

REFERENCES

- Adel, A., Ahsan, A., & Davison, C. (2024). ChatGPT Promises and Challenges in Education: Computational and Ethical Perspectives. *Education Sciences* 2024, Vol. 14, Page 814, 14(8), 814.
<https://doi.org/10.3390/EDUCSCI14080814>
- Albayati, H. (2024). Investigating undergraduate students' perceptions and awareness of using ChatGPT as a regular assistance tool: A user acceptance perspective study. *Computers and Education: Artificial Intelligence*, 6, 100203. <https://doi.org/10.1016/J.CAEAI.2024.100203>
- Albright, T. D. (2015). Perceiving. *Daedalus*, 144(1), 22.
https://doi.org/10.1162/DAED_A_00315
- Alharbi, A. F., & Surur, R. S. (2019). The Effectiveness of Oral Assessment Techniques Used in EFL Classrooms in Saudi Arabia from Students and Teachers Point of View. *English Language Teaching*, 12(5), 1–19.
<https://doi.org/10.5539/elt.v12n5p1>
- Almulla, M. A. (2024). Investigating influencing factors of learning satisfaction in AI ChatGPT for research: University students perspective. *Heliyon*, 10(11), e32220. <https://doi.org/10.1016/J.HELİYON.2024.E32220>
- Azaria, A. (2022). *ChatGPT Usage and Limitations*. <https://hal.science/hal-03913837>
- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *International Journal of Phytoremediation*, 21(1), 57–75.
<https://doi.org/10.1080/0729436990180105>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1), 1–10. <https://doi.org/10.1186/S42466-020-00059-Z/TABLES/1>
- C. Meniado, J. (2023). The Impact of ChatGPT on English Language Teaching, Learning, and Assessment: A Rapid Review of Literature. *Arab World English Journal*, 14(4), 3–18. <https://doi.org/10.24093/AWEJ/VOL14NO4.1>
- Chatterjee, J., & Dethlefs, N. (2023). This new conversational AI model can be your friend, philosopher, and guide. and even your worst enemy. *Patterns*, 4(1). <https://doi.org/10.1016/j.patter.2022.100676>

- Chiu, T. K. F., Meng, H., Chai, C. S., King, I., Wong, S., & Yam, Y. (2022). Creation and Evaluation of a Pretertiary Artificial Intelligence (AI) Curriculum. *IEEE Transactions on Education*, 65(1), 30–39.
<https://doi.org/10.1109/TE.2021.3085878>
- Conner, S. (2024). How students leverage assignment submission flexibility — A case study. *Heliyon*, 10(21), e39937.
<https://doi.org/10.1016/J.HELIYON.2024.E39937>
- Creswell, J. W., Columbus, B., New, I., San, Y., Upper, F., River, S., Cape, A., Dubai, T., Madrid, L., Munich, M., Montreal, P., Delhi, T., Sao, M. C., Sydney, P., Kong, H., Singapore, S., & Tokyo, T. (2015). Educational research : planning, conducting, and evaluating quantitative and qualitative research. *Riset Pendidikan : Perencanaan, Pelaksanaan Dan Evaluasi Riset Kualitatif & Kuantitatif*, 287–295.
<https://thuvienso.hoasen.edu.vn/handle/123456789/12789>
- Draxler, F., Buschek, D., Tavast, M., Hämäläinen, P., Schmidt, A., Kulshrestha, J., & Welsch, R. (2023). *Gender, Age, and Technology Education Influence the Adoption and Appropriation of LLMs*. <https://arxiv.org/abs/2310.06556v1>
- Favero, L., Pérez-Ortiz, J. A., Käser, T., & Oliver, N. (2024). *Enhancing Critical Thinking in Education by means of a Socratic Chatbot*.
<https://arxiv.org/abs/2409.05511v1>
- Havel, P. D. (1995). Assignments: An Important Means of Learning Subject Matter & the Writing Process. *American Biology Teacher*, 57(6), 330–335.
<https://doi.org/10.2307/4450011>
- Iqbal, N., Ahmed, H., & Azhar, K. A. (2022). Exploring Teachers’ Attitudes Towards Using Chatgpt. *Global Journal for Management and Administrative Sciences*, 3(4), 97–111. <https://doi.org/10.46568/gjmas.v3i4.163>
- Javaid, M., Haleem, A., & Singh, R. P. (2023). A study on ChatGPT for Industry 4.0: Background, potentials, challenges, and eventualities. *Journal of Economy and Technology*, 1(August 2023), 127–143.
<https://doi.org/10.1016/j.ject.2023.08.001>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., Hüllermeier, E., Krusche, S.,

- Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/J.LINDIF.2023.102274>
- Lo, C. K. (2023). What Is the Impact of ChatGPT on Education? A Rapid Review of the Literature. *Education Sciences*, 13(4). <https://doi.org/10.3390/educsci13040410>
- Luckin, R., & Cukurova, M. (2019). Designing educational technologies in the age of AI: A learning sciences-driven approach. *British Journal of Educational Technology*, 50(6), 2824–2838. <https://doi.org/10.1111/BJET.12861>
- Luthfiyyah, K., Zhafira, L., Nurani, S., & Giwangsa, S. F. (2024). Analisis Peran Artificial Intelligence (AI): ChatGPT dalam Perkuliahan di Kalangan Mahasiswa PGSD Universitas Pendidikan Indonesia. *Jurnal Pendidikan Tambusai*, 8(1), 5282–5290. <https://doi.org/10.31004/JPTAM.V8I1.13221>
- Mahapatra, S. (2024). Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study. *Smart Learning Environments*, 11(1), 1–18. <https://doi.org/10.1186/S40561-024-00295-9/TABLES/9>
- Marito, W., Riani, N., Nurohim, M., Pembinaan, U., & Indonesia, M. (2024). Workshop Optimalisasi Pemanfaatan Artificial Intelligence (AI) dalam Penyusunan Skripsi Mahasiswa. *Jurnal Abdimas Upmi*, 3, 75–81.
- Marrone, R., Zamecnik, A., Joksimovic, S., Johnson, J., & De Laat, M. (2024). Understanding Student Perceptions of Artificial Intelligence as a Teammate. *Technology, Knowledge and Learning*, 1–23. <https://doi.org/10.1007/S10758-024-09780-Z/FIGURES/2>
- Menon, D., & Shilpa, K. (2023). “Chatting with ChatGPT”: Analyzing the factors influencing users' intention to Use the Open AI's ChatGPT using the UTAUT model. *Heliyon*, 9(11), e20962. <https://doi.org/10.1016/J.HELİYON.2023.E20962>
- Moore, L. J., & Gerlich, M. (2025). AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking. *Societies* 2025, Vol. 15, Page

