware of ChatGPT. Approximately 89% of respondents reported using the platform to help with homework. ChatGPT usage significantly impacts ITS students' laziness levels when completing assignments (Saraswati et al., 2023). Given these opinions, the implications from results study This is that The use of GPT Chat has impact significant to pattern think students , how comparison perspective from side student and also lecturers in use ChatGPT in settlement tasks lectures specifically on courses that require ability write . With Thus , technology No only become something valuable alternatives For implemented in development curriculum And strategy future learning , as well as maintaining literally in Education related ethics writing.

2. Theoretical Study

Learning is A phase important on life human. Theory Study constructivism Study is A form freedom in the process of searching his needs. Theory This put forward that participant educate emphasize on will And need man in find Alone his competence, knowledge, or technology that will used in fulfillment need learning the .

Constructivism put forward about How a individual capable understand content from In the world (Singh & Yaduvanshi, 2015), this theory emphasizes that learning is an active process in which students construct their own knowledge based on experience and interaction, one of which is the use of technology, in this case AI. The learning process with technology becomes a learning tool, not just a tool for completing tasks.

The technology acceptance model (TAM) is the technology acceptance theory used in this study. The technology acceptance model (TAM), introduced by Davis in 1989, is an adaptation of the theory of reasoned action (TRA) specifically designed to model user acceptance of technology.

ChatGPT is chatbot that utilizes intelligence artificial intelligence (AI) and capable do interaction as well as help student in do various task . Use of learning media ChatGPT considered can increase motivation Study student Because application the give convenience in provide information as well as learn various science (Maulana , 2023).

Chatbot is a computer program that uses technology processing Language experience And introduction Language experience For communicate with users through communication text or voice . As a computer program , a chatbot use processing Language experience use more Good understand And respond Language humans . (Julianto et al., 2023).

According to learning technology theory, the use of AI, including ChatGPT, can be viewed as part of digital technology-based learning innovation (Reiser & Dempsey, 2018). This technology supports student-centered learning because students can utilize ChatGPT as a responsive, flexible, and accessible personal tutor. Susnjak (2022) emphasized that ChatGPT opens new opportunities in assessment, material development, and learning assistance, but also raises ethical challenges related to plagiarism and the authenticity of students' academic work. Zhai (2023) highlighted ChatGPT's potential as a personalized learning assistant that can support adaptive learning tailored to student needs. The use of ChatGPT in learning activities aligns with the Student-Centered Learning (SCL) paradigm, as it provides opportunities for students to actively explore knowledge independently. Lecturers continue to act as facilitators, guides, and guarantors of information quality to ensure effective and ethical learning.

3. Research Method

On study This use type study Qualitative-descriptive . A research method based on descriptive data processing (Djam'an Satori, 2011: 23). Descriptive qualitative research is conducted to explain existing research without manipulating the data on the variables being studied by conducting direct interviews (Bahri, 2017: 73) . study This researchers dig information in a way deep about perspective student about ChatGPT . Students And lecturer become subject For become source person main . Data obtained in study This through semi- structured interviews were conducted in a way in depth interview , using semi- structured questions And open . This is done For get in -depth information (Harrison et al., 2017). Interviews This done with 5 students and 2 lecturers from the Education Study Program Business University

Surabaya State related perspective student And lecturer about use ChatGPT . Interview process will recorded , which is then results from recording the changed become writing (transcript), and analyzed . The validity of the data used is triangulation source with do interview together students in three college different heights . Data obtained will analyzed use theory from Miles, Huberman, and Saldana, with stages as following : data condensation , data presentation , and data verification (Saldana, Miles, MB, Huberman, 2014). The data that has been collected through interview then the data goes through stage condensation , namely selection , focusing , abstraction , and data transformation so that the data obtained in the field become more strong . On stage presentation , data collected based on organized categories neat And systematic about perspective student And lecturer about ChatGPT . Next , on stage data verification , researchers take conclusion from the data that has been analyzed through stage condensation And presentation.

4. Results and Discussion

The results of the research that has been carried out by interviewing respondents obtained three main lines, namely understanding related to ChatGPT, the experiences of students and lecturers of the Business Education Study Program at Surabaya State University, and finally the opportunities and challenges of using ChatGPT in completing lecture assignments in the Business Education Study Program at Surabaya State University.

