CHAT GPT ARTIFICIAL INTELLIGENCE: PHENOMENOLOGY STUDIES AMONG GENERATION Z STUDENTS

Felisianus Efrem Jelahut
Department Of Communication Studies, University Of Nusa Cendana, Indonesia
felisianus.efrem.jelahut@staf.undana.ac.id

Abstract
The purpose of this study is to find out and explain the phenomenon of using Chat GPT among Generation Z students, including the benefits and advantages of using it. This research is expected to provide a better understanding of the potential for implementing Chat GPT in an academic context and help Generation Z students to use it effectively in their daily activities. The theory used as a basis for this research is the theory of phenomenology. The research method used is qualitative with data collection techniques in the form of interviews, and online questionnaire distribution. The conclusion of this study is that AI Chat GPT has a positive impact as well as greatly assists the learning process of students who are categorized in the Generation Z group. Besides that, Generation Z students who are active users of Information and Communication Technology also have a critical attitude towards the existence of Chat GPT which is they think can potentially harm themselves.
Keywords: Artificial Intelligence, chat GPT, generation Z, student, phenomenology

INTRODUCTION

Artificial Intelligence (AI) has experienced rapid development in recent years. One form of AI that continues to develop is chatbot, which is a computer program designed to communicate with users via chat or text messages. Chatbots can be used in a variety of sectors, such as customer service, marketing, healthcare, and education. In the educational context, the use of chatbots has begun to be applied among students as a tool in dealing with academic challenges. One of the most popular types of chatbots is the GPT (Generative Pre-trained Transformer) Chat, which is a variant of the GPT (Generative Pre-trained Transformer) artificial intelligence model developed by OpenAI. GPT is a language model that uses transformer technology, which has proven effective in producing text that looks like text written by humans. GPTs are trained heavily on text data from the internet, so they have a broad understanding of human language and the ability to produce cohesive and creative texts (Hill-Yardin et al., 2023)

The use of Chat GPT among Generation Z has become an interesting phenomenon in the world of education. Who is Generation Z? Generation Z, or commonly abbreviated as "Gen Z" is the generation born in 1997-2012. They are often referred to as digital natives: from a young age, they are used to using the internet, social networks, and gadgets. This has resulted in a generation that is very good at collecting references from various sources and a generation that can integrate their various experiences. Raised in a world where important themes such as globalization, technology, climate crisis and connectivity have become commonplace, they also have unique perspectives and expectations regarding their careers,

workplace and leaders in their workplace (Schuett, 2019).

Generation Z today is often faced with complex assignments, academic problems that require solving, or time-consuming information searches. The Chat GPT can be a useful tool to help students meet this challenge. With its ability to produce realistic and complex texts, Chat GPT can be used to communicate, ask questions, or discuss with students, provide support in understanding subject matter, answer questions, or provide suggestions in solving academic problems (Liu et al., 2023).

However, the use of Chat GPT among Gen Z also faces challenges and ethical considerations. For example, concerns regarding automation in learning, the authenticity of the resulting text, and the privacy of user data. Therefore, it is necessary to have a deep understanding of the use of Chat GPT in an academic context and its potential benefits and implications for students. The purpose of this study is to find out and explain the phenomenon of using Chat GPT among Generation Z students, including the benefits and advantages of using it. This research is expected to provide a better understanding of the potential for implementing Chat GPT in an academic context and help Generation Z students to use it effectively in their daily activities.

The theory used as a basis for this research is the theory of phenomenology. Phenomenological theory assumes that people actively interpret their experiences and try to understand the world through their personal experiences. The phenomenon that appears is a reflection of reality that cannot stand alone, because it has a meaning that requires further interpretation. The goal of phenomenology, as argued by Husserl, is to study human phenomena without questioning their causes, actual reality, and appearances. Husserl said, "The living world is the basis of meaning forgotten by science." We often interpret life not as it is, but based on certain theories, philosophical reflections, or based on interpretations colored by our interests, life situations, and habits. This study uses phenomenological theory as a basis for the reason, the data obtained in this study is an interpretation of the experiences of students in using Chat GPT (Rodríguez Vázquez et al., 2023) . This experience is a symptom that arises from the communication activities of generation Z students based on Communication and Information Technology, so phenomenology is the most appropriate theory used as the basis for this research.

METHOD

This research uses a qualitative research approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including education. A number of reasons were also put forward which in essence is that qualitative research enriches the results of quantitative research.

Qualitative research is conducted to build knowledge through understanding and discovery. Qualitative research approach is a process of research and understanding based on methods that investigate a social phenomenon and human problems. In this study the researcher makes a complex picture, examines the words, reports detailed views of the respondents and conducts studies in natural situations. Data collection techniques in this study used interview techniques (interviews), questionnaires (questionnaire), observation (observation). According to (Ivsins et al., 2023), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. In this study, questionnaires were administered online to students and female students, who would later be selected based on the criteria of active students, active internet users and aged 18-21 years, so that they could be grouped into Generation Z student groups .

