


English Major Students' Perceptions of Ethical Use of ChatGPT in Academic Learning

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A B S T R A C T

The integration of artificial intelligence tools such as ChatGPT has increasingly influenced academic learning in higher education. While previous studies highlight ChatGPT's usefulness in supporting students' academic tasks, limited research has examined students' ethical awareness when using AI tools in academic contexts. This study aims to investigate English major students' perceptions of the ethical use of ChatGPT in academic learning. A descriptive quantitative design was employed using a questionnaire distributed to 23 English major students. The data were analyzed using percentages and mean scores to examine students' perceptions of ChatGPT's usefulness, ease of use, and ethical considerations. The findings indicate that students generally perceive ChatGPT as a helpful learning tool that supports idea, comprehension of academic materials, and task completion. However, students also demonstrate awareness of the importance of verifying AI-generated information and maintaining originality. The study concludes that ChatGPT can support academic learning when used responsibly and ethically.

Keywords: *ChatGPT, Academic Learning, Ethical Use, Student Perceptions*

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INTRODUCTION

The rapid development of digital technologies has significantly transformed educational practices by influencing how students' access, process, and construct knowledge. In recent years, the emergence of artificial intelligence (AI) has accelerated this transformation in higher education by reshaping learning environments and academic engagement. AI technologies have evolved from simple rule-based systems into advanced systems capable of performing tasks that require human-like cognitive abilities such as reasoning, language processing, and decision-making (Chen et al., 2022). In educational contexts, AI has been integrated into various systems, including learning management platforms, automated assessment tools, and adaptive learning environments. These developments reflect a broader shift in educational practices where technology is no longer viewed merely as a supplementary tool but as an essential component of modern learning ecosystems (Adel et al., 2024). Consequently, AI-driven technologies increasingly influence how students interact with information, complete academic tasks, and construct knowledge in higher education.

Among the recent developments in AI technologies, generative artificial intelligence has attracted substantial attention in educational contexts. One of the most widely used generative AI tools is ChatGPT, a large language model designed to generate human-like responses and assist users in producing written content across various domains. In higher education, ChatGPT has become increasingly popular due to its accessibility, conversational interface, and ability to support various academic activities (Liladhar Rane et al., 2024; Sila et al., 2023; Uppal & Hajian, 2025). Students often use ChatGPT to clarify complex concepts, generate

ideas, summarize academic materials, and receive instant feedback during learning activities (Chen et al., 2022). Previous studies indicate that students perceive ChatGPT as a useful tool for improving efficiency, enhancing understanding, and supporting academic performance (Ngo, 2023; Tuhuteru et al., 2023). As a result, the growing adoption of ChatGPT reflects a broader trend of AI-assisted learning practices in contemporary university settings.

The adoption of technological tools such as ChatGPT can be explained through the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and perceived ease of use as key determinants of technology acceptance (Davis, 1989). Perceived usefulness refers to the extent to which individuals believe that using a system enhances their performance, while perceived ease of use refers to how effortless the system is to operate. Several studies have shown that students are more likely to adopt ChatGPT when they perceive it as beneficial and easy to use (Afzaal et al., 2025; Tran, 2025). In English education contexts, students report that ChatGPT supports idea development, language learning, and understanding complex materials (Alifiah, 2025; Khzouz et al., 2024; Mariafif & Suwartono, 2024). These findings suggest that perceptions of usefulness and ease of use play an important role in shaping students' engagement with AI technologies in academic learning environments.

Despite the potential benefits of ChatGPT, its increasing use in academic contexts has raised several ethical concerns. The ability of AI systems to generate coherent and contextually appropriate text has sparked debates regarding academic integrity, originality, and authorship in academic work (Liladhar Rane et al., 2024; Shafqat & Amjad, 2024). Scholars argue that unregulated use of AI tools may blur the boundaries between assistance and substitution, potentially undermining students' critical thinking and independent learning processes (Bin-Nashwan et al., 2023; Sullivan et al., 2023). Furthermore, excessive reliance on AI-generated content may weaken analytical reasoning and contribute to the spread of misinformation if the outputs are not critically evaluated (Almanea, 2024; Mhlanga, 2023; Zhou et al., 2024). These concerns highlight the importance of ethical awareness when integrating AI technologies into academic learning.

