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Analysis of Educational Technology Students' Perceptions of the Benefits, Ease of Use, and Risks of ChatGPT in Distance Learning

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Abstrak: Penelitian ini mengkaji persepsi mahasiswa Teknologi Pendidikan terhadap penggunaan ChatGPT dalam belajar secara jarak jauh dengan fokus pada manfaat, kemudahan penggunaan, dan risiko. Penelitian menggunakan pendekatan kuantitatif deskriptif. Partisipan penelitian adalah mahasiswa Program Studi Teknologi Pendidikan yang memiliki pengalaman menggunakan ChatGPT dalam kegiatan belajar. Data dikumpulkan melalui kuesioner skala Likert lima tingkat yang mencakup indikator manfaat, kemudahan penggunaan, dan risiko, kemudian dianalisis menggunakan statistik deskriptif berupa persentase dan nilai rata-rata. Penelitian ini diharapkan dapat memberikan gambaran mengenai pandangan mahasiswa terhadap ChatGPT sebagai teknologi pendukung pembelajaran serta pertimbangan dalam penggunaannya secara bertanggung jawab. Hasil penelitian diharapkan dapat menjadi bahan untuk penguatan literasi AI dan pemanfaatan kecerdasan buatan generatif dalam pembelajaran Teknologi Pendidikan.

Kata kunci: ChatGPT; Persepsi mahasiswa; teknologi pendidikan; kecerdasan buatan; pembelajaran.

Abstrack:*This study examines Technology Education Students Perceptions of ChatGPT use in distance learning, focusing on its benefits, ease of use, and risks. The study employs a descriptive quantitive approach. The participants are Technology Education students who have experience using ChatGPT for learning activities. Data are collected through a five-point Likert-scale questionnaire covering indicators of benefits, ease of use, and risks. The data are analyzed using descriptive statistics in the form of the percentages and mean scores. This study is expected to provide an overview of students perceptions of ChatGPT as a learning-support technology and the considerations involved in its responsible use. The findings are expected to contribute to strengthening AI literacy and the appropriate use of generative artificial intelligence in Technology Education learning.*

Keywords: ChatGPT; student perceptions; technology education;artificial intelligence; learning.

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Introduction

The development of Artificial Intelligence (AI) technology has brought significant changes to various fields, including education. One AI-based technology that has been widely used in learning activities is ChatGPT. ChatGPT is an artificial intelligence-based technology capable of generating text-based responses, explaining learning materials, providing ideas, organizing information, and assisting students in completing various academic activities. The emergence of this technology provides students with an alternative means of accessing information and supporting their learning processes.

In higher education, the use of ChatGPT has become increasingly accessible because students can access it through internet-connected devices. Students can use ChatGPT to understand difficult learning materials, seek additional explanations, generate ideas for writing, create summaries, and assist in completing assignments. Mairisiska and Qadariah (2023) found that students perceive ChatGPT as a technology that can improve the efficiency and effectiveness of learning. This finding indicates that ChatGPT has the potential to serve as a supporting resource in students' learning activities.

In addition to its benefits, ease of use is an important factor that may influence students' acceptance of ChatGPT. The ease of obtaining answers, the speed of its responses, and the simplicity of asking questions make this technology attractive for use in learning activities. Students do not always have to search for information manually from various sources because ChatGPT can provide direct explanations in response to the questions submitted by users.

However, the use of ChatGPT in learning also poses several risks. Inappropriate use may cause students to become overly dependent on technology, reduce their independence in learning, and potentially weaken their critical thinking skills when AI-generated responses are accepted without verification. Furthermore, there are risks related to inaccurate information, plagiarism, and the use of ChatGPT to complete assignments without adequately understanding the learning materials. Therefore, students need to develop the ability to use and critically evaluate AI-generated information in a responsible and thoughtful manner.

Several studies in Indonesia have examined students' use and perceptions of ChatGPT, including those conducted by Mairisiska and Qadariah (2023), Pratiwi et al. (2024), Haviki et al. (2024), Tarmizi and Yahfizham (2024), Zaky et al. (2025), Aswidani (2025), and Ramadian and Rahman (2025). These studies have demonstrated both the benefits and challenges associated with the use of ChatGPT.

Distance learning is defined as a teaching and learning process conducted remotely through various communication media to expand access to higher education (Kemendikbud, 2013). In this learning environment, students learn independently and at their own pace (Ramadian & Rahman, 2025). Studies conducted at distance-learning universities have shown that ChatGPT can provide students with personalized feedback and instant access to information (Sevnarayan, 2024). However, academics in such educational environments have also acknowledged the potential risks associated with its use (van Wyk et al., 2023).

