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## Students' Experiences in Using ChatGPT in Academic Writing Learning at IKIP PGRI Bojonegoro

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**abstrak**— Penelitian ini bertujuan untuk mengetahui pengalaman mahasiswa dalam menggunakan ChatGPT pada pembelajaran menulis akademik di Perguruan Tinggi IKIP PGRI Bojonegoro. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah mahasiswa yang pernah menggunakan ChatGPT dalam proses pembelajaran menulis akademik. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan ChatGPT membantu mahasiswa dalam mencari ide tulisan, memperbaiki tata bahasa, menyusun kalimat yang lebih terstruktur, dan memperoleh referensi dengan lebih mudah. Selain itu, mahasiswa merasa proses penulisan akademik menjadi lebih efektif dan efisien. Namun, penggunaan ChatGPT juga memiliki beberapa kendala, seperti munculnya ketergantungan terhadap teknologi dan berkurangnya kemampuan berpikir kritis dalam menyusun tulisan secara mandiri. Oleh karena itu, penggunaan ChatGPT perlu dilakukan secara bijak agar dapat mendukung proses pembelajaran tanpa mengurangi kemampuan akademik mahasiswa. Penelitian ini diharapkan dapat memberikan gambaran mengenai pemanfaatan teknologi kecerdasan buatan dalam pembelajaran menulis akademik di perguruan tinggi.

**Kata kunci**— *pengalaman mahasiswa, ChatGBT, menulis akademik, perguruan tinggi.*

**Abstract**— This study aims to determine students' experiences in using ChatGPT in academic writing learning at IKIP PGRI Bojonegoro. This study employed a qualitative approach with a descriptive method. The subjects of the research were students who had used ChatGPT in the academic writing learning process. Data collection techniques were conducted through interviews, observation, and documentation. The results showed that the use of ChatGPT helped students generate writing ideas, improve grammar, compose more structured sentences, and obtain references more easily. In addition, students felt that the academic writing process became more effective and efficient. However, the use of ChatGPT also presented several challenges, such as dependency on technology and reduced critical thinking skills in composing independent writing. Therefore, the use of ChatGPT should be carried out wisely so that it can support the learning process without reducing students' academic abilities. This study is expected to provide an overview of the utilization of artificial intelligence technology in academic writing learning in higher education.

**Keywords**— *students' experiences, ChatGPT, academic writing learning, higher education.*

## INTRODUCTION

The rapid advancement of digital technology has brought substantial changes to the field of education, particularly in the implementation of learning activities within higher education institutions. One of the technologies currently widely used by students is ChatGPT, which is based on Artificial Intelligence (AI). This technology is capable of helping users search for information, organize ideas, and produce academic writing more easily and quickly. According to Raptopoulou (2025), ChatGPT was designed to assist users in generating informative and well-structured texts according to their needs. The presence of this technology has begun to be utilized in various learning activities, especially in academic writing learning at universities.

In line with these technological developments, academic writing learning has become one of the important skills that students must possess in higher education. Academic writing skills are required in preparing papers, scientific articles, research proposals, and final projects. According to Lindsay (2020) explains that writing is the process of conveying ideas, opinions, and information through written language systematically so that it can be easily understood by readers. Therefore, students need good writing skills in order to express ideas and thoughts scientifically and systematically.

In an effort to improve these skills, students have begun to use ChatGPT as a supporting tool in the academic writing learning process. The use of this technology helps students improve grammar, find references, and develop writing ideas (Ghaemi *et al.*, 2021). However, students' experiences in using ChatGPT vary. Some students feel helped because the writing process becomes more effective and efficient, while others believe that the use of ChatGPT can reduce critical thinking skills in composing academic writing. According to Timotheou *et al.* (2023), the development of digital technology has changed the way students learn and obtain information in educational environments.

Although the use of ChatGPT in education continues to grow, research discussing students' experiences in using this technology is still limited. Previous studies have mostly focused on the effectiveness of ChatGPT in improving students' learning outcomes. However, studies specifically discussing students' experiences in

using ChatGPT in academic writing learning, especially at IKIP PGRI Bojonegoro, are still rarely found. The research gap in this study lies in the lack of studies focusing on students' direct experiences regarding the benefits, challenges, and perspectives toward the use of ChatGPT in academic writing learning. According to Alhazmi *et al.*, (2022), research on individual experiences is important to understand a phenomenon within a particular context.

## RESEARCH METHODS

This study employed a qualitative approach with a descriptive method. The qualitative approach was used to understand and describe students' experiences in using ChatGPT in academic writing learning at IKIP PGRI Bojonegoro. According to Lim (2025), qualitative research aims to understand social phenomena based on the perspectives and experiences of participants in depth.