Ethical considerations in the use of ChatGPT also extend beyond plagiarism and authorship issues. Scholars emphasize that responsible use of AI tools requires students to demonstrate ethical awareness, critical evaluation skills, and accountability in their academic practices (Huallpa et al., 2023; Laili et al., 2025). In addition, concerns related to privacy, transparency, and unequal access to AI technologies have also been discussed in recent literature (Fan, 2024; Vargas-Murillo et al., 2023). These issues suggest that the integration of AI tools in education must be accompanied by ethical guidelines and responsible learning practices. Consequently, students often experience a tension between the convenience provided by AI technologies and the responsibility to maintain academic integrity in their learning processes.

Although previous studies have explored the benefits and challenges of ChatGPT in higher education, several research gaps remain. Existing research tends to focus either on the technological advantages of ChatGPT or on its ethical challenges separately. Moreover, limited studies have specifically examined how English major students perceive the usefulness, ease of use, and ethical considerations of ChatGPT in academic learning contexts. As students who engage intensively with language-based academic tasks, English major students are expected to demonstrate high levels of originality, linguistic precision, and critical analysis. Therefore, understanding their perceptions of ChatGPT is important for ensuring responsible AI integration in language learning environments.

Addressing this gap, the present study investigates English major students' perceptions of the ethical use of ChatGPT in academic learning. Specifically, the study explores students' perceptions of the usefulness and ease of use of ChatGPT, as well as their awareness of ethical considerations when using AI tools for academic purposes. By integrating perspectives from the Technology Acceptance Model and ethical considerations in educational technology, this study aims to provide insights into how students balance technological convenience with academic responsibility. The findings are expected to contribute to discussions on responsible

AI integration in higher education and support the development of ethical learning practices in AI-assisted academic environments.

METHOD

This study employed a descriptive quantitative research design to investigate English major students' perceptions of the ethical use of ChatGPT in academic learning. Descriptive quantitative research is appropriate for examining students' attitudes and perceptions toward educational technologies by identifying patterns in their responses without manipulating variables (Creswell, 2009). The study focuses on exploring how students perceive the usefulness and ease of use of ChatGPT as well as their ethical awareness when using AI tools in academic contexts. The research framework is informed by the Technology Acceptance Model (TAM) proposed by (Davis, 1989), which explains technology adoption based on users' perceptions of usefulness and ease of use. In this study, TAM is used to understand how these perceptions influence students' engagement with ChatGPT while also considering ethical aspects related to its use in academic learning.

Respondents

The respondents in this study were 23 eighth-semester students from the English Education Department at Universitas Negeri Semarang. The participants were selected using purposive sampling to ensure that all respondents had prior experience using ChatGPT for academic purposes. Eighth-semester students were chosen because they have completed most of their coursework and possess extensive experience in academic learning activities. They were all active students at this institution who were in the age bracket of 21 to 22 years old. As senior students, they are expected to demonstrate greater awareness of academic integrity, ethical considerations, and responsible use in academic learning contexts, making them suitable participants for examining perceptions of the ethical use of ChatGPT in higher education.

Instruments

The primary instrument used in this study was a structured questionnaire designed to measure students' perceptions of ChatGPT in academic learning. The questionnaire consisted of 20 close-ended statements measured using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). The statements were developed based on the Technology Acceptance Model (TAM), with particular focus on three main aspects: perceived usefulness, perceived ease of use, and ethical considerations and responsibility in using ChatGPT. The perceived usefulness items examined how ChatGPT supports academic tasks, such as idea generation and understanding academic materials. The perceived ease of use items explored students' experiences in learning, task efficiency, and operating ChatGPT for academic purposes. Meanwhile, the ethical perception items investigated students' awareness of academic integrity, originality, and responsible use when utilizing AI-generated content.