Educational technology is understood as the study and ethical practice of facilitating learning through the creation, use, and management of appropriate technological processes and resources (Januszewski & Molenda, 2008). Educational Technology

students therefore have a particularly close relationship with the use of technology in learning. They are not merely users of educational technologies but are also prospective designers and managers of technology-enhanced learning. Understanding their perceptions can provide insights into how ChatGPT is utilized, the extent to which it is perceived as easy to use, and the risks students perceive when using it in distance learning.

Nevertheless, studies specifically examining Educational Technology students' perceptions of the benefits, ease of use, and risks of ChatGPT in distance learning remain limited. This specific context therefore warrants further investigation.

Based on the considerations outlined above, this study aims to examine Educational Technology students' perceptions of the benefits, ease of use, and risks associated with the use of ChatGPT in distance learning. The findings are expected to provide insights into the responsible use of ChatGPT and serve as a basis for strengthening AI literacy in higher education.

Literature Review

Students' Perceptions of ChatGPT

Students' perceptions of ChatGPT are generally positive, although they remain critical of its limitations. Zaky et al. (2025), in a study involving Information Systems students, reported mean scores of 4.26 for perceived benefits, 4.06 for ease of use, and 3.69 for perceived risks on a five-point scale. Aswidani (2025) found that students' overall perceptions were in the moderate category, with a mean score of 3.35, primarily because students remained uncertain about the accuracy of the information generated by ChatGPT. Meanwhile, Ramadian and Rahman (2025) reported that the majority of Economics Education students had positive perceptions of ChatGPT. In the context of distance education, students perceived ChatGPT as a more engaging and interactive learning tool, whereas lecturers tended to hold more negative attitudes toward its use (Sevnarayan, 2024).

Benefits and Ease of Use

ChatGPT is perceived as beneficial in helping students understand difficult learning materials, clarify academic concepts, locate additional references, and generate ideas for writing (Aswidani, 2025; Zaky et al., 2025). Ramadian and Rahman (2025) also reported improvements in students' motivation and self-confidence. In terms of ease of use, ChatGPT is readily accessible at any time, provides rapid responses, and is relatively simple to operate (Zaky et al., 2025). Aswidani (2025) reported an ease-of-use score of 3.83 on a five-point scale. Conceptually, ChatGPT can be regarded as a form of dialogue-based tutoring system, representing one type of system discussed within the broader field of artificial intelligence in education (Holmes et al., 2019).

Impacts and Risks

The positive impacts of ChatGPT include increased learning efficiency and the availability of alternative learning resources. However, its contribution to the development of critical thinking skills and independent learning remains suboptimal (Aswidani, 2025). Reported risks include inaccurate information, excessive dependence on AI, reduced critical thinking abilities, violations of academic integrity, and concerns regarding data privacy (Ramadian & Rahman, 2025; Zaky et al., 2025). Academics in distance education environments have similarly acknowledged both the potential benefits and risks associated with ChatGPT (van Wyk et al., 2023). UNESCO has also highlighted several concerns surrounding generative AI, including the digital divide and the homogenization of opinions, while

emphasizing the importance of protecting users' data privacy (Miao & Holmes, 2023).

Educational Technology and Distance Learning

Educational technology emphasizes the ethical practice of creating, using, and managing technological processes and resources to facilitate learning (Januszewski & Molenda, 2008). Distance learning, meanwhile, aims to expand access to and facilitate higher education services for individuals who are unable to participate in conventional face-to-face education (Kemendikbud, 2013). Moore and Kearsley (2012) conceptualized distance education through a systems approach that encompasses course design, the role of instructors, and the characteristics of distance learners. These perspectives highlight the importance of integrating technology into distance learning in ways that are pedagogically appropriate, accessible, and ethically responsible.

Strategies for Mitigating Risks

To address the potential risks associated with generative AI, UNESCO recommends strengthening the capacities of teachers and researchers, adopting a human-centered approach, and establishing appropriate regulations for the use of generative AI, including measures to protect personal data (Miao & Holmes, 2023). Zaky et al. (2025) recommend developing ethical guidelines, strengthening AI literacy, and integrating responsible AI use into the curriculum. Similarly, Aswidani (2025) emphasizes that the use of ChatGPT should be accompanied by critical awareness and adherence to academic ethics. These strategies are important to ensure that ChatGPT functions as a supportive learning tool rather than replacing students' independent reasoning and academic responsibility.

Method

This study employed a quantitative approach using a descriptive survey method. This approach was used to obtain an overview of Educational Technology students' perceptions of the use of ChatGPT in learning activities. Students' perceptions were examined based on three main aspects: the benefits, ease of use, and risks associated with ChatGPT.

