Exploring Students' Perception and Knowledge of ChatGPT as a Learning Tool at Widad University College

Haziana Abdul Halim[1]*, Kasturi Sivabalan[2], Kamal Arifin Ibrahim[3], Rafidah Mohd Arif[4]

[1*]Faculty of Information and Interactive Technology, Widad University College, Kuantan, Pahang, Malaysia

[2] Faculty of Education and Social Sciences, Widad University College, Kuantan, Pahang, Malaysia

[3] Human Resources Department, Widad University College, Kuantan, Pahang, Malaysia

[4] Faculty of Information and Interactive Technology, Widad University College, Kuantan, Pahang, Malaysia

Corresponding Author: haziana@widad.edu.my

Abstract

This study investigates Widad University College students' knowledge and perceptions of using ChatGPT in the learning process. A total of 66 students from various faculties participated, with data collected via a questionnaire and analyzed using SPSS. The findings show that students are aware of ChatGPT and actively use it to support academic tasks such as writing, researching, and understanding content. Most respondents found it user-friendly, accessible, and time-saving. Overall, students showed a positive perception of ChatGPT as a learning aid. The study suggests its potential for integration into higher education to enhance student engagement and academic performance.

Keywords: ChatGPT, Students Perception, Education, Widad University College

1.0 Introduction

Artificial Intelligence (AI) is one of the latest technological advancements that has significantly transformed society, including the education sector. In Malaysia, developments in information technology have had a positive impact on higher education (Masliza, Norhayati & Azman, 2024). According to Muhammad Zaid, Mat Rejab, Lim, & Yunus, (2024), not only the education sector but also the industrial, health, and economic sectors are experiencing both opportunities and challenges due to the advancement of AI. AI has rapidly grown in the education sector (Nelfi & Helmi, 2024). A study by Mohamed (2024) also confirms a significant increase in the use of AI tools in recent years, particularly in revolutionizing traditional teaching and learning approaches. Lim (2023) also stated that the existence of AI technology highlights the urgent need for innovative changes in education.

According to Muhammad Zaid et al. (2024) and Mat Rejab (2023), Chat Generative Pre-Trained Transformer (ChatGPT) is one such AI application that is growing in popularity and proving beneficial in Malaysian education. ChatGPT's communication features are designed to simulate student–lecturer interactions (Masliza et al., 2024). ChatGPT as a chatbot that uses deep learning techniques to generate human-like text (Muhammad Zaid et al. 2024; Erizal, Safitra, Mulia, & Azmi, 2024; Hosni, Md Ariffin, & Ishak, 2023; & Huallpa, 2023). This is supported by Irena, Kos, & Mraz (2024) and Soc & Heng (2023), who stated that OpenAI created ChatGPT as a language model based on natural human-computer interaction.

ChatGPT is increasingly popular among students due to its ability to provide quick and relevant responses, especially when searching for academic information (Masliza et al., 2024; Muhammad Zaid et al., 2024; Elisnorazmaliza, Zulkefli, & Salwati, 2023). Furthermore, Muhammad Zaid et al. (2024) noted that ChatGPT can be used for various purposes, such as article writing, programming, marketing strategies, summarizing texts, online gaming, sports training planning, and more. This technology has brought about major changes not only in education but also across various sectors (Muhammad Zaid et al., 2024; Chen, Jensen, Albert, Gupta, & Lee, 2023; Mat Rejab, 2023).

This study aims to examine students' knowledge of ChatGPT and their perceptions of using it at Widad University College. Using a questionnaire, the study explores students' awareness of ChatGPT's capabilities and the frequency of its use for academic tasks. It also analyzes students' perceptions of ChatGPT's effectiveness in supporting their learning, particularly in enhancing writing skills, improving critical thinking, and providing quick access to information.