- 6, 15(1), 6. <https://doi.org/10.3390/SOC15010006>
- Playfoot, D., Quigley, M., & Thomas, A. G. (2024). Hey ChatGPT, give me a title for a paper about degree apathy and student use of AI for assignment writing. *The Internet and Higher Education*, 62, 100950. <https://doi.org/10.1016/J.IHEDUC.2024.100950>
- Prananta, A. W., Susanto, N., Purwantoro, A., & Fuadah, N. (2023). ChatGPT Artificial Intelligence Integration in Science Learning Media: Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA*, 9(7), 315–321. <https://doi.org/10.29303/jppipa.v9i7.4386>
- Rahman, M. M., & Watanobe, Y. (2023). ChatGPT for Education and Research: Opportunities, Threats, and Strategies. *Applied Sciences* 2023, Vol. 13, Page 5783, 13(9), 5783. <https://doi.org/10.3390/APP13095783>
- Sanderson, K. (2023). GPT-4 is here: what scientists think. *Nature*, 615(7954), 773. <https://doi.org/10.1038/D41586-023-00816-5>
- Senler, B. (2022). Relationship Between Student Perceptions of a Constructivist Learning Environment, and their Motivational Beliefs and Self-Regulation of Effort. *Journal on Efficiency and Responsibility in Education and Science*, 15(2), 72–81. <https://doi.org/10.7160/ERIESJ.2022.150202>
- Shabbir, A., Rizvi, S., Alam, M. M., & Su'ud, M. M. (2024). Beyond boundaries: Navigating the positive potential of ChatGPT, empowering education in underdeveloped corners of the world. *Heliyon*, 10(16), e35845. <https://doi.org/10.1016/J.HELİYON.2024.E35845>
- Silva, A. De, Ranasinghe, R. S. P., & Rihan, M. R. M. (2023). *Negative Effects of Integrating Chat GPT in the Higher Education System Concerning Achieving Resilience through Digitalization, Sustainability, and Sectoral* 161–164. http://ir.kdu.ac.lk/handle/345/7345%0Ahttp://ir.kdu.ac.lk/bitstream/handle/345/7345/FMSH-2023_23.pdf?sequence=1&isAllowed=y
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, 1260843. <https://doi.org/10.3389/FPSYG.2023.1260843/BIBTEX>
- Tossell, C. C., Tenhundfeld, N. L., Momen, A., Cooley, K., & De Visser, E. J.

- (2024). Student Perceptions of ChatGPT Use in a College Essay Assignment: Implications for Learning, Grading, and Trust in Artificial Intelligence. *IEEE Transactions on Learning Technologies*, 17, 1069–1081.
<https://doi.org/10.1109/TLT.2024.3355015>
- Tran, T. M. C., Nguyen, B. T. T., Nhung, P. T. H., Vo, L.-H., & Nguyen, V. H. (2025). The Difficulties in Thesis Writing Faced by Masters in TESOL Students in Vietnam. *Issues in Educational Research*, 35(1), 356–379.
- Ulum, Ö. G. (2020). The Use of Assignments in Education. *Online Submission*, 1(1), 20–26.
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly: Management Information Systems*, 36(1), 157–178. <https://doi.org/10.2307/41410412>
- Woo, J. H., & Choi, H. (2021). Systematic Review for AI-based Language Learning Tools. *Journal of Digital Contents Society*, 22(11), 1783–1792. <https://doi.org/10.9728/dcs.2021.22.11.1783>
- Xu, S., Chen, P., & Zhang, G. (2024). Exploring the impact of the use of ChatGPT on foreign language self-efficacy among Chinese students studying abroad: The mediating role of foreign language enjoyment. *Heliyon*, 10(21), e39845. <https://doi.org/10.1016/J.HELİYON.2024.E39845>
- Youssef, E., Medhat, M., Abdellatif, S., & Al Malek, M. (2024). Examining the Effect of ChatGPT Usage on Students' Academic Learning and Achievement: A Survey-based Study in Ajman, UAE. *Computers and Education: Artificial Intelligence*, 100316. <https://doi.org/10.1016/J.CAEAI.2024.100316>
- Yu, H. (2023). Reflection on whether Chat GPT should be banned by academia from the perspective of education and teaching. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1181712>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education* 2019 16:1, 16(1), 1–27.

<https://doi.org/10.1186/S41239-019-0171-0>

Zhou, D., Liu, S., & Grassini, S. (2023). Shaping the Future of Education: Exploring the Potential and Consequences of AI and ChatGPT in Educational Settings. *Education Sciences 2023*, Vol. 13, Page 692, 13(7), 692. <https://doi.org/10.3390/EDUCSCI13070692>

Zhou, Y., Zhang, M., Jiang, Y.-H., Gao, X., Liu, N., & Jiang, B. (2025). *A Study on Educational Data Analysis and Personalized Feedback Report Generation Based on Tags and ChatGPT*. <https://arxiv.org/abs/2501.06819v1>