The study was conducted online by distributing questionnaires to Educational Technology students. Data collection was carried out in 2026. Respondents completed the questionnaire based on their experiences and perceptions of using ChatGPT in learning activities.

The population of this study consisted of students enrolled in the Educational Technology Study Program. The sample comprised 50 students who had previously used ChatGPT for learning purposes. Respondents were selected using purposive sampling based on the following criteria:

1. Active students enrolled in the Educational Technology Study Program;
2. Had experience using ChatGPT to support learning activities; and
3. Were willing to participate in and complete the research questionnaire.

The research instrument was a closed-ended questionnaire developed based on the three dimensions investigated in this study: benefits, ease of use, and risks associated with ChatGPT. Each statement was measured using a five-point Likert scale.

The benefits dimension covered ChatGPT's ability to assist students in understanding learning materials, generating ideas, obtaining additional information, and completing assignments. The ease-of-use dimension included accessibility, ease of operation, comprehensibility of responses, and response speed. Meanwhile, the risk dimension addressed potential dependence on

ChatGPT, inaccurate information, reduced critical thinking ability, and potential academic dishonesty.

Data were collected by distributing the questionnaire to respondents who met the predetermined inclusion criteria. Before completing the questionnaire, respondents were informed about the purpose of the study and how the collected data would be used. They completed the questionnaire based on their own experiences and perceptions. The collected data were used exclusively for research purposes, and respondents' identities were not disclosed in the presentation of the findings to maintain confidentiality.

Data Analysis

The data were analyzed using descriptive statistics. The analysis involved calculating frequencies, percentages, and mean scores for each indicator. Mean scores were used to determine the level of students' perceptions of each aspect of ChatGPT use. The mean scores were interpreted according to the following categories:

Score Interval	Category
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

The results of the analysis were subsequently presented in tables to illustrate students' perceptions of the benefits, ease of use, and risks of using ChatGPT in learning activities.

Results and Discussion

Results

1. Students' Perceptions of the Benefits of Using ChatGPT

This study involved 50 Educational Technology students as respondents. Students' perceptions of the benefits of using ChatGPT in learning activities were measured using several indicators.

No.	Benefit Indicator	Mean	Category
1	Helps students understand learning materials	4.24	Very High
2	Helps students generate ideas for completing assignments	4.18	High
3	Helps explain difficult learning materials	4.20	Very High
4	Helps students complete assignments more efficiently	4.12	High
5	Helps students obtain additional information	4.20	Very High
	Overall Mean for Benefits	4.20	Very High

Based on the table, the overall mean score for the benefits dimension was 4.20, indicating that students had a very high perception of the benefits of ChatGPT in supporting their learning activities.

2. Students' Perceptions of the Ease of Use of ChatGPT

The ease of use of ChatGPT was assessed in terms of accessibility, usability, comprehensibility of responses, and response speed.

No.	Ease-of-Use Indicator	Mean	Category
1	ChatGPT is easy to access	4.46	Very High
2	ChatGPT is easy to use	4.42	Very High
3	Questions can be asked using simple language	4.36	Very High
4	ChatGPT's responses are easy to understand	4.10	High
5	ChatGPT provides responses quickly	4.48	Very High
	Overall Mean for Ease of Use	4.36	Very High

The findings indicate that students' perceptions of ChatGPT's ease of use achieved an overall mean score of 4.36, placing this dimension in the very high category. The highest-rated indicator was ChatGPT's ability to provide rapid responses, with a mean score of 4.48. This finding suggests that obtaining information quickly is an important advantage experienced by students when using ChatGPT to support their learning activities.)

3. Students' Perceptions of the Risks of Using ChatGPT

In addition to its benefits and ease of use, this study examined students' perceptions of the potential risks associated with using ChatGPT.

No.	Risk Indicator	Mean	Category
1	Potential to create dependence	3.92	High
2	ChatGPT's answers are not always accurate	4.18	High
3	Excessive use may reduce critical thinking skills	4.02	High
4	Potential to contribute to academic dishonesty	3.96	High
5	Students need to verify information obtained from ChatGPT	4.30	Very High
	Overall Mean for Risks	4.08	High

The risk dimension obtained an overall mean score of 4.08, which falls within the high category. The highest-rated indicator was the need to verify information generated by ChatGPT, with a mean score of 4.30. This finding indicates that students recognize that information generated by ChatGPT should not be accepted uncritically and requires further verification.

