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Tutors' Paradox on ChatGPT Assistance in English as a Foreign Language Distance Learning Environments

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A B S T R A C T

Distance learning has been one way to provide accessible education across Indonesia's vast geographical area and dense population. However, the emergence of artificial intelligence (AI), particularly ChatGPT with its free access, may have disrupted the reciprocal learning process between the tutor as an online lecturer and the students. This research involved 42 active tutors from the English Education Department at Universitas Terbuka (UT), the only open and distance learning university in Indonesia. With more than 650.000 students, the university relies heavily on online tutorials (Tuton), in which student-tutor interaction has been significantly influenced by the presence of ChatGPT. By gathering data through open and closed-ended questionnaires and analyzing it using a mixed-methods approach, the study revealed a contrast in perspectives among tutors, which the researchers refer to as a 'paradox of perspective'. This condition presents with the fact that the tutors were struggling to identify the AI used, even though they seemed to show they could adjust to the situation. They also questioning the authenticity of students work yet unable to detect the ChatGPT intervention. The finding might imply an urge for a distance learning institution like UT to address the issue. There are two major recommendations from the tutor by having a guideline for ChatGPT usage by the students and training for the tutor in dealing with the AI disruption.

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INTRODUCTION

As an archipelagic nation, Indonesia is either blessed or burdened by its vast territory and large population. With a geographical area stretching across 1,904,569 km², Indonesia is the largest country composed entirely of islands (Online, 2024). Despite the fact that education is key to national advancement, Indonesia faces inherent challenges in providing accessible learning opportunities. One solution is the development of a distance learning ecosystem. Distance learning is an educational approach that focuses on the use of technology to deliver individualized instruction (Bušelić, 2017). To address this challenge, Indonesia established its one and only dedicated distance learning university, Universitas Terbuka (UT), a public university with a mandate to make education accessible to all. UT offers at least three types of learning processes: webinar tutorials (tuweb), face-to-face tutorials (TTM), and the most commonly conducted, online tutorials (tuton).

Over time, the system has successfully addressed geographical barriers, providing open learning opportunities to over 650,000 students, with representatives in more than 40 countries (Universitas Terbuka, 2025). In tuton, where instruction occurs between an assigned professional tutor and students, an asynchronous learning process takes place. The tutor facilitates discussions, provides feedback, and evaluates the learning process, including grading the designated assignments. However, the emergence of artificial intelligence may significantly alter this ecosystem. Distance learning platforms like tuton are not without

shortcomings. While they deliver learning in terms of frequency and quantity to remote learners, they often overlook the importance of interaction which is a crucial element commonly used to assess the learning process. Zb et al., (2021) noted that the primary goal of distance learning has been to produce and distribute learning materials as quickly as possible, often with little attention to the lack of interactive discussion between students and teachers.

In the last few years, artificial intelligence (AI), especially generative AI like ChatGPT, has become more and more popular in education. People frequently think of AI as a way to make learning more personal, automate feedback, and make it easier to get information (Qadir, 2023). Research indicates that AI systems can achieve performance levels akin to those of human learners across multiple fields, such as medical and business education (Terwiesch, 2023; TH et al., 2023). These advancements indicate that AI serves not merely as a supportive instrument but also as a disruptive element that could transform conventional educational methodologies.

Korolkov et al., (2020) found that the major downside of distance learning is the absence of social interaction among educational participants. The tutor, acting as a lecturer, provides students with information, stimulates their curiosity, and encourages autonomous exploration. Most of this is achieved through carefully crafted questions prepared by the tutor or the university team. As a result, the learning process takes place, and students acquire knowledge. However, the presence of third-party tools like ChatGPT, an artificial intelligence (AI) product, may disrupt this process. ChatGPT is a conversational large language model (LLM) that uses artificial intelligence to maintain a conversational tone while preserving a consistent persona or identity (Qadir, 2023).. Its use allows students to bypass the intended learning process by letting the AI answer the questions on their behalf.

