

## Utilization of ChatGPT in Supporting the Process of Compiling Student Academic Assignments

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### Abstract

The development of artificial intelligence (AI) technology has brought significant changes to the world of education, particularly in the process of preparing students' academic assignments. One widely utilized innovation is ChatGPT, which can help students generate ideas, develop writing outlines, and improve the quality of academic language and structure. This study aims to analyze the use of ChatGPT in supporting students' academic assignment preparation process and identify the benefits and challenges faced in its use. This study used a qualitative approach with a descriptive research type. Data were collected through interviews, observations, and documentation of students who used ChatGPT in academic activities. Data analysis was conducted using thematic analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of sources and methods to ensure the accuracy and credibility of the research results. The results show that the use of ChatGPT has a positive impact on improving the efficiency and quality of academic assignment preparation, especially in terms of idea development, writing structure, and language improvement. However, the use of this technology also poses challenges, such as potential dependency, decreased critical thinking skills, and the risk of violating academic ethics. Therefore, it requires wise and responsible use and support from educational institutions in the form of policies and guidelines for the use of AI.

### Keywords

Artificial Intelligence, ChatGPT, Student Academic Assignments



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## INTRODUCTION

The rapid development of information and communication technology in recent decades has brought significant changes to various aspects of life, including higher education. Digital transformation has driven the emergence of various artificial intelligence (AI)-based innovations that can support academic activities more effectively and efficiently. One innovation currently widely utilized is ChatGPT, an AI-based language model capable of generating text, answering

questions, and assisting with the academic writing process interactively. The presence of this technology provides significant opportunities for students in completing academic assignments, from brainstorming ideas and developing an outline to refining the language and structure of scientific papers (Tompunu et al., 2025).

In the context of higher education, writing academic assignments is a key activity that demands critical, analytical, and systematic thinking skills. Students are expected to produce scientific work that not only meets academic standards but also reflects originality and a deep understanding of a topic. However, in practice, many students face various obstacles in this process, such as difficulty finding research ideas, limited relevant literature, a lack of ability to organize ideas, and poor academic writing skills. These conditions often result in a suboptimal assignment writing process and even potentially reduce the quality of student learning outcomes (Listiana et al., 2025).

Amidst these challenges, utilizing AI-based technology like ChatGPT offers a solution that can help students improve the quality and efficiency of their academic assignment writing process. ChatGPT has the ability to quickly explain concepts, develop initial drafts, offer suggestions for language improvements, and even assist in formulating research questions and objectives. Thus, this technology serves not only as a technical tool but also as a learning partner that can enhance students' understanding of the material being studied (Dewi et al., 2024).

Furthermore, the use of ChatGPT can also encourage increased digital literacy among students. Digital literacy encompasses not only the ability to access information but also the ability to evaluate, process, and utilize information critically and responsibly. In this regard, students are required to not only passively accept ChatGPT output but also to verify, analyze, and further develop the information obtained. Therefore, appropriate use of ChatGPT can be a means to develop critical and independent thinking skills in the learning process (Rizki et al., 2024).

However, despite the various benefits offered, using ChatGPT in academic assignments also poses a number of problems and challenges. One major issue is the potential for students to become dependent on technology, which can reduce their ability to think independently and creatively. Furthermore, there are risks associated with plagiarism and violations of academic ethics, especially if students use ChatGPT results without modifying them or properly citing sources. This is a crucial concern for higher education institutions in maintaining academic integrity in the digital age (Sabrina et al., 2025).

Furthermore, the accuracy and validity of the information generated by ChatGPT also require attention. While this technology can produce convincing-looking text, not all information provided can be guaranteed to be accurate, especially when it relates to recent data or highly specific contexts. Therefore, students should still cross-check with credible scientific sources, such as academic journals, reference books, and other official publications. Therefore, ChatGPT should be used as a supporting tool, not as a primary source for academic assignments (Naurah & Dewantara, 2025).

From the perspective of lecturers and educational institutions, the presence of ChatGPT also requires adjustments in teaching and assessment methods. Lecturers need to develop learning strategies that optimally utilize this technology while minimizing the potential for misuse. For example, by assigning assignments that emphasize critical thinking, case analysis, or personal reflection, which are difficult to fully generate using AI. Furthermore, clear policies and guidelines regarding the use of AI in academic activities are needed, so students have the right guidelines for using this technology ethically and responsibly (Aristejo, 2026).