2.1 ChatGPT in Education

ChatGPT (Chat Generative Pre-Trained Transformer) was introduced in mid-2020 and officially launched in November 2022 (Irena et al., 2024; Schon et al., 2023). According to studies by Muhammad Zaid et al. (2024) and Grassini (2023), technological advancements have brought significant changes to the world of education over the past decade. These developments have transformed learning approaches, especially in the creation of advanced digital content, including Generative Artificial Intelligence (GAI), which has made substantial contributions to the education sector. A study by Dwi (2024) also confirmed that AI digital platforms are widely used in various fields, including education. The use of AI, such as chatbots, has been broadly accepted and has positively impacted students (Ahmad, 2020).

The integration of ChatGPT in higher education is a rapidly growing phenomenon worldwide. Educational institutions are actively researching how ChatGPT can enhance teaching and learning methods (Carolyna, Tan, & Hwang 2023). Carolyna et al. (2023) also reported that the Malaysian Qualifications Agency (MQA) issued a circular dated 31 March 2023, addressing the use of generative AI technologies such as ChatGPT in higher education. MQA stated that AI applications can support teaching and learning by facilitating self-learning, improving assignment quality, and fostering interactive learning environments.

According to researchers (Carolyna et al. 2023; Cotton, Stewart, & Lee, 2023; Lim & Yunus, 2021& Nair & Yunus, 2021), ChatGPT is used to meet the learning needs of students in online classes, tutorials, and virtual classrooms. A study by Masliza et al. (2024) demonstrated that ChatGPT's sophisticated natural language processing capabilities provide diverse learning opportunities and styles. One of the key strengths of ChatGPT is its ability to support personalized learning based on students' individual needs and capabilities (Haludi, 2024). Mohamad Aliff Aiman & Anim Zalina (2024) confirmed that ChatGPT collects data from the internet and uses it to respond to user questions and queries.

In language learning, ChatGPT helps improve the teaching process through material preparation, personalized instruction, increased motivation, and enhanced academic writing skills (Muhammad Zaid et al., 2024). ChatGPT's ability to generate text-based descriptions, instructions, and feedback has made educational content more accessible to students (Masliza et al., 2024; Dwi, 2024; Kuzdeuov, Mukayev, Nurgaliyev, Kunbolsyn, & Varol, 2023). Mohamad Shaufi, Zainab, & Hidayah, (2023) described ChatGPT as a valuable learning support tool. According to Shaiffuddin, Ismail, & Zulkifli, (2024), AI offers real-time feedback, which helps boost student motivation.

Masliza et al. (2024) noted that one of ChatGPT's major impacts is enhancing students' creativity and problem-solving skills. Xiaoshu, Wen, & Zhang, (2024) observed that ChatGPT is used in higher education for various purposes such as providing assignment feedback, facilitating collaborative and self-directed learning. Research by Xiaoshu et al. (2024) and Soc & Heng (2023) identified five main advantages of ChatGPT: designing learning assessments, enhancing teaching methods, providing individual tutoring, assisting in outlining essays or research papers, and supporting idea generation.

According to Rudolph et al. (2023) and Xiaoshu et al. (2024), ChatGPT is effective in problem-solving and individual tutoring, providing essential support for students. Studies by Masliza et al. (2024) and Firaina & Sulisworos (2023) confirmed that ChatGPT helps users gather ideas, interpret text, and ask follow-up questions to deepen understanding. It enables students to complete assignments, find information, and answer queries quickly and easily (Masliza et al., 2024; Patchara et al., 2021). Mohamad Shaufi et al. (2023) also agreed that ChatGPT can be a useful academic tool for students in completing assignments. According to M. Hafiz, Zulfa, & Kamal (2024) and Mohamad Shaufi et al. (2023), ChatGPT not only provides fast responses but also improves students' critical thinking skills.

In their research, M. Hafiz et al. (2024) stated that ChatGPT is a potential tool for students who need fast and efficient access to information. Goh (2023) and Masliza et al. (2024) also affirmed that ChatGPT is one of the technological tools that can support student learning in higher education. The use of ChatGPT enhances interactive learning and allows students to engage directly with the platform (Elisnorazmaliza et al., 2023). Haludi (2024) found that ChatGPT has great potential to improve university-level education by providing new knowledge, increasing efficiency, and being user-friendly and accessible.

