

Description Of The Use Of Chatgpt For New Students Of Islamic Religious Education In Ponorogo

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Abstract

This research is motivated by the increasing use of ChatGPT among Islamic Religious Education (PAI) students as a learning tool and for assignment preparation. The purpose of this study is to describe the forms and impacts of ChatGPT use by early PAI students in Ponorogo on their learning process. The method used is descriptive qualitative, with data collected through the literature. The results show that students use ChatGPT to understand course material, find references, and assist with academic writing. This use has been proven to increase learning efficiency, but there is still a tendency to depend on it and a lack of critical evaluation of the results provided by AI. Therefore, digital literacy and ethical guidance are needed so that the use of ChatGPT supports productive and responsible learning

Keywords

ChatGPT, Islamic Education Students, Digital Learning, Literacy



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INTRODUCTION

ChatGPT is an artificial intelligence program developed by OpenAI that can understand and answer human questions (Noviyani et al., 2025). The use of learning aids aims to facilitate the primary process of knowledge transfer between teachers and students. The use of appropriate learning aids makes all scientific work assignments more effective. Becomes very easy and practical, prompting students to think actively and independently. The emergence of the latest artificial intelligence (AI) ChatBot technology, such as ChatGPT, in early 2023 has triggered changes across various aspects of human life, including higher education learning. (Montenegro-Rueda et al., 2023), The development of artificial intelligence is not merely helping human work, but also adding problems that may be disturbing not only in the fields of education, economics, and socio-politics, but there are indeed fundamental things from the side of technological development that are not considered such as the humanitarian side (Sabarudin et al: 2025) So that GPT chat functions as a tool when encountering problems and has competitiveness in the 21st century also requires an understanding in its use. (Nugroho & Hakim, 2023, pp. 112-117) According to Law No. 20 of 2003, education aims to increase innovation and creative abilities according to the capacity, talents, and interests of students. This leads to the development of individuals who can innovate in the learning process and become active, creative, and productive contributors to their environment. With technological advances in education, AI is one of the advanced technologies emerging to support the learning process in the digital era (Diajeng Arumsari: 2025). The rapid development of technology has brought significant changes to education, threatening student learning. Teachers or lecturers, known as learning facilitators, are guided to continuously develop their potential, including technological aspects. Teachers can improvise by using increasingly advanced technology to create engaging lesson materials and videos in a modern educational environment.

Learning today is no longer just a one-way process of listening to the teacher; this new technology is hoped to support learning activities with increasing student participation in class is also expected to improve student learning outcomes (Manurung, 2025). A conducive learning environment can be created, if a teacher masters various technology-based learning media; another benefit is that it enables a teacher to use various technology-based learning aids, which makes students more enthusiastic and innovative when learning. Many occur in the world of education: the use of assistive intelligence as the primary tool for solving problems can violate academic integrity and ethics. Not a few students are involved in this problem. While

ChatGPT can facilitate students' needs, it actually causes dependency and erodes critical thinking. (Syahri: 2025) It is important to understand the use of ChatGPT to ensure its safe use, especially in the field of education. Security is a priority in the use of technology today due to insufficient resources, weak data security, errors in use cases (e.g., chatbots that do not match the required task), chatbots that ignore user expectations, and poor conversations and content (Alfa, Farhana: 2025). As is the case in the field, many new PAI students in Ponorogo use GPT chat as their primary tool in completing their assignments without trying to solve them themselves, citing ignorance of the issues they face. As students, we should be adaptive to developments in the digital era, but not use it carelessly, especially in the world of education. From the statement above, several problem formulations arise related to the use of ChatGPT, including: How much dependence do new PAI students in Ponorogo have on ChatGPT?. This research is relevant to the study titled "The Effect of AI Use (ChatGPT) on Students' Reading Interest, Mindset, and Academic Ability" by Yandy Noviandri et al., which emphasizes the effects of excessive AI use on students' cognitive, affective, and psychomotor abilities. Several previous studies have emphasized that ChatGPT has the potential to reduce traditional reading interest by providing instant access to information. However, with wise use, AI can also serve as a bridge to increase reading interest by simplifying and explaining complex material (Noviandri, 2025). These potentials are still rarely studied among students in Ponorogo. Therefore, it is hoped that this research will contribute to the use of technology in the current era, especially among students in Ponorogo.