Students may lose valuable learning opportunities, especially given that tutors are limited in their ability to interact with students physically. They cannot effectively monitor whether students are cheating; in fact, they might not even be aware that such misconduct has occurred. Abd-Elaal et al., (2022) and Köbis & Mossink (2021) stated that these tools are so advanced in generating detailed, fluent, and natural-sounding text that it is becoming increasingly difficult for faculty members to distinguish between AI-generated and human-written content. For UT, this presents a significant challenge that must be addressed, as it will shape future policies related to the distance learning ecosystem. Stakeholders must embrace and adapt to this development to ensure that learning can continue effectively in the future. Tutors and the primary agents interacting directly with students, are in a unique position, not only to detect but also to respond to the use of ChatGPT during the learning process. This situation calls for research that explores tutors' perspectives. Thus, the guiding question of this study is: "How do English as a Foreign Language (EFL) tutors react to the disruption caused by ChatGPT in distance learning environments?"

A considerable amount of concern has been raised with the rise of AI, particularly in the education sector. Perkins et al., (2023) noted that as educators and learners begin to familiarize themselves with the challenges of a post-AI educational environment, existential discussions about the future of assessment and higher education continue among scholars. The reason is simple which is the growing tendency to use tools like ChatGPT or other OpenAI products for fraud and cheating. Cheating has long been an inevitable part of the teaching process; "there is always some student who cheats." However, the problem now lies in its undetectable nature, which undermines and deteriorates the learning process.

Students will not achieve the objectives of learning, and worse, they may become unqualified and dishonest workers after graduation. Previous research has indicated this tendency. Guerrero-Dib et al., (2020) point out that deliberate violations of academic integrity can persist into the workplace after students graduate. Similarly, Bretag, et al. (2019) challenges us to consider the consequences of students who cheat their way to becoming doctors, engineers, and social workers by submitting work that is not their own. As a result, this risk must be taken seriously, and further research is needed to identify viable solutions.

The penetration of ChatGPT was unavoidable. Its capabilities are highly complex and difficult to assess, as it can produce responses that demonstrate human-like intellectual

abilities. Several studies have been conducted to test this assumption. When ChatGPT was subjected to a medical examination, the results suggested that LLM, such as ChatGPT, could support clinical decision-making and medical education (TH et al., 2023). Terwiesch (2023), from the University of Pennsylvania, detailed ChatGPT's performance on an MBA final exam, showing that it performed exceptionally well in areas such as process analysis and operations management. Finally, according to de Winter (2024), when ChatGPT was used to complete an English comprehension test in the Netherlands, its performance was comparable to that of the average Dutch student.

With all its capabilities, ChatGPT may not only disrupt but also endanger the educational process. However, there is currently no clear policy or regulation in place to prevent this wave. Institutions, represented in this case by lecturers, often find themselves divided where some people are optimistic, while others remain skeptical. Saputra & Hidayati (2023) implicitly highlighted this divide. Some lecturers believe that Ch atGPT can enhance the quality of learning when used in conjunction with critical thinking and professional integrity. However, others are concerned that the convenience offered by ChatGPT could undermine humanistic values and weaken the critical thinking skills of both lecturers and students. This division is echoed in the findings of Guo & Lee (2023), which, although presenting lecturers' perspectives on the use of ChatGPT, indicate that while some appreciate its features, a majority (65.5%) hold a negative view, particularly due to concerns about plagiarism.

Despite the fact that previous research has explored lecturers' perspectives on the use of ChatGPT, it does not specifically address the issues within distance learning. ChatGPT can influence and disrupt this mode of learning without being detected by either lecturers or institutional systems. A study by Kovari (2024) found that some educators have implemented oral exams and case studies to prevent the misuse of ChatGPT. They also emphasized fostering the mindset that the goal of learning is to acquire knowledge and develop analytical skills, encouraging students to use ChatGPT responsibly. However, oral examinations are rarely feasible in distance learning due to its asynchronous nature. Moreover, ChatGPT's generative capabilities can also be used to complete case study assignments. Previous research has rarely focused on how distance learning institutions, particularly those operating fully online, and their lecturers are adapting to the rise of artificial intelligence. This gap is what the present research seeks to address.

METHOD

The participants of this study are 42 tutors of English Education Department, Faculty of Education and Teacher Training. In terms of methodology, this study employs a mixed-methods approach, as it utilizes both qualitative and quantitative data to uncover the research findings. According to Creswell & Poth (2018), mixed methods involve collecting and analyzing both types of data within a single or integrated research framework. The rationale for adopting this approach lies in the richness of the information it provides where each type of data complements and reinforces the other.

This study adopts an explanatory sequential mixed-methods design, in which quantitative data are collected and analyzed in the first phase, followed by qualitative data to explain and elaborate on the quantitative results. This design was chosen because the initial quantitative findings provide a general overview of tutors' responses toward AI-assisted student work, while the subsequent qualitative phase allows for deeper exploration of tutors' experiences, interpretations, and underlying reasoning. Therefore, the qualitative data serve to clarify and enrich the patterns identified in the quantitative phase, making the overall analysis more comprehensive and contextually grounded.