ChatGPT can also enrich students' overall learning experiences. Tiwari (2023) concluded that AI in education significantly improves student learning. A study by Muhammad Zaid et al. (2024) showed that ChatGPT is particularly helpful in Islamic Studies by easing access to religious knowledge. Research by Noor Komari, Halimah, & Farah, (2024) concluded that ChatGPT plays a positive role in increasing student productivity. Analysis by Elisnorazmaliza et al. (2023) in TVET institutions also showed that students agree ChatGPT positively influences their understanding and engagement. Suarifqi Diantama (2023) added that ChatGPT has many positive effects on students, including increased engagement, motivation, and the development of 21st-century skills.

Despite these positive effects, ChatGPT remains a relatively new tool for many students, and its potential is still not fully understood. While studies have highlighted its positive influence, it is crucial to explore students' perceptions to gain a deeper understanding of how they interact with the tool in academic settings. Research by Xu, Su, Zhang, Wu, & Xu, (2024) highlighted the importance of examining students' views to identify challenges and gaps in their knowledge, ensuring that the tool is used effectively across various disciplines. Understanding how students perceive ChatGPT can guide instructors in incorporating the tool more effectively into learning processes and address any concerns or limitations students may face (Ho & Nguyen, 2024). Therefore, further exploration of students' perceptions is vital to maximize the benefits of ChatGPT in education.

2.2 Student Knowledge about ChatGPT

The exposure of students to advanced technology through modern learning methods, along with ongoing technological developments, has had a positive impact on improving student performance in the education sector (Mohamad Aliff Aiman & Anim Zalina, 2024). According to Mohamad Aliff Aiman & Anim Zalina (2024) and An'ars (2023), the use of advanced technology such as ChatGPT has introduced new knowledge to students and enabled them to explore and utilize its features to enhance their academic performance.

Elisnorazmaliza et al. (2023) stated that students' knowledge of using the ChatGPT application has a greater impact on their engagement than on their understanding. A study conducted by Masliza et al. (2024) found that students' familiarity with ChatGPT significantly influences how they use it. ChatGPT is user-friendly, allowing students to use it independently.

Student knowledge about ChatGPT changes considerably among students, reflecting differences in exposure, understanding, and usage. While some students are knowledgeable in the tool's capabilities, others remain unaware of its full potential. The increasing integration of ChatGPT into educational practices has provided students with an exceptional opportunity to enhance their learning experiences. However, this also highlights a knowledge gap that exists in understanding how to maximize the tool's benefits (Xu et al., 2024 & Ravšelj, Keržič, Tomaževič, Umek, & Brezovar, 2025).

Many students first encounter ChatGPT as a basic tool for answering questions or generating ideas for writing tasks. Nonetheless, Xu et al., (2024) indicate that students who understand the broader applications of ChatGPT—such as in complex problem-solving, critical thinking, and academic research—are better able to leverage the technology effectively. Additionally, a study by Tiwari (2023) highlighted those students with a deeper understanding of how ChatGPT works, including its use for summarizing research, generating creative ideas, and aiding in language learning, are more likely to use it for diverse academic tasks. The more informed students are about the numerous functionalities of ChatGPT, the more they aid from its potential to support personalized learning.

Despite that, not all students fully grasp the diversity of tasks ChatGPT can assist with. While some students are proficient in using the tool to support writing and research, others are less confident in using ChatGPT for more complex or technical tasks. This is particularly true in technical fields such as engineering or science, where students may not initially recognize how AI can aid in problem-solving or help them navigate complex concepts (Diantama, 2023). The lack of comprehensive knowledge regarding ChatGPT’s capabilities across different disciplines may limit students' willingness to engage with the tool beyond basic tasks, even though it has potential applications in fields ranging from programming to mathematics (Valova, Mladenova, & Kanev, 2024).