To complement the questionnaire data, semi-structured interviews were also conducted with selected participants. The interview consisted of several open-ended questions aimed at exploring students' experiences, ethical awareness, and strategies for maintaining originality when using ChatGPT in academic learning. These interviews were intended to provide deeper insights and contextual explanations of students' perceptions toward the ethical use of AI tools.

Procedures

The data collection process was conducted in several stages. First, the researcher informed the participants about the purpose of the study and obtained their consent to participate voluntarily in the research. After receiving their agreement, the questionnaire was distributed online using Google Forms to facilitate efficient data collection. The close-ended questionnaire with 20 Likert-scale items was distributed through Google Forms, while follow-up interviews with selected participants were conducted online via Zoom. Participants were asked to respond to all questionnaire statements based on their experiences in using ChatGPT for academic purposes. The online format allowed participants to complete the questionnaire

at their convenience. After all questionnaire responses were collected, the researcher reviewed the data to ensure completeness. Several respondents who were willing to provide additional insights were then invited to participate in follow-up interviews conducted online via Zoom. The interviews were conducted to gain a deeper understanding of students' perceptions and ethical considerations regarding the use of ChatGPT in academic learning. All interview responses were recorded with participants' consent and later transcribed for analysis.

Data analysis

The quantitative data obtained from the close-ended questionnaire were analyzed using descriptive techniques. The analysis involved calculating frequencies, percentages, and mean scores for each questionnaire item to describe students' perceptions of the usefulness, ease of use, and ethical considerations of ChatGPT. These statistical measures helped identify general trends and patterns in students' responses. In addition, qualitative data obtained from the interviews were analyzed using thematic analysis. Students' responses were categorized into several themes related to the three main aspects of the study, namely perceived usefulness, perceived ease of use, and ethical considerations. The qualitative findings were used to support and enrich the quantitative results by providing deeper explanations of students' experiences and perceptions regarding the ethical use of ChatGPT in academic learning.

FINDINGS AND DISCUSSION

The findings and discussion sections present the results based on the objectives of this study, which investigate English major students' perceptions of the ethical use of ChatGPT in academic learning. The data were collected through close-ended questionnaires and supported by semi-structured interviews with selected participants. The results from the close-ended questionnaire are presented through percentages and mean scores, while the interview responses are used to support the interpretation of quantitative findings. The results are organized into three major headings, which include 'Perceived Usefulness of ChatGPT in Academic Learning,' 'Perceived Ease of Use of ChatGPT,' and 'Ethical Perceptions and Responsible Use of ChatGPT.'

Perceived Usefulness of ChatGPT in Academic Learning

The first theme explores students' perceptions of the usefulness of ChatGPT in supporting their academic learning. The results are presented in Table 1.

Table 1. Perceived Usefulness of ChatGPT in Academic Learning

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	ChatGPT improves the quality of my academic tasks	26.1	47.8	8.7	8.7	8.7	3.74
2	ChatGPT assists me in understanding complex academic materials	34.8	47.8	4.3	13.0	0	4.04
3	ChatGPT helps me generate ideas for academic tasks	34.8	52.2	4.3	4.3	4.3	4.09
4	ChatGPT supports my learning process in English-related courses	26.1	39.1	30.4	0	4.3	3.83
5	ChatGPT makes academic tasks easier to complete	34.8	39.1	17.4	8.7	0	4.00