Within the framework of a case study, the mixed-methods approach involves two stages of research. The first stage is quantitative analysis, in which data is collected, analyzed, and interpreted. Data collection is conducted through a questionnaire using a Likert scale. According to Landell (1997), this scale categorizes mean scores as follows: 1.00–2.33 as low,

2.34–3.67 as moderate, and 3.68–5.00 as high. After distributing the questionnaire, the researcher compile and analyze the responses. The result of the data then addresses the question: "How do EFL tutors respond to student answers that are assisted by ChatGPT in distance learning environments?"

Following the interpretation of the quantitative data, the study proceeds to the second stage that is qualitative analysis. To further explore the research question, an open-ended questionnaire is administered to the same group of participants. The sampling technique used is purposive sampling which refers to the selection of units based on personal judgment rather than randomization.

FINDINGS AND DISCUSSION

Demographic Overview

The participants in this study represent a diverse demographic background. In terms of domicile, they are categorized into two main groups: those residing in Java and those outside Java (non-Java). This division reflects the geographic distribution of tutors involved in distance learning environments. Regarding gender, the participants include both male and female tutors, ensuring representation from both groups. In terms of age distribution, the participants are grouped into three categories: those under 30 years old, those between 30 and 40 years old, and those over 40. To summarize, the data can be seen as below:

Participants represented a broad demographic, with tutors located in both Java and non-Java regions, an even distribution of male and female respondents, age ranges spanning from under 30 to over 40 years old, and teaching experience varying from less than one year to more than six years.

This age range provides a comprehensive view of varying levels of professional maturity and potential exposure to technology-enhanced teaching methods such as ChatGPT. The length of experience as a tutor also varies: some participants have less than one year of teaching experience, while others fall into the 1 - 3 years and 4 - 6 years categories. Additionally, a portion of the participants has more than six years of experience. However, it is important to emphasize that all tutors involved in the study are professionals. The variation in teaching tenure offers valuable insight into how experience may influence the adoption of and response to AI-assisted learning tools in distance education.

Tutors' Perceptions and Attitude toward ChatGPT

The survey responses from 42 tutors reveal a nuanced and sometimes contradictory stance toward the use of ChatGPT in distance learning environments. It reflects the very paradox at the heart of this study. The first paradox lies in the area of awareness and detection of AI-generated responses. Just over half of the tutors (51.2%) agreed that they could recognize when a student's response was generated with the help of AI, suggesting a growing familiarity with AI-generated language patterns. However, the lack of strong consensus also points to a potential area of uncertainty. This ambiguity is further reflected in the finding that 44.2% of tutors expressed a need for training to distinguish between authentic and AI-assisted responses.

Another emerging issue is the tension between quality and authenticity. Tutors acknowledge that ChatGPT can enhance the linguistic quality of student responses, as indicated by 44.2% of respondents. However, a larger proportion (58.1%) express concern that these improvements may come at the expense of learning authenticity. While AI can enhance surface-level output, it may simultaneously undermine the developmental value of trial, error, and self-correction which is the core components of effective language acquisition.

Table 1. Tutors' Perceptions toward ChatGPT

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I can recognize when a student's answer is generated with AI tools like ChatGPT.	1 (2.3%)	-	-	22 (51.2%)	-
Student answers supported by ChatGPT tend to have higher language quality.	2 (4.7%)	-	-	19 (44.2%)	-
I believe using ChatGPT undermines the authenticity of the learning process.	0 (0%)	-	-	25 (58.1%)	-
I allow students to use ChatGPT as a learning aid.	3 (7%)	-	-	17 (39.5%)	-
AI-assisted responses are difficult to assess fairly.	1 (2.3%)	-	-	19 (44.2%)	-
I am open to the use of AI tools as long as they are used ethically.	0 (0%)	-	-	21 (48.8%)	-
I feel I need training to distinguish between AI-generated and student-generated responses.	2 (4.7%)	-	-	19 (44.2%)	-
Giving feedback on AI-generated responses is more difficult.	1 (2.3%)	-	-	21 (48.8%)	-
I am unsure how to assess work that was partly generated by ChatGPT.	1 (2.3%)	-	-	21 (48.8%)	-
ChatGPT can support learning in online classes under clear guidelines.	0 (0%)	-	-	21 (48.8%)	-
AI tools should be restricted in distance learning.	2 (4.7%)	-	-	19 (44.2%)	-
There should be institutional guidelines for giving feedback on AI-generated responses.	0 (0%)	-	-	28 (65.1%)	-