Moreover, students' knowledge of ChatGPT is closely tied to their exposure to AI literacy programs. Educational institutions that integrate AI tools into their curriculum report that students with prior knowledge of these technologies are more confident in their ability to use them effectively. Goh (2023) found that students who received formal training in using AI tools, including ChatGPT, demonstrated a higher level of comfort and engagement, which translated into increased usage of the tool in their academic work. This indicates that incorporating AI literacy into academic programs can play a crucial role in enhancing students' understanding of how to use these tools effectively.

Furthermore, students' understanding with the specific functions of ChatGPT affects how they perceive its usefulness. Those who are aware that ChatGPT can be used to generate well-organized outlines, offer detailed explanations, or provide interactive learning experiences report a more positive view of the tool's capabilities (Masliza et al., 2024). Conversely, students who are unaware of these functions may use ChatGPT in a limited way, missing out on its full potential. This suggests that increasing awareness and understanding of ChatGPT's diverse applications can significantly enhance its integration into student learning.

To close the knowledge gap, instructors can play a key role in improving students' understanding of ChatGPT through practical demonstrations, tutorials, and AI literacy workshops. As students gain a more comprehensive understanding of the tool, they are likely to adopt a more proactive and informed approach to using ChatGPT, which can ultimately lead to greater academic success.

2.3 Student Perception using ChatGPT

ChatGPT's advanced natural language processing capabilities have created extensive opportunities for addressing diverse learning needs and styles (Masliza et al., 2024). According to Xia (2020), AI has had a highly positive impact on students by increasing motivation, usability, and interest in learning. Students responded positively to the use of chatbots, which provide relevant, accurate, and user-friendly information. Positive student experiences can be fostered through the effective use of ChatGPT as a tool that delivers accessible and accurate information (Xiaoshu et al., 2024).

A study by Masliza et al. (2024) found that students feel comfortable using ChatGPT as a learning tool. Due to its user-friendly nature, students can use ChatGPT independently. According to Elisnorazmaliza et al. (2023), the use of ChatGPT contributes to the development of reading and writing skills and can enhance student motivation. M. Hafiz et al. (2024) reported that students appreciate ChatGPT's ease of use, accessibility, and fast responses to their questions. Haludi (2024) confirmed that ChatGPT indirectly serves as a tool for acquiring new knowledge. Similarly, Mohamad Shaufi et al. (2023) found that students agreed ChatGPT functions as an AI application that mimics human communication. The goal of AI tools is to enable users to access information quickly without requiring advanced technical skills (Sunarti, 2024).

Students expressed positive perceptions of ChatGPT, particularly about its ability to provide clear, accessible, and efficient information (M. Hafiz et al., 2024; Nando, Zikri, & Alia, 2024; Mohamad Shaufi et al., 2023). ChatGPT's quick feedback and intuitive interface have contributed to students' interest in using it as a learning tool (Husnaini & Madhani, 2024). A study by Ho & Nguyen (2024) on university students' perceptions of ChatGPT in language courses showed highly positive responses. Students reported increased motivation and engagement in the learning process when using ChatGPT compared to traditional methods. M. Hafiz et al. (2024) found that students appreciated the platform's ability to deliver relevant learning information. According to M. Hafiz et al. (2024), Nando et al. (2024), and Mohamad Shaufi et al. (2023), ChatGPT not only improves understanding but also supports the development of information literacy. Because the information provided is well-organized and easily accessible, students find it easier to engage in learning materials (M. Hafiz et al., 2024).

Students also acknowledged that ChatGPT enhances their understanding of academic content through interactive discussions (Nando et al., 2024). Noorasmahwati & Sufian (2024) reported that ChatGPT makes programming courses more interactive and engaging. In a study conducted at the University of Nahdlatul Ulama of South Kalimantan, M. Hafiz et al. (2024) observed that students positively perceived ChatGPT's ease of access, speed, and efficiency in helping them complete academic tasks. Muhammad Zaid et al. (2024) and Noor Komari et al. (2024) found that ChatGPT simplifies assignment completion and provides ideas when students experience writer's block.