4. Summary of Research Findings

Aspect	Mean	Category
Benefits	4.20	Very High
Ease of Use	4.36	Very High
Risks	4.08	High
Overall Mean	4.21	Very High

Overall, Educational Technology students' perceptions of using ChatGPT in learning achieved a mean score of 4.21, categorized as very high. Ease of use received the highest mean score (4.36), followed by benefits (4.20) and risks (4.08).

Discussion

The findings demonstrate that Educational Technology students had a very high overall

perception of ChatGPT use in learning, with an overall mean score of 4.21. This result reflects students' perceptions across the three dimensions investigated: benefits, ease of use, and risks.

Regarding the benefits dimension, the mean score was 4.20, indicating that students perceived ChatGPT as useful in supporting the learning process, particularly for obtaining additional information, understanding learning materials, and generating ideas for completing assignments. ChatGPT can therefore serve as a supplementary learning resource when students encounter difficulties in understanding particular concepts or materials.

The ease-of-use dimension obtained a mean score of 4.36, the highest among the three dimensions. This result suggests that students consider ChatGPT accessible and easy to use. Response speed was the highest-rated individual indicator, with a mean score of 4.48. The ability to obtain immediate responses may therefore be an important reason students use ChatGPT as a tool to support their learning activities.

Despite these perceived benefits and ease of use, students also demonstrated a high level of awareness regarding the potential risks associated with ChatGPT. The risk dimension achieved a mean score of 4.08. In particular, students recognized the importance of verifying information generated by ChatGPT, as reflected in a mean score of 4.30 for this indicator. They also acknowledged the potential for technological dependence and the possibility of reduced critical thinking when ChatGPT is used excessively

These findings demonstrate the dual nature of ChatGPT in educational settings. On the one hand, ChatGPT can provide substantial benefits and convenience for students; on the other hand, its use requires critical thinking and careful verification of AI-generated information. Therefore, ChatGPT should be positioned as a supplementary learning tool rather than a substitute for students' independent thinking and reasoning processes.

In the context of distance learning, these findings are particularly relevant. Distance learners largely manage their learning processes independently, making ChatGPT's accessibility and rapid responses potentially valuable (Ramadian & Rahman, 2025; Sevnarayan, 2024). However, this independence also places greater responsibility on students to critically evaluate and verify AI-generated information. The high score for the need to verify ChatGPT-generated information (4.30) is consistent with this responsibility and with the views of academics in distance-learning environments who acknowledge both the benefits and risks associated with ChatGPT (van Wyk et al., 2023

Educational Technology students are strategically positioned to address these challenges because they are being prepared to design and manage technology-enhanced learning while considering ethical principles (Januszewski & Molenda, 2008). Several measures can be taken to promote responsible use of ChatGPT: positioning it as a learning companion rather than a substitute for independent thinking (Aswidani, 2025; Zaky et al., 2025); encouraging students to verify AI-generated information using credible academic sources and strengthening AI literacy; establishing ethical guidelines for AI use, including appropriate citation and academic originality, while strengthening lecturers' capacity to use AI responsibly (Miao & Holmes, 2023; Zaky et al., 2025); designing assignments that emphasize reflection and reasoning rather than merely final answers; and maintaining meaningful interaction with lecturers and peers through online discussions and scheduled consultations so that ChatGPT does not

replace academic communication (Aswidani, 2025

Conclusion

Based on the findings from 50 Educational Technology students, the overall mean score for students' perceptions of ChatGPT use in learning was 4.21, categorized as very high. Ease of use obtained the highest mean score (4.36), followed by benefits (4.20), while the risk dimension obtained a mean score of 4.08.

These findings indicate that students perceive ChatGPT as a beneficial and easy-to-use technology for supporting learning activities. Nevertheless, they also recognize potential risks, particularly those related to information accuracy, dependence on AI, critical thinking skills, and academic integrity. Therefore, the integration of ChatGPT into learning should be accompanied by information verification, critical thinking, and responsible use.

Recommendations

The use of ChatGPT should be aligned with students' learning needs and positioned as a supporting tool rather than a substitute for independent thinking. Students should strengthen their AI literacy, verify the accuracy of AI-generated information, and maintain academic integrity when using ChatGPT. Future studies could involve larger and more diverse samples and examine the benefits and risks of ChatGPT use in greater depth.

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Conflict of Interest

The authors declare that there are no financial or non-financial conflicts of interest that could have influenced the conduct of the research, data analysis, or preparation of this manuscript.

Author Contributions

The authors were responsible for all stages of the study, including research conceptualization, methodology development, data collection, data analysis, interpretation of the findings, preparation of the manuscript draft, and review and editing of the final manuscript

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