METHODS

This research was carried out in a descriptive qualitative manner, using a case study approach. Robert (2002:16) believes that the case study approach is usually used to investigate phenomena in real-life contexts, where the boundaries between the phenomenon and its context are not clearly visible, necessitating the use of multiple sources. The aim is to provide a detailed description of the background, characteristics, and unique characteristics or status of the object (Zed: 2025). This research was carried out in Ponorogo, specifically among students in the area. This research was conducted from the beginning to the end of November 2025 during the odd semester. The subjects in this research were early students, most of whom were from Kiai Ageng Muhammad Besari Ponorogo State Islamic University. The research instruments included a questionnaire administered to a sample of 30 new students at

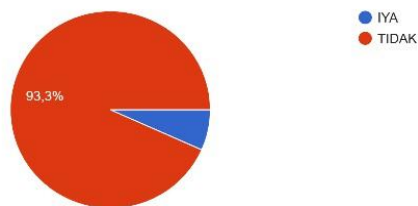
Kiai Ageng Muhammad Besari Ponorogo State Islamic University. The research stages include data analysis, data presentation, and verification.

FINDINGS

In Ponorogo, Islamic Religious Education students are said to frequently use ChatGPT to assist and facilitate their lecturers' assignments. ChatGPT is considered more effective and helpful than other AI tools because it provides more relevant and logical answers, especially for assignments. Therefore, some of the research findings are as follows A questionnaire survey of Islamic Education students from Kiai Ageng Muhammad Besari University, class of 2025, revealed that ChatGPT was primarily used as an aid for course assignments given by lecturers. The following are some of the questionnaire questions:

1. Comparison of the number of students who believe that ChatGPT is better than human intelligence.

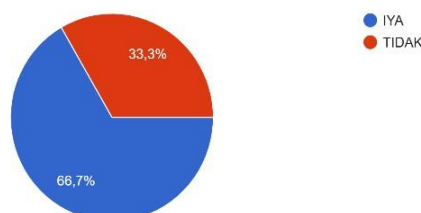
Apakah Anda lebih percaya pada kecerdasan buatan (chatGPT) dibanding kecerdasan akal manusia?
30 jawaban



The diagram above shows that 6.7% of students believe in ChatGPT, significantly different from the 93.3% of Islamic Religious Education students who believe in human intelligence. This indicates that the majority of Islamic Religious Education students believe that artificial intelligence cannot compete with human intelligence, and its use is limited to theoretical aspects and cannot be applied in practice.

2. Percentage of ChatGPT usage in completing course assignments.

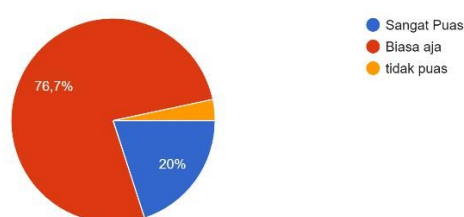
Apakah Anda sering menggunakan ChatGPT dalam mengerjakan penugasan kuliah?
30 jawaban



The diagram above shows that 66.7% of students use ChatGPT for course assignments, while 33.3% do not. The majority of students today are digitally literate, and they believe this AI application can increase efficiency, provide easy-to-understand alternative explanations, and improve the quality of their writing by refining their language. This makes the use of ChatGPT a part of their daily academic routine.

3. Percentage of student satisfaction with the use of ChatGPT.

Seberapa puas Anda mendapatkan hasil dari ChatGPT dalam mengerjakan penugasan kuliah?
30 jawaban



The diagram above shows that the majority of Islamic Religious Education students, 76.7%, have a normal reaction to their satisfaction with using ChatGPT, 20% have a very satisfied reaction, and 3.3% have a dissatisfied reaction. The possible reason why the majority of Islamic Religious Education students have a normal reaction to ChatGPT is that they view AI technology as an additional tool, not as a replacement for the thinking process. Percentage of student satisfaction levels from using ChatGPT

Based on interviews, in practice, the majority of Islamic Religious Education students in Ponorogo use ChatGPT as a tool to help them understand difficult lecture topics. They use this application as a starting point to simplify concepts or terms that are difficult to find in textbooks or lecturers' explanations. Furthermore, ChatGPT is used to summarize material, create outlines for academic writing such as papers and essays, and practice constructing arguments. Islamic Religious Education students in Ponorogo also use ChatGPT to practice answering questions, simulate discussions, and develop argumentative frameworks for group assignments and presentations. Although many use it intensively, the frequency varies depending on their needs. Students were also found to use ChatGPT only when necessary, relying primarily on their experience, textbooks or modules, and lecturers' explanations. By utilizing ChatGPT, Islamic Religious Education students feel more confident and less stressed by the sheer number of assignments, as they base each assignment on ChatGPT,

which is faster and feels more accurate. Based on the results of the questionnaire and interviews above, PAI students of Kiai Ageng Muhammad Besari Islamic University, class of 2025, did not use ChatGPT as the main reference in completing various assignments from lecturers; their satisfaction with completing the work was also normal.