In the Indonesian context, the use of ChatGPT in education is still relatively new and has not yet been fully integrated into the learning system. However, its use continues to grow in line with increasing access to digital technology and the need for efficiency in the learning process. This presents a significant opportunity to further explore how ChatGPT can be optimally utilized to support students' academic assignment preparation, as well as its impact on the quality of learning outcomes and academic integrity (Sakti et al., 2024).

Based on this description, it can be concluded that utilizing ChatGPT in academic assignment preparation has significant potential to improve the effectiveness and quality of learning in higher education. However, there are also various challenges that need to be anticipated, particularly related to ethical use, information validity, and potential dependency on the technology. Therefore, a comprehensive study is needed to understand ChatGPT's role in supporting students' academic processes and the appropriate strategies to optimize its benefits while minimizing potential negative impacts.

Thus, research on the use of ChatGPT to support students' academic assignment preparation is highly relevant. This research is expected to contribute to the development of educational policies, improve the quality of learning, and strengthen digital literacy and academic ethics in the increasingly complex era of digital transformation.

## **METHODS**

This study uses a qualitative approach with a descriptive approach to gain a deeper understanding of the use of ChatGPT in supporting students' academic assignment preparation. This approach was chosen because it allows students to explore their experiences, perceptions, and patterns of technology use in a real-world context. The study subjects were university students who actively use ChatGPT in their academic activities. Data collection techniques included in-depth interviews, observation, and documentation of academic assignments prepared with ChatGPT's assistance. Furthermore, the researchers used a literature review to strengthen the theoretical foundation for the use of artificial intelligence in education.

Data analysis was conducted using interactive analysis techniques, including data reduction, data presentation, and conclusion drawing. Data obtained from interviews and observations were analyzed thematically to identify patterns, benefits, and challenges in using ChatGPT. Data validity was maintained through triangulation of sources and methods, ensuring a high level of reliability in the research results. This method is expected to provide a

comprehensive overview of ChatGPT's role in supporting students' academic assignment preparation and its implications for learning quality and academic ethics.

## **FINDINGS AND DISCUSSION**

Based on the results of research conducted on students who utilized ChatGPT in the process of preparing academic assignments, it was found that the use of this technology had a significant impact on the effectiveness and efficiency of the learning process. Most respondents stated that ChatGPT helped them find initial ideas, develop writing outlines, and understand previously difficult concepts. In this case, ChatGPT acts as a cognitive aid that can accelerate the process of information exploration and idea development. Students are no longer completely dependent on conventional sources such as textbooks or journals, but instead utilize this technology as a first step in understanding a topic before delving deeper into it through other scientific sources.

Furthermore, the research results show that ChatGPT also contributes to improving the structure of students' academic writing. Many respondents reported that it helped them structure sentences more systematically, improve grammar, and develop more coherent paragraphs. This is especially helpful for students with limited scientific writing skills. With features that provide immediate suggestions for improvement, students can learn independently and continuously to improve the quality of their writing. From this perspective, ChatGPT functions not only as a tool but also as a learning medium that adapts to individual student needs (Rahmah & Ramli, 2025).

However, the use of ChatGPT also showed variations in student usage and understanding. Some students optimally utilized ChatGPT as a supporting tool, while others tended to use it instantly without further processing the information obtained. This suggests that students' digital literacy and critical thinking skills significantly influence the effectiveness of this technology. Students with strong analytical skills tended to utilize ChatGPT as a tool to explore ideas, while those with lower abilities potentially used ChatGPT as a substitute for thinking processes, which could ultimately reduce the quality of learning (Habibulloh et al., 2025).

In terms of time efficiency, almost all respondents acknowledged that using ChatGPT can speed up the process of writing academic assignments. The time typically spent searching for initial references or understanding basic concepts can be shortened with the help of this technology. Students can gain an overview of a topic quickly, allowing them to focus more on developing analysis and discussion. This efficiency is one of the main factors driving student interest in using ChatGPT. In the context of modern learning that demands speed and accuracy, the existence of technologies like ChatGPT is highly relevant (Zahara et al., 2024).