4.1. Students' Understanding of ChatGPT

ChatGPT aims to assist human activities, including education. is Wrong One AI products that answer response from users based on words or entered sentence to in it (Supriyadi , 2022). In general overall Good student And lecturer has know about ChatGPT And its use . Results interview from five respondents state that they Once use ChatGPT , understanding method its use as well as get its benefits . This is in accordance with statement Education Study Program students Business :

“...I often use ChatGPT, especially in research methodology courses where the assignment is to create a research proposal. We are asked to write an introduction. In this case, ChatGPT really helps me speed up the process of finding references and writing the introductory chapter...”

The next question concerned where they obtained information about ChatGPT. Five students answered that they generally gained knowledge about ChatGPT from friends, social media, and YouTube. The following is an interview with Dicky, a member of the Class of 2023:

“... Yes, I learned about ChatGPT from friends, and I also looked for information on social media, including TikTok, YouTube, and Instagram, but mostly from friends who taught me...”

The next question asked whether lecturers introduced ChatGPT to students. Student responses indicated that not all lecturers introduced ChatGPT in depth, but some did mention it and provided information about it. The interview results are supported by a statement from a student named Laila:

“...Yes, the lecturers did touch on this several times during the lesson, but not in depth. For the rest, I looked for the information myself...”

The next question was how often ChatGPT is used. Student interviews revealed that almost every course uses ChatGPT for completion, even for editing. This is evidenced by a statement from a student named Naffan Arif:

“...Yes, almost every college assignment uses ChatGPT because it's easy and fast, although it often still requires adjustments in the writing...”

The conclusions from the research above indicate that students are very familiar with this technology, frequently using it in almost every course assignment due to its advantages related to convenience and efficiency. Furthermore, students are self-taught through various existing social media platforms.

4.2. Lecturers' Understanding of Using ChatGPT

The understanding of ChatGPT from the perspective of lecturers as educators is not much different from that from the perspective of students. This study used two lecturers from the Business Education Study Program, Septyan and Putri. Questions were asked about their understanding and comprehension of ChatGPT. Both respondents stated they understood the function and usefulness of ChatGPT. Information was obtained from social media, YouTube, and other sources. Evidence from interviews with lecturer respondent Septyan is as follows:

“... Yes, I know and understand the function of ChatGPT, I got the information from friends, also YouTube and TikTok social media.”

The next question asked how often they use ChatGPT. Both respondents stated that they don't use ChatGPT often. Evidence of this can be seen in the following interview with respondent Putri:

“... If I say it's not often, I usually use ChatGPT when there are research bills for proposal preparation to fulfill BKD requirements and so on...”

The conclusion is that lecturers understand the function and use of ChatGPT. Although they don't always use it in every assignment or lecture, ChatGPT does assist in information retrieval. Lecturers and students utilize ChatGPT to gather information from fellow lecturers, the internet, and other media.

4.3. Lecturers' and Students' Experiences in Using ChatGPT

Experience in using ChatGPT to complete student assignments in college, where most students tend to frequently use ChatGPT to complete assignments, especially resumes, papers, and presentations. Easy and fast access and the ability to use it anytime are among the reasons. This can be seen from several respondents' answers regarding how often they use ChatGPT to complete assignments.

The first student answered, "Quite often, because it's easier, cheaper, and faster than searching the library for reference books. It's easier and faster to use ChatGPT. You don't have to look for books, you can find the answer straight away."

The second student also answered, "I use it very often for my assignments. I even subscribe because I almost always use ChatGPT instead of looking for books in the library."

The third student answered, "I use ChatGPT more often because it is easier, faster, cheaper, and less complicated."

The fourth student stated, "I prefer using ChatGPT when working on assignments, even when searching for answers to case studies. I also often use ChatGPT to answer midterm and final exam questions when open book is allowed. Convenience, fast access, and accessibility are among the main reasons I choose to use ChatGPT for my assignments."

The fifth student stated, "I almost always use ChatGPT in the process of working on college assignments, especially when the assignment involves searching for theories. It's easier to just search and the answers and sources will appear. If you go to the library to look for books, it takes a lot of time."