ChatGPT might function as a learning tool, but its use evokes a sense of cautious openness. The data reflects a generally open attitude among tutors toward AI use, though with clear reservations. Nearly half (48.8%) support the use of AI tools provided they are used ethically, and 39.5% allow students to use ChatGPT as a learning aid. However, this openness is tempered by significant pedagogical concerns which is particularly around fairness in evaluation. For instance, 44.2% of tutors believe AI-assisted responses are difficult to assess fairly, and 48.8% report uncertainty in evaluating hybrid responses that combine student effort with AI-generated input. This uncertainty stems from a central issue that is the difficulty tutors face in detecting AI usage and in adapting fair assessment methods accordingly.

Table 2. Tutors' Attitude toward ChatGPT

Statement	Positive Attitude	Negative Attitude
Using ChatGPT undermines authenticity	-	35 (81.4%)
Allow students to use ChatGPT	21 (48.8%)	-
AI-assisted responses are hard to assess fairly	-	34 (79.1%)
AI tools should be restricted to ensure integrity	-	25 (58.2%)
AI tools like ChatGPT can be integrated into learning strategies	35 (81.4%)	-

The feedback challenge remains a persistent concern among tutors. AI-generated responses introduce new complications in feedback practices. Nearly half of the tutors (48.8%) report that providing feedback on AI-generated content is more difficult than responding to student-generated work. This challenge raises important questions about the transparency of the learning process which shows a core principle of formative assessment. When the line between human and machine authorship becomes blurred, the purpose and direction of feedback are also obscured. This issue may be addressed through institutional efforts to establish clearer guidelines and frameworks to support educators in responding more effectively.

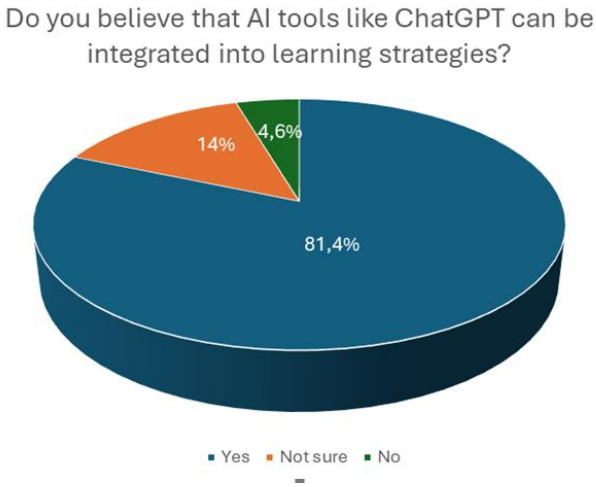

Figure 1

The institutional role is critical and must take an active stance, especially given the scale and potential impact of AI usage across educational settings. The result from the data is that 65.1% of tutors are calling for institutional guidelines on how to handle AI-generated content. This reflects a collective demand for structure and support. While tutors are making efforts to adapt individually, it is evident that they need institutional backing to navigate the ethical and pedagogical uncertainties posed by AI in distance learning. The question remains: do institutions have the "recipe" to respond effectively?

The absence of a firm institutional stance on the rise of disruptive artificial intelligence in the teaching and learning process has created a fragile foundation for tutors. While 48.8% of tutors agree that students should be allowed to use ChatGPT, 58.2% believe that AI tools should be restricted to preserve academic integrity. This reveals a significant tension: tutors find themselves at the crossroads of technological progress and ethical responsibility. AI tools like ChatGPT may offer undeniable benefits, yet their unregulated use risks undermining fundamental principles of learning. This tension reflects a deeper conflict between maintaining rigorous academic standards and embracing innovation. It is a conflict that must be addressed through clear policy, thoughtful pedagogy, and collaborative efforts between educators and institutions.