ChatGPT helps students' complete assignments and offers creative ideas for producing high-quality work. This was supported by respondents in studies conducted by Muhammad Zaid et al. (2024), Nando et al. (2024), and Mohamad Shaufi et al. (2023). Students find ChatGPT not only easy to use but also helpful in enhancing their understanding by providing additional information and accurate responses, which contributes to their overall satisfaction (Noor Komari et al., 2024; Mohamad Aliff Aiman & Anim Zalina, 2024; Nando et al., 2024). According to Mohamad Aliff Aiman & Anim Zalina (2024), postgraduate students benefit from ChatGPT as it simplifies the thesis-writing process and accelerates information retrieval. Most students believe that ChatGPT helps them prepare high-quality, creative assignments and improves their knowledge and writing skills (Joice & Caroline, 2024). Deng & Yu (2023) also reported that students demonstrated better learning outcomes when interacting with chatbots.

Findings from Noorasmahwati & Sufian (2024), Joice & Caroline (2024), Nando et al. (2024), M. Hafiz et al. (2024), and Mohamad Shaufi et al. (2023) show a high level of student acceptance and positive perception, indicating that students are ready to use ChatGPT in the learning process.

3.0 Method

This study aimed to examine students' knowledge of ChatGPT and their perceptions of using it at Widad University College. The primary goal was to explore how students understand and utilize ChatGPT as a learning tool and to assess the effectiveness of this AI technology in the academic environment. As educational technologies like ChatGPT become more integrated into the learning process, understanding students' perspectives becomes crucial in harnessing its full potential for academic improvement (Xu et al., 2024). Therefore, this study provides insights into students' familiarity with ChatGPT and how they perceive its role in enhancing learning experiences.

3.1 Study Design

This research followed a quantitative, descriptive research design, which was appropriate for gathering structured data regarding students' knowledge and perceptions. Quantitative research designs are often employed in educational studies as they allow for objective measurement and easy comparison across many participants (Tiwari, 2023). The study aimed to capture both the level of knowledge students have about ChatGPT and their perceptions of its usefulness in educational settings. A survey-based approach was chosen because it enables the collection of standardized data, making it easier to quantify and analyse students' opinions (Valova et al., 2024). The survey was distributed electronically through Google Forms, facilitating broad accessibility and convenience for the participants. Using online platforms for data collection also ensures greater participation, especially in a context where students are familiar with digital technologies (Ho & Nguyen, 2024).

3.2 Participants

A total of 66 students from Widad University College participated in the study. The participants were randomly selected, aged between 18 and 27 years, which aligns with the typical demographic for undergraduate students (Elisnorazmaliza et al., 2023). Random sampling was employed to ensure that a variety of students from different faculties and academic programs were represented, minimizing bias and increasing the generalizability of the findings (Suarifqi Diantama, 2023). The sample included students from diverse disciplines, such as Information Technology, Education, and Business Administration, providing a comprehensive view of how students across different fields of study perceive and utilize ChatGPT. Although the sample size may be considered moderate, it is sufficient for an exploratory study, as it offers valuable insights into students' general awareness and attitudes toward the tool (Zebua & Katemba, 2024).

3.3 Data Collection

Data was collected through a self-administered questionnaire, which was distributed to students via Google Forms. The questionnaire was designed to capture essential demographic details, assess students' knowledge of ChatGPT, and evaluate their perceptions of its application in their academic work. The online survey platform ensured that a broad range of students could participate, providing them with the convenience of completing the questionnaire at their own pace.

The questionnaire was divided into three main sections. The first section gathered demographic information, such as participants' age, gender, academic program, and year of study. These data were crucial for contextualizing the results and understanding the diversity within the sample. The second section focused on students' knowledge of ChatGPT. This part of the questionnaire assessed students' familiarity with the tool, asking whether they had used it before and what they understood about its potential applications in education. This section was critical for gauging the baseline knowledge that students had prior to engaging with the technology. The final section of the questionnaire examined students' perceptions of ChatGPT as a learning aid. Participants were asked to evaluate various factors, including the tool's ease of use, its perceived usefulness in enhancing academic performance, and its overall impact on learning. The aim of this section was to assess not only the effectiveness of ChatGPT but also students' comfort and satisfaction with using it in their academic routines.