In this case, lecturers also expressed some of their opinions regarding the use of ChatGPT. They shared a considerable amount of experience using ChatGPT, particularly during lectures. Questions about frequency of use and purpose were similar to those of students.

The first lecturer stated that he frequently uses ChatGPT when searching for materials and resources for lectures. "...I often use ChatGPT, especially to search for lecture resources, because it's easier and faster."

The second lecturer made a similar statement, stating that the ease and speed of use were the reasons, "Besides searching for material, sometimes it's also used to find questions and cases related to the learning material. Furthermore, ChatGPT is also very helpful in correcting students' answers, making it very easy and fast."

4.4. Opportunities and Challenges of Using ChatGPT

Based on several interview responses obtained by researchers in this study, the use of ChatGPT presents several opportunities and challenges, particularly when used in the learning process. Questions regarding future opportunities, whether students will continue to use ChatGPT and its usefulness in the learning process, included:

The first student respondent said, "...of course, in the future, it would be very good if ChatGPT could still be used in the learning process because it is very easy, economical, and also fast."

The second student respondent answered, "... I hope ChatGPT can still be used in learning and not banned because I have become dependent on this tool."

The third student respondent answered, "... the hope is that it can still be used and can be developed to be more complex and complete so that the learning process is easier and you don't have to buy books..."

The fourth student respondent "... ChatGPT really helps me in the learning process, even the language used is very simple and easy to understand. Instead of having to read from a book, I can ask anything and from this tool I can find out many things..."

The fifth student respondent said, "... So far it has been very good and interactive in use, especially when searching for material. I hope its use is not prohibited and can also be used in several other languages."

More specific answers regarding opportunities and challenges from lecturers were more complex. Lecturers agreed that using ChatGPT is indeed very easy and fast, but also raised concerns if students rely too heavily on the tool. As explained in the following statement from a lecturer respondent.

The first lecturer respondent stated "... there are many positive things that can be utilized from the use of ChatGPT, especially in learning, it is very helpful in the process of preparing learning materials, reflection for lecturers themselves, innovation in learning methods makes additional references and others, however another concern is that it limits student creativity, making them too dependent on the tool, because most students only copy the answers that appear from ChatGPT."

The second lecturer respondent stated, "...not all ChatGPT is good. The impact on students is quite significant, where almost all student work is just copy-pasting from ChatGPT. This is dangerous, students are lazy to read and only copy-paste. This must be bridged with supervision from the lecturer."

5. Conclusion and Suggestions

Study This show that utilization ChatGPT in settlement task lectures in the Education Study Program Business University The State of Surabaya provides significant impact Good from side student and lecturer. From the perspective students, ChatGPT considered very help in finish task with fast, practical, and efficient. However, behind convenience said, appears trend decline interest read literature, weakening ability think critical, and decrease creativity student in produce work original academic. Meanwhile that, from perspective lecturer, ChatGPT viewed beneficial For support compilation material, search references, and innovation in method learning. However, its use is not controlled can become boomerang Because student risky too depends on technology this, even potential do practice plagiarism. With thus, it can concluded that ChatGPT is technology with role double: in one side offer opportunity big in supports student-centered learning, but on the other hand presents challenge Serious to integrity academic And quality Learning. Based on the research results, several suggestions can be put forward. For students, ChatGPT should be used only as a supporting tool in the learning process, not as a primary source. Students need to improve their digital literacy, verify all information obtained, and develop critical and creative thinking skills so as not to rely solely on technology. For lecturers, it is important to design learning and assignments that encourage in-depth analysis, synthesis of ideas, and originality of student work. Lecturers are also expected to provide adequate supervision and guidance so that the use of ChatGPT remains within the corridor of academic ethics. For institutions, official guidelines regarding the use of artificial intelligence in academic activities are needed, covering rules, limitations, and ethics of its use, accompanied by digital literacy and AI ethics training programs for academics. Meanwhile, for future research, it is recommended to expand the number and variety of respondents, and examine the impact of ChatGPT utilization on student competency achievement in more depth, so as to obtain a more comprehensive picture of AI integration in higher education.

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