Discussion

In terms of utilization, ChatGPT has become one of the most accessible and frequently used learning tools by students across various disciplines. Its flexibility in answering questions, providing examples, and assisting with brainstorming makes this AI a "virtual assistant" that is always ready whenever needed. Many students rely on ChatGPT when facing time constraints, when they are confused about the course material, or when they need alternative explanations from different sources. Furthermore, ChatGPT is often used to simplify complex concepts into more understandable explanations, a capability that is very helpful when students have to study cross-disciplinary topics that they do not fully understand (Aswidani, 2025). As time goes by, technology and the internet are becoming increasingly advanced in providing access to comprehensive services, including Artificial Intelligence (AI). Among the many AIs available, ChatGPT is one of the most widely known and used in various levels of Indonesian society, including among Islamic Religious Education students.

In Ponorogo, Islamic Religious Education students are said to frequently use ChatGPT to assist and facilitate their lecturers' assignments. ChatGPT is considered more effective and helpful than other AIs because it provides more relevant and logical answers, especially for assignments. Based on the questionnaire and interview results above, in line with Noviandri (2025), the use of ChatGPT among Islamic Religious Education students in Ponorogo is based on three main motives according to the Uses and Gratification (UGT) theory. First, cognitive motives, where ChatGPT is used to understand material, organize assignments, and formulate arguments quickly and practically. Second, affective motives, namely to reduce anxiety and task pressure by providing a sense of calm and confidence through quick answers. Third, integrative-social motives, where ChatGPT helps students prepare for group discussions and presentations, strengthen interactions, and enhance academic credibility. These three aspects explain the primary reasons students utilize ChatGPT in their learning process. Despite the widespread use of ChatGPT among Islamic Religious Education (PAI) students in Ponorogo, it is crucial to support this by implementing digital literacy to prevent a decline in students' critical thinking.

Digital literacy is an individual's ability to understand digital technologies. The current application of digital literacy has a significant impact on human life, both beneficial and detrimental. Digital literacy should empower people to understand, manage, and access technology. The benefits of digital literacy provide broad insight for students by improving their ability to independently search for and understand information within easy reach. Furthermore, it can foster critical thinking skills and encourage students to analyze information more intelligently. As in the previous questionnaire, a minority of students were dissatisfied with the use of ChatGPT for assignments and preferred to rely more on their own thinking skills and lecturer explanations.

The use of ChatGPT by Islamic Religious Education students in Ponorogo does not rule out the possibility of over-reliance on some students. This dependency can have significant impacts on both the students themselves and their environment. Positively, ChatGPT helps students grasp material more quickly through instant explanations, sample assignments, and support for independent learning. Islamic Religious Education students can optimize their study time because ChatGPT provides structured answers, thereby speeding up the information-gathering process. ChatGPT's quick and logical responses make the learning process easier and provide a sense of "not being alone" when facing difficulties. As quoted by Arumsari and Alfa et al. (2025), this phenomenon aligns with Jacques Ellul's theory of Technological Determinism, in which technology begins to shape new habits and mindsets in learning. However, increased reliance on ChatGPT also has negative impacts. Some students tend to be passive in their critical thinking because they often rely on instant answers rather than analyzing their own thinking. In the long term, this can reduce problem-solving skills, genuine academic abilities, and creativity. Furthermore, using ChatGPT to complete assignments directly can increase the risk of plagiarism and reduce academic integrity. Many educational institutions now emphasize regulations on the use of AI to ensure the quality of the learning process.

CONCLUSION

New Islamic Education (PAI) students in Ponorogo utilize ChatGPT as a tool to help them understand material, find initial references, and complete academic assignments more efficiently. Despite its high usage, students still believe that human intelligence is superior and view ChatGPT only as a support, not a substitute, for the thinking process. ChatGPT's use is driven by the need to understand the material (cognitive), reduce the stress of assignments (affective), and support discussions and presentations (social). However, there is a potential for dependency

that can undermine critical thinking skills and academic integrity. Therefore, the use of ChatGPT must be accompanied by digital literacy and academic ethics to truly support productive learning.

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