RESULTS AND DISCUSSION
Respondent Data

From the results of data collection, it is known that there were 22 respondents who filled out the online questionnaire, with an age range of 18-21 years in 2023, with details of 4 people aged 18 years, 15 people aged 19 years, 2 people aged 20 and 21 as many as 1 person. This age range strengthens the z generation variable, with the categorization of births from 1997-2012. Graph 1 shows the age range of respondents who filled out the online questionnaire.

Graph 2 shows that 73% of respondents answered that they knew about GPT AI Chat, and 27% of respondents answered that they did not know about GPT AI Chat. From this data it was concluded that most of the respondents knew about GPT AI Chat. Dominated by respondents who know about Chat GPT, other questions can be continued by researchers.

Graph 3 shows that 84% of respondents were greatly helped by the Chat GPT. The respondents stated that they agreed that the Chat GPT helped and facilitated their learning. Besides that, another 16% of respondents stated that their learning process was not helped by the Chat GPT. This supports the statement that the Chat GPT has positive aspects among generation Z students.

Graph 1. Respondent Age

Graph 2. Do you know about Chat…

Graph 3. Does Chat GPT make your…
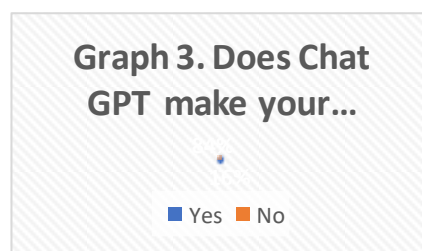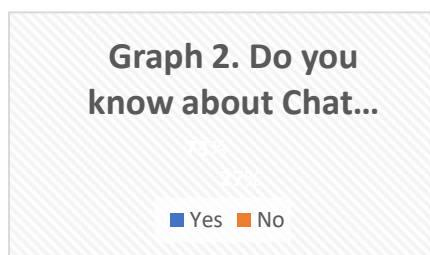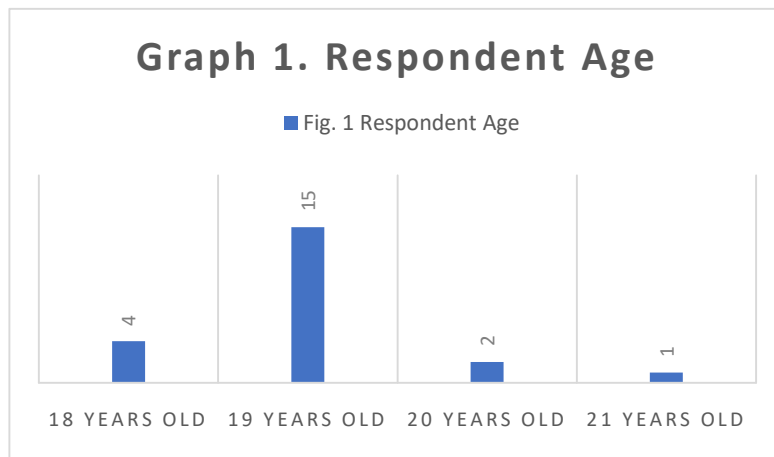
Chat GPT Positive Impact for Gen Z Students

The use of Chat GPT among students can provide various benefits, namely as learning support. Chat GPT can be used as an aid in understanding subject matter. Students can communicate with the Chat GPT to ask questions about difficult concepts, ask for further explanation, or look for examples of real-life applications (Firat, 2023). This can help students overcome difficulties in learning, increase understanding of concepts, and improve their academic performance. Furthermore, namely to help with academic assignments, students often face complex academic tasks, such as writing papers, facing difficult questions, or conducting data analysis. It is supported by port one of the responders:

'Usually I use the Chat GPT for college assignments and thesis title recommendations as well as making an outline of the theme of a paper, besides information related to someone's analysis needs. For example, about case studies in any field, but what I often look for are case studies in the field of political communication.

Chat GPT can be used to assist in conducting research, providing ideas, or providing suggestions in preparing academic assignments. This can help students produce higher quality work and improve their writing and critical thinking skills. The Chat GPT can also be used as a discussion facility and questions and answers between students and the Chat GPT itself, or between students and their colleagues. Students can discuss

concepts, exchange ideas, or help one another in understanding subject matter (George et al., 2023). This can increase collaboration and interaction between students in the learning process. One of the advantages of using Chat GPT is its availability which can be accessed anytime and anywhere. Students can access Chat GPT at flexible times, including outside class hours or outside of lecturer work time. This can make it easy for students to get the help or information they need without being limited by time or location restrictions.

The application of Chat GPT among students has very broad potential. Chat GPT can be used as online academic guidance for students. Students can communicate with the Chat GPT to get advice, suggestions, or guidance in dealing with academic challenges, such as choosing courses, preparing study plans, selecting research topics, or selecting careers. Chat GPT can provide accurate and relevant information to help students make informed decisions regarding their academic progress (Abdullayeva & Musayeva, 2023). College students often face high academic pressure and mental health problems. Chat GPT can be used as a tool in providing emotional support and counseling in dealing with mental health problems. Students can talk to Chat GPT about how they are feeling, seek advice on dealing with stress, anxiety, or depression, or seek information about mental health support services available at their campus. Chat GPT can be used as a tool to provide administrative

information to students, such as class schedules, information about campus facilities, registration procedures, financial information, and so on. Students can easily access the information they need without having to contact campus administration staff or look for information manually.