However, the research also revealed a potentially high level of dependency on ChatGPT. Some students admitted to having difficulty starting to write without the aid of this technology. This dependency has the potential to hinder the development of students' critical thinking and creativity if not balanced with wise use. In the long term, this could lead to a

decline in students' academic competency, particularly in their ability to analyze and synthesize information. Therefore, awareness and self-control are needed in ChatGPT use to remain within reasonable and productive limits (Panjaitan et al., 2024).

From an academic ethics perspective, the use of ChatGPT also poses challenges. Research shows that some students still don't fully understand the ethical boundaries of using this technology (Wandini et al., 2025). Several respondents admitted to using ChatGPT results directly without paraphrasing or citing sources, potentially leading to plagiarism. This suggests that technology utilization is not yet fully balanced with an adequate understanding of academic ethics. Therefore, more intensive education regarding the responsible use of AI technology in academic settings is needed (Prathama et al., 2024).

On the other hand, lecturers, as learning facilitators, also face challenges in adapting teaching and assessment methods in this digital era. Based on research findings, some lecturers have begun changing their learning approaches by assigning assignments that are more based on analysis, case studies, and personal reflection (Supriyadi, 2024). This approach is considered more effective in measuring student understanding in depth and minimizing the possibility of inappropriate use of ChatGPT. Furthermore, lecturers have begun encouraging students to use ChatGPT as a learning tool, rather than as a primary resource for academic assignments (Tricahyo & Zulfiningrum, 2025).

Further discussion shows that the use of ChatGPT in higher education cannot be separated from the concept of technology-enhanced learning. In this concept, technology is used to support and improve the quality of learning, not to replace human roles. ChatGPT can be part of a digital learning ecosystem that encourages collaboration between humans and technology. However, its successful implementation depends heavily on the readiness of students, lecturers, and institutional policies in managing the use of this technology (Rey et al., 2025).

Furthermore, it's important to emphasize that ChatGPT cannot completely replace credible scientific sources. While it can provide information quickly, ChatGPT doesn't always provide directly verifiable references. Therefore, students still need to access scientific journals, academic books, and other reliable sources when preparing academic assignments (Zahro et al., 2025). Therefore, ChatGPT should be used as an initial tool in the process of brainstorming and understanding concepts, not as a primary source for scientific writing (Mertayasa et al., 2025).

Overall, the results of this study indicate that the use of ChatGPT has significant potential to support students' academic assignment writing process, both in terms of time efficiency, ease of access to information, and improved writing quality. However, this potential is also accompanied by various challenges, such as the risk of dependency, violations of academic ethics, and limited information validity. Therefore, a balanced approach is needed in utilizing this technology, optimizing its benefits while minimizing its negative impacts.

Thus, this discussion confirms that ChatGPT can be a highly beneficial innovation in higher education if used wisely and responsibly. Integrating this technology into the learning

process requires support from adequate digital literacy, an understanding of academic ethics, and clear institutional policies (Astuty & Anggraini, 2024). With the right approach, ChatGPT can not only assist students in completing academic assignments but also serve as a platform for developing critical, creative, and independent thinking skills in the digital age (Ibad et al., 2024).

## CONCLUSION

The use of ChatGPT to support students' academic assignment writing process significantly improves the efficiency and quality of learning. This technology helps students generate ideas, develop writing outlines, and systematically refine academic structure and language. With easy access to information and interactive support, students can complete assignments more quickly without compromising their understanding of the material.

However, the use of ChatGPT also presents significant challenges, particularly the potential for dependency and a decline in critical thinking skills. If used without proper controls, students tend to rely too heavily on technology, thereby reducing their creativity and independence in writing academic papers. Furthermore, the risk of academic ethics violations, such as plagiarism, is a significant concern, necessitating awareness and responsibility in using this technology wisely.

Therefore, an active role is needed from students, lecturers, and educational institutions to optimize the use of ChatGPT as a positive learning tool. Students need to develop digital literacy and a critical attitude towards the information they receive, while lecturers and institutions need to provide clear guidelines and oversight regarding the use of AI in academic activities. With this synergy, the use of ChatGPT is expected to provide maximum benefits without compromising the integrity and quality of higher education.

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