The questionnaire employed a five-point Likert scale, where students rated each statement from 1 (strongly disagree) to 5 (strongly agree). This scale was chosen because it allows for a precise measurement of respondents' opinions and experiences, enabling the researchers to quantify students' attitudes and levels of knowledge effectively (Kirby, 2023).

3.4 Data Analysis

The data collected from the questionnaires were analyzed using descriptive statistical methods to summarize the key findings and identify patterns in students' knowledge and perceptions. Descriptive statistics, such as percentage distributions, mean scores, and standard deviations, were employed to provide a clear picture of the data (Tiwari, 2023). These methods enabled the researchers to categorize students' responses according to their level of knowledge and the intensity of their perceptions of ChatGPT. Responses to the Likert scale items were classified into specific categories (e.g., low, moderate, high) based on the mean score classification system. This classification helped in identifying the general trends and the degree of acceptance among the students. The level of the variable, such as students' knowledge or their perceptions, was described as either high, moderate, low, or very low, using the following mean score classification, as referenced by Mohamad Shaufi et al. (2023) and Simon Kirby (2022) as shown in Table 1.

Table 1: Mean Score Interpretation Table

Mean Classification	Interpretation
1.00 – 2.00	Very Low
2.01 – 3.00	Low
3.01 – 4.00	Moderate
4.01 – 5.00	High

4.0 Results

The findings from the study are presented in this section. Data were analyzed using descriptive analysis.

4.1 Socio-Demographic

Section A presents the demographic background of the respondents who participated in the survey. The distribution of respondents across various faculties is shown in Table 2.

Table 2: The Number of Respondents Based on Faculty at Widad University College

Faculty	Total (%)
FON - Faculty of Nursing	28.4
FOM - Faculty of Medicine	17.9
FSS - Faculty of Sport Studies	0.0
FAHS - Faculty of Allied Health Sciences	14.9
FBM - Faculty of Business Administration	6.0
FESS - Faculty of Education and Social Science	29.9
FIIT - Faculty of Information and Interactive Technology	2.1

Table 2 shows that the highest number of respondents in this study were from FESS – Faculty of Education and Social Sciences, accounting for 29.9%. This was followed by FON – Faculty of Nursing with 28.4%, and FOM – Faculty of Medicine with 17.9%. Respondents from FAHS – Faculty of Allied Health Sciences made up 14.9%, while FBM – Faculty of Business Administration accounted for 6.0%, and FIIT – Faculty of Information and Interactive Technology represented the smallest group at 2.1%.

Figure 1 and Figure 2 present pie charts showing the distribution of respondents by semester and gender, respectively.