Critical Phenomena Against Chat GPT

While the use of Chat GPT among college students has great potential, there are several challenges that need to be overcome. Even though AI technology has developed rapidly, Chat GPT still has limitations in producing accurate and relevant output. Sometimes, Chat GPT can give answers that are incorrect or not as expected, which can affect students' understanding of the subject matter or decisions taken. The use of Chat GPT can make students become too dependent on technology in the learning process. Students can lose critical thinking skills and the ability to search for information independently, because they rely on Chat GPT as the main source of information. In addition, excessive dependence on technology can also reduce social interaction and the ability to communicate directly between students and lecturers/academic staff (Dawa et al., n.d.).

The use of Chat GPT among students also raises ethical and privacy issues. Data generated through interaction with Chat GPT, such as conversation history, preferences, and study habits, may be subject to analysis or

decision-making by third parties. Therefore, it is important to maintain the privacy and security of student data when using Chat GPT. Even though the current generation of students grew up with technology, not all students have the same skills in using technology, especially AI technologies such as Chat GPT. Some students may find it uncomfortable or difficult to use Chat GPT, which may reduce the effectiveness of using this technology as an assistive tool. The use of Chat GPT as the main source of information can limit the student learning experience. Students may not have the opportunity to interact directly with lecturers or classmates, or to seek information from a variety of sources. This can reduce the diversity of students' understanding and perspectives in the learning process (Qadir, 2023).

The use of Chat GPT as a tool among students has the potential to improve information accessibility, learning efficiency, and the learning experience. However, there are challenges that need to be addressed, such as over-reliance on technology, ethics and privacy, skillful use of technology, narrowing learning experiences, and AI-driven decision-making. To overcome this challenge, a wise approach to the use of Chat GPT is required. This was confirmed by one of the respondents who stated that:

'Answers that are usually issued by the Chat GPT are valid, appropriate or indeed helpful especially for

students (students) like us but the use of this application must be used wisely and students should not rely too much on one application but also make use of their own brain abilities. This tool can be used by students as a reference which is to increase students' knowledge of words and their analytical power.

Students must understand that the Chat GPT is a tool, not a substitute for the learning process which should involve the active involvement of students, lecturers, and other sources of information. Educational institutions can provide training in the use of Chat GPT and other AI technologies to help students meet these challenges. In addition, it is important to maintain the privacy and security of student data when using Chat GPT and promote critical thinking, independent research, and consultation with verified sources in decision making.

CONCLUSION

Based on the results and discussion above, the researcher concludes that GPT AI Chat has a positive impact as well as greatly assists the learning process of students who are categorized in the Generation Z group. Besides that, Generation Z students who are active users of Communication and Information Technology also have a critical attitude towards the existence Chat GPT which they think can potentially harm themselves.

REFERENCES

Abdullayeva, M., & Musayeva, Z. M. (2023). The Impact of Chat Gpt on Student's Writing Skills: An Exploration of Ai-Assisted Writing Tools. *International Conference of Education, Research and Innovation*, *1*(4), 61–66.

Dawa, T., Dhendup, S., Tashi, S., & Rosso, M. A. (n.d.). *Technology Literacies and Chat GPT: Perspectives on Emerging Technology Adoption in Academic Writing*.

Firat, M. (2023). How chat GPT can transform autodidactic experiences and open education. *Department of Distance Education, Open Education Faculty, Anadolu Unive*.

George, A. S., George, A. S. H., & Martin, A. S. G. (2023). The Environmental Impact of AI: A Case Study of Water Consumption by Chat GPT. *Partners Universal International Innovation Journal*, *1*(2), 97–104.

Hill-Yardin, E. L., Hutchinson, M. R., Laycock, R., & Spencer, S. J. (2023). A Chat (GPT) about the future of scientific publishing. *Brain Behav Immun*, *110*, 152–154.

Ivsins, A., Warnock, A., Small, W., Strike, C., Kerr, T., & Bardwell, G. (2023). A scoping review of qualitative research on barriers and facilitators to the use of supervised consumption services. *International Journal of Drug Policy*, *111*, 103910.

Liu, J., Wang, C., Zhang, T., & Qiao, H. (2023). Delineating the effects of social media marketing activities on Generation Z travel behaviors. *Journal of Travel Research*, *62*(5), 1140–1158.

Qadir, J. (2023). Engineering education in the era of ChatGPT: Promise and pitfalls of generative AI for education. *2023 IEEE Global Engineering Education Conference (EDUCON)*, 1–9.

Rodríguez Vázquez, R., García Díaz, A., Jiménez Fernández, R., & Corral Liria, I. (2023). Exploring tandem breastfeeding motivations via self-determination theory: An interpretative phenomenological study. *Journal of Human Lactation*, 08903344231166910.

Schuett, J. (2019). A legal definition of AI. *ArXiv Preprint ArXiv:1909.01095*.