As shown in Table 1, all statements related to the usefulness of ChatGPT received mean scores above 3.70, indicating that students generally have positive perceptions regarding the usefulness of ChatGPT in academic learning. Among the five statements, the item "ChatGPT helps me generate ideas for academic tasks" received the highest mean score (M = 4.09). This finding suggests that students frequently use ChatGPT as a brainstorming tool when working on academic assignments. Similarly, the statement "ChatGPT assists me in understanding complex academic materials" obtained a high mean score (M = 4.04). This indicates that students perceive ChatGPT as a helpful tool for simplifying difficult concepts and supporting

comprehension during their learning process. These findings support the idea that AI-based tools can facilitate students' understanding and productivity in higher education learning contexts (Khzouz et al., 2024; Tuhuteru et al., 2023). The interview data further support these quantitative findings. One participant explained:

"I find ChatGPT very useful because it helps me understand difficult topics more easily and quickly."

Another participant stated that ChatGPT helps generate ideas and organize academic tasks more clearly. These responses indicate that ChatGPT functions as a learning support tool rather than a replacement for students' own work. Moreover, the results demonstrate that ChatGPT is perceived not only as a productivity tool but also as a learning facilitator that supports independent learning. Students can access explanations, examples, and clarifications instantly, which encourages self-directed learning practices. This aligns with previous research suggesting that AI-powered tools can enhance students' learning autonomy and engagement when used as supportive educational technologies (Klimova & de Campos, 2024; Ngo, 2023).

Perceived Ease of Use of ChatGPT

The second theme focuses on students' perceptions regarding how easy ChatGPT is to use in academic learning. The results are presented in Table 2.

Table 2. Perceived Ease of Use of ChatGPT

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
6	ChatGPT is easy to use for academic purposes	39.1	34.8	17.4	4.3	4.3	4.00
7	ChatGPT is easy to use without needing special technical skills	30.4	34.8	21.7	8.7	4.3	3.78
8	I can quickly learn how to use ChatGPT effectively for academic learning	30.4	47.8	17.4	0	4.3	4.00
9	Using ChatGPT for academic activities requires little effort	30.4	30.4	21.7	13.0	4.3	3.70
10	ChatGPT is easy to navigate and operate	34.8	39.1	13.0	8.7	4.3	3.91

Based on Table 2, students generally perceive ChatGPT as easy to use in academic learning. The statements "ChatGPT is easy to use for academic purposes" and "I can quickly learn how to use ChatGPT effectively" both received mean scores of 4.00, indicating that most students feel comfortable using the platform. However, the statement "Using ChatGPT for academic activities requires little effort" obtained the lowest mean score in this category (M = 3.70). This suggests that although ChatGPT is easy to access and operate, effective use still requires effort and critical engagement from students. The interview findings provide further insight into these perceptions. One participant mentioned:

"ChatGPT is easy to use because we can simply type a question and receive an immediate response."

Nevertheless, some participants highlighted that writing effective prompts and verifying the accuracy of AI-generated information can sometimes be challenging. This indicates that while ChatGPT provides a user-friendly interface, students still need to evaluate and refine the information they receive. These results are consistent with the Technology Acceptance Model, which suggests that perceived ease of use significantly influences users' willingness to adopt new technologies (Davis, 1989). When students perceive a system as easy to use, they are more likely to integrate it into their daily learning activities. Previous studies have also shown that students' positive perceptions of ease of use contribute to the increasing adoption of AI-based tools in higher education environments (Afzaal et al., 2025; Tran, 2025).

The third theme focuses on students' ethical awareness and responsible use of ChatGPT in academic learning. The results are presented in Table 3.