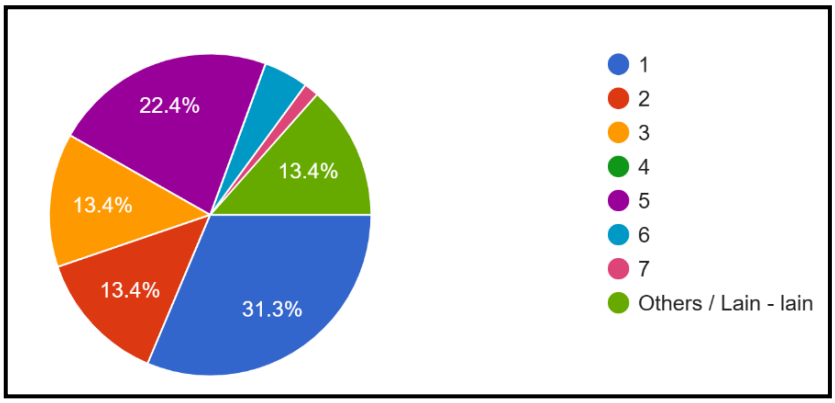

Figure 1: The semester range respondent

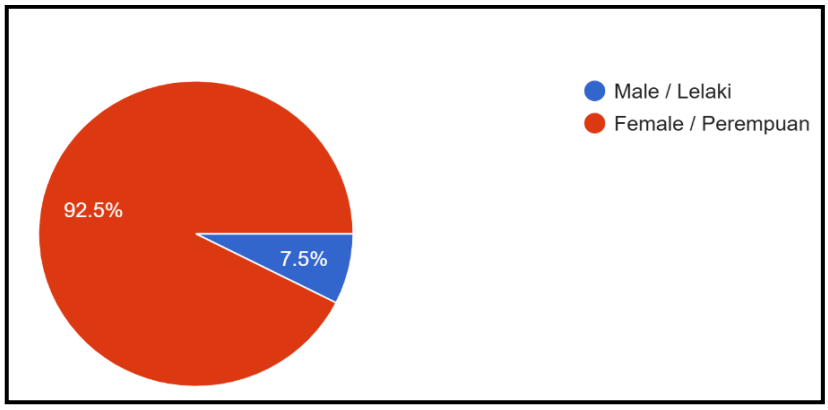

Figure 2: The gender range respondent

Most of the respondents were from Semester 1, accounting for 31.3%, followed by 22.4% from Semester 5. Respondents from Semesters 2, 3, and 8 and above each contributed 13.4% to the total. In terms of gender distribution, 92.5% of the respondents were female, while 7.5% were male.

4.2 Student Knowledge about ChatGPT

What is the level of knowledge and perception of Widad University College students regarding the use of ChatGPT as a learning tool?

Table 3: Mean and Standard Deviation for Knowledge and Perception Using ChatGPT

	N	Min	Max	Mean	Standard Deviation
Knowledge	66	2.13	5.00	4.19	0.65
Perception	66	2.40	5.00	3.88	0.67

The following is the interpretation of the mean score analysis for Section B (Knowledge) and Section C (Perception), based on each item assessed within the respective sections. The mean scores for items in Section B (Knowledge) are presented in Table 4.

Table 4: Highest and Lowest Mean Scores for Items in Part B (Knowledge)

Items	Min	St. Deviation
I know the existence of ChatGPT	4.54	0.63
I know the use of ChatGPT.	4.30	0.80
I know that ChatGPT can be used to obtain educational information.	4.43	0.72
I know ChatGPT is a new tool in facilitating the learning process.	4.33	0.79
I know ChatGPT can answer question.	4.25	0.88
I often use ChatGPT when completing learning assignments	3.56	1.12

The analysis in Table 3 shows that Item 1 recorded the highest mean score (M = 4.54, SD = 0.63), indicating that respondents are aware of the existence of ChatGPT. Item 2 also shows a high mean score (M = 4.30, SD = 0.80), suggesting that respondents know how to use ChatGPT. This is followed by Item 3, with a mean score of M = 4.43, SD = 0.72, indicating that respondents use ChatGPT to obtain learning-related information.

For the item measuring whether respondents perceive ChatGPT as a new method to facilitate the learning process, the mean score was also high (M = 4.33, SD = 0.79). In addition, Item 7, which assesses whether respondents know how to use ChatGPT to answer questions, recorded a mean score of M = 4.25, SD = 0.88. However, Item 8, which asked about the frequency of using ChatGPT to complete learning tasks, recorded a moderate mean score of M = 3.56, SD = 1.12.

4.3 Student Perception about ChatGPT in Learning

Table 5 presents the survey items in Section C (Perception), which measure Widad University College students' perceptions of using ChatGPT in learning, along with the corresponding mean scores and standard deviations for each item.

Table 5: Highest and Lowest Mean Scores for Items in Part C (Perception)

No.	Items	Min	St. Deviation
1.	ChatGPT helps me obtain information on learning topics	4.06	0.76
2.	ChatGPT improves writing and critical thinking skills	3.74	0.88
3.	ChatGPT serves as a reference source for completing my assignments.	3.69	0.94
7.	ChatGPT enhances my knowledge	4.04	0.73
8	ChatGPT helps me understand the subject better.	4.06	0.72
10.	ChatGPT saves my time to search for information	4.15	0.82

The analysis of the results presented in Table 4 indicates that respondents positively accept ChatGPT as a tool to help them obtain information related to learning topics, with the highest mean score (M = 4.06, SD = 0.76). The perception that ChatGPT can help improve writing and critical thinking skills received a moderate mean score (M = 3.74, SD = 0.88). Similarly, Item 3, which refers to the use of ChatGPT as a reference source for completing assignments, recorded a moderate mean score (M = 3.69, SD = 0.94).