The participants involved in this research were students of IKIP PGRI Bojonegoro who had experience using ChatGPT in the context of academic writing instruction. Determination of the research participants employed a purposive sampling technique, in which respondents were selected based on particular considerations aligned with the objectives of the study. Nyimbili (2024) explains that purposive sampling refers to a sampling method carried out according to specific criteria to ensure that the collected data are relevant to the needs of the research.

Data in this research were gathered through several techniques, namely interviews, observations, and documentation. The interview process was undertaken to explore information related to students' experiences in utilizing ChatGPT, whereas observation was applied to identify the implementation of ChatGPT during the academic writing learning activities. In addition, documentation techniques were used by compiling supporting materials, including students' written works and records of the learning process. Chand (2025) states that qualitative research data collection may be carried out through interviews, observation, and documentation in order to obtain more comprehensive and in-depth information.

The data obtained were subsequently examined through qualitative data analysis procedures consisting of data reduction, data presentation, and conclusion

formulation. The reduction stage was conducted by identifying and selecting information that corresponded to the focus of the study. Afterward, the organized data were displayed descriptively in narrative form to facilitate comprehension. The concluding stage involved formulating conclusions derived from the outcomes of the analysis process. Hamzani *et al.* (2023) state that qualitative data analysis is carried out interactively through the stages of data reduction, data display, and conclusion drawing.

## RESULTS AND DISCUSSION

The findings of the study indicate that the research conducted on students at IKIP PGRI Bojonegoro, the use of ChatGPT in academic writing learning has provided various experiences for students. Most students stated that ChatGPT helped them generate writing ideas, improve grammar, and compose more structured sentences. Students felt that the use of ChatGPT made the process of completing academic assignments easier because the information provided could be accessed quickly and easily. According to Zhai (2022), ChatGPT was designed to help users produce informative texts and support users' learning needs.

According to Nurdianingsih *et al.* (2024) in addition to assisting the writing process, students also experienced increased confidence in composing academic writing. Students who previously had difficulties developing writing ideas felt more supported by the presence of ChatGPT. This technology was used as a supporting tool to find initial references and understand the structure of academic writing. This finding is in line with Timotheou (2023) opinion that the development of digital Technology has transformed the way students learn and obtain information in educational environments.

However, The findings of the research further revealed that several challenges in the use of ChatGPT. Some students felt overly dependent on the technology, which reduced their critical thinking skills and creativity in writing. In addition, several students stated that the writing results generated by ChatGPT were sometimes not fully appropriate to the context of the assignments given by lecturers, so further editing was still required. This condition indicates that the use of ChatGPT still

requires students' ability to understand and evaluate the information obtained. According to Dragomir *et al.* (2020), writing skills are not only related to sentence construction but also to the ability to express ideas and thoughts independently.

Based on these findings, it can be understood that ChatGPT provides both benefits and challenges in academic writing learning. The use of AI technology can help students improve learning effectiveness, but its use must still be accompanied by critical thinking skills and academic responsibility. Therefore, lecturers need to provide guidance regarding the wise use of ChatGPT so that students can utilize the technology as a learning support tool rather than as a substitute for their writing abilities. According to Beckman *et al.* (2014), understanding individual experiences in using technology is important in identifying both the positive and negative impacts within the learning process.

For the following table.

**Table 1.** Value table:

No.	Name	NIM	Age	Hobby
1.	Gika Septia	24120035	20 Year	Reading
2.	Indy Revana Ulya	24120008	21 Year	Cooking
3.	Cindy Meylisa	24120042	21 Year	Write
4.	Sunia Evelina A.R	24120022	20 Year	Dance
5.	Rosa Okta Tiara R	24120017	20 Year	Music
6.	Adinda Amelia N.H	24120026	21 Year	Volleyball
7.	Bungsu Alit N. F	24120046	20 Year	Football
8.	Adinda Elsa Salsabila	24120061	21 Year	Music
9.	Ifa Nur Khafidhoh	24120030	20 Year	Reading

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10.	Irfa' Rahma A	24110050	20 Year	Cooking
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## CONCLUSION

According to the findings of the research regarding students' experiences in using ChatGPT in academic writing learning at IKIP PGRI Bojonegoro, it can be concluded that ChatGPT has a significant influence in supporting the academic writing learning process. Students found it helpful in generating writing ideas, improving grammar, organizing more structured sentences, and obtaining references more quickly and easily.

In addition to its benefits, the use of ChatGPT also presents several challenges. Some students felt that excessive reliance on ChatGPT could reduce their critical thinking skills and creativity in writing. Therefore, the use of ChatGPT should be carried out wisely and should still be accompanied by students' ability to understand, evaluate, and independently develop their writing.

Overall, ChatGPT can serve as a learning support tool that enhances the academic writing process when used appropriately. This study indicates that students' experiences in using ChatGPT have both positive and negative impacts on academic writing learning at IKIP PGRI Bojonegoro.

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