Interestingly, when asked directly whether AI tools like ChatGPT can be integrated into learning strategies, a strong majority of respondents, which are 81.4%, answered "Yes," as shown in the pie chart. This optimistic figure underscores a key insight: despite existing concerns and limitations, there is a genuine belief among tutors that AI can be harnessed to support teaching and learning if used wisely. Only a small portion, that is around 4.6% who rejected this possibility, while 14% remained unsure. This suggests that the challenge ahead is not in convincing educators of AI's potential, but in providing them with the necessary guidance, training, and policy frameworks to ensure its use aligns with ethical and educational standards. Therefore, institutional involvement becomes crucial, not only to address emerging issues but also to help tutors move beyond paradoxical positions.

In accordance with the quantitative findings, the qualitative analysis using NVivo reveals a similar pattern. The unstable or paradoxical attitudes expressed by tutors may stem from a lack of preparedness for the disruption caused by AI. This lack of preparation is also reflected in their underlying mixed or conditional statements.

Table 3. Attitudes toward AI Use in EFL Education

Question	Positive Attitude	Negative Attitude	Mixed or Conditional	Paradoxical Position?
1. Do AI-generated answers reflect students' true ability?	Yes	No – makes students lazy, doesn't reflect true ability	–	Yes
2. Should AI be allowed in online EFL education?	Yes, allowed with freedom to explore ideas	–	Guided use, with rules and limits	No
3. Is AI a dilemma or support in distance learning?	Support, especially with regulation	Dilemma – misuse, laziness, hard to control	Depends on student responsibility and how it's used	Yes
4. How do you feel when students use AI?	Helpful, students are digitally updated	Sad, disappointed, worried, annoyed	Okay if paraphrased, humanized, and checked	Yes
5. Can ChatGPT support learning?	Yes, helps with ideas, writing, confidence	–	Only if used responsibly, with clear guidelines	No
6. Role of teacher feedback when AI is used?	Important for guidance, ethics, improvement	Hard to manage for large classes	Teachers should adapt and give detailed feedback	Yes

The primary outlooks of the tutors reveal a significant paradox in attitudes toward the use of AI, particularly ChatGPT, in online education. While many tutors acknowledge the benefits of AI, such as helping students generate ideas, build writing confidence, and access instant support, they simultaneously express deep concerns about misuse, overdependence, and the erosion of genuine student learning. This dual recognition highlights the tension between embracing innovation and safeguarding academic integrity. On one hand, tutors welcome AI as a supportive tool, on the other, they worry it may replace critical thinking or conceal students' actual abilities.

This paradox becomes most evident in how tutors position themselves regarding AI regulation. Few support to ban ChatGPT entirely; instead, the dominant stance is conditional acceptance where AI should be permitted, but with clear guidance. Tutors believe that students need rules, ethical standards, and structured support to use AI responsibly. This position largely stems from tutors' limited understanding of the technology and the absence of clear institutional guidelines. This is especially true in distance learning, where tutors feel that AI both enhances engagement and creates dilemmas, as student use is more difficult to monitor. These conditions reveal tutors' uncertainty: they cannot ignore AI's potential benefits, yet they fear that its unregulated use may undermine learning outcomes.

Finally, this highlights a transitional moment in education. Tutors are not strictly for or against AI, but they occupy an unseen space to advocating for thoughtful integration. Their paradoxical stance reflects a practical reality where they must adapt to technological shifts while continuing to endorse the core pedagogical values such as effort, comprehension, and original thought. However, they have yet to find an effective way to assess or manage the uncontrollable disruption posed by AI, which leaves them in a consistently divided position. Tutors are likely to maintain both negative and positive attitudes, but some will reject AI use, while others will cautiously accept it, always with careful consideration and concern.

CONCLUSIONS

This study concludes that digital pedagogy is undergoing a significant transition, particularly in distance English as a Foreign Language education, where artificial intelligence tools such as ChatGPT are reshaping teaching and assessment practices. While tutors acknowledge the benefits of artificial intelligence in supporting language learning, they also express concerns about reduced authentic learning and difficulties in evaluating students' true abilities. The findings reveal that tutors operate under uncertain conditions with limited institutional guidance, increasing challenges related to fairness, academic integrity, and meaningful assessment. This study shifts the focus from students to tutors' lived experiences,

highlighting pedagogical and ethical complexities, especially in fully distance learning contexts with limited interaction and supervision. It emphasizes that artificial intelligence integration should not be viewed as acceptance or rejection, but as a gradual and collaborative process requiring clear institutional policies, ethical frameworks, and professional development. Ultimately, effective integration depends on building trust, strengthening educator capacity, and fostering a balanced ecosystem where human judgment and artificial intelligence coexist productively.

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