The item measuring respondents' belief that ChatGPT helps increase their knowledge showed positive acceptance, with a high mean score (M = 4.04, SD = 0.73). In Item 8, the perception that ChatGPT helps students better understand the subject also recorded a high mean score (M = 4.06, SD = 0.72). Additionally, Item 10, which explores the perception that ChatGPT saves time in searching for information, received the highest mean score in the section (M = 4.15, SD = 0.82).

5.0 Discussion and Conclusion

This study aimed to examine Widad University College students' knowledge and perceptions regarding the use of ChatGPT as a learning tool. The findings revealed that students generally possess a good understanding of ChatGPT and are actively using it in various academic contexts. These results align with Masliza et al. (2024), who observed that ChatGPT has become an increasingly popular learning tool due to its accessibility and practicality in educational settings.

High mean scores in the knowledge section demonstrate that students are well-informed about ChatGPT and capable of using it independently. This is consistent with the findings of Xiaoshu et al. (2024), who reported that students adapt quickly to user-friendly AI applications that require minimal technical skills. Mohamad Shaufi et al. (2023) and Komari et al. (2024) similarly noted that the intuitive design of ChatGPT allows students to navigate the tool without external assistance.

In terms of perception, the study showed that students viewed ChatGPT as a beneficial learning tool. Respondents agreed that ChatGPT improves their understanding of learning materials, enhances their creativity, and saves time in searching for information. These findings are supported by Nando et al. (2024) and Noor Komari et al. (2024), who emphasized that ChatGPT promotes student engagement, boosts academic motivation, and supports creative thinking. Moreover, Elisnorazmaliza et al. (2023) highlighted that ChatGPT encourages more interactive and personalized learning experiences—an observation reflected in the current study's findings.

Students also acknowledged ChatGPT's contribution to improving information literacy. M. Hafiz et al. (2024) found that the tool provides well-organized, relevant, and easily understood responses, which enhances students' ability to process and apply information. Haludi (2024) confirmed that ChatGPT supports self-directed learning and provides accessible academic content in a user-friendly format.

Postgraduate students in this study also indicated that ChatGPT facilitated the thesis writing process, particularly in terms of idea generation and information gathering. This finding is in line with Mohamad Aliff Aiman and Anim Zalina (2024), who reported that postgraduate students appreciate ChatGPT's ability to simplify the research and writing process. Similarly, Joice and Caroline (2024) found that students using ChatGPT produce more creative, well-structured, and higher-quality assignments.

However, one of the knowledge items—related to the frequency of using ChatGPT to complete academic tasks—recorded a moderate mean score. This indicates that despite high awareness and positive perception, actual usage may be influenced by factors such as academic policies, internet access, or the nature of individual assignments. Xia (2020) suggested that structured pedagogical approaches and proper integration strategies are necessary for maximizing the potential of AI tools like ChatGPT in education.

Future research should focus on evaluating the long-term effects of ChatGPT usage on academic performance, particularly in promoting critical thinking and higher-order cognitive skills. Usability studies that examine the platform's accessibility and adaptability across various learning environments could provide further insight into its role in improving student learning outcomes.

In conclusion, the findings of this study indicate that students at Widad University College have both a strong knowledge of and a positive attitude toward the use of ChatGPT in learning. The tool is valued for its speed, convenience, ease of use, and ability to enhance academic performance. These findings reinforce the growing consensus among researchers that AI tools such as ChatGPT can be effectively integrated into higher education to support teaching and learning (Deng & Yu, 2023; Husnaini & Madhani, 2024).

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