Table 3. Ethical Perceptions and Responsible Use of ChatGPT

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
11	I am aware of ethical boundaries when using ChatGPT for academic purposes	39.1	39.1	13.0	4.3	4.3	4.04
12	I sometimes depend on ChatGPT more than I should in academic learning	13.0	39.1	30.4	17.4	0	3.48
13	ChatGPT should be used as a learning support tool rather than a replacement for academic tasks	56.5	21.7	8.7	8.7	4.3	4.17
14	I avoid submitting ChatGPT-generated content as my own academic tasks	43.5	21.7	17.4	13.0	4.3	3.87
15	I feel responsible for maintaining originality when using ChatGPT	34.8	43.5	13.0	4.3	4.3	4.00
16	Academic pressure influences my decision to use ChatGPT	26.1	34.8	17.4	17.4	4.3	3.61
17	Over-reliance on ChatGPT may reduce critical thinking	47.8	39.1	8.7	0	4.3	4.26
18	I review and revise ChatGPT-generated content before using them in my academic tasks	52.2	30.4	4.3	8.7	4.3	4.17
19	I paraphrase ChatGPT responses before using them	39.1	43.5	4.3	4.3	8.7	4.00
20	I consider academic integrity before submitting work	39.1	39.1	13.0	0	8.7	4.00

As presented in Table 3, most statements related to ethical awareness received relatively high mean scores (Mean \geq 4.00). The highest mean score was obtained by the statement "Over-reliance on ChatGPT may decrease students' critical thinking and research skills" (M = 4.26). This indicates that students are aware of the potential risks of excessive dependence on AI tools in academic learning. Students also strongly agreed that ChatGPT should be used as a learning support tool rather than a replacement for academic tasks (M = 4.17). This finding reflects students' awareness of maintaining academic integrity when using AI tools. Similar concerns regarding academic integrity and responsible AI usage in higher education have been highlighted in previous studies (Bin-Nashwan et al., 2023; Sullivan et al., 2023; Zhou et al., 2024). The interview responses further support these findings. One participant explained:

"Using ChatGPT is ethical if it is used as a learning aid, such as for brainstorming or understanding concepts."

Another participant emphasized that submitting AI-generated content without modification would be unethical because it misrepresents students' actual abilities. These responses indicate that students attempt to maintain originality by paraphrasing AI-generated content, verifying information, and integrating their own understanding.

Overall, the results suggest that students generally perceive ChatGPT as a supportive academic learning tool that helps them understand materials, generate ideas, and complete tasks more efficiently. At the same time, students demonstrate a relatively high level of ethical awareness regarding the responsible use of AI technologies in academic contexts. This awareness is important in the context of growing debates about academic integrity in the era of artificial intelligence. Scholars have emphasized that responsible use of AI technologies requires students to maintain critical thinking, evaluate information sources, and ensure originality in their academic work (Mienye & Swart, 2025; Vargas-Murillo et al., 2023). Therefore, the findings of this study suggest that students' ethical awareness plays a crucial

role in ensuring that AI technologies support rather than undermine meaningful learning processes.

CONCLUSIONS

The aim of this study was to investigate English major students' perceptions of the ethical use of ChatGPT in academic learning. The findings indicate that students generally perceive ChatGPT as a beneficial tool that supports their academic learning activities. Students reported that ChatGPT assists them in generating ideas, understanding complex academic materials, and completing academic tasks more efficiently. In addition, the results show that students perceive ChatGPT as relatively easy to use due to its accessible interface and ability to provide quick responses to academic inquiries. Despite these benefits, students also recognized several challenges associated with using ChatGPT. One of the main concerns highlighted by participants relates to the accuracy of AI-generated information. Students acknowledged the importance of verifying information obtained from ChatGPT with reliable academic sources to ensure its validity and relevance for academic purposes. Furthermore, the findings reveal that students demonstrate a relatively high level of ethical awareness regarding the use of ChatGPT in academic learning. Most participants agreed that ChatGPT should function as a supportive learning tool rather than a substitute for students' own work. Students reported that they usually review, revise, and paraphrase AI-generated content before incorporating it into their assignments in order to maintain originality and academic integrity. Overall, this study suggests that ChatGPT can provide meaningful support for students' academic learning when used responsibly. However, the development of ethical awareness and critical evaluation skills remains essential to ensure that the use of artificial intelligence contributes positively to students' learning experiences in higher education.

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