



THE RELATIONSHIP BETWEEN A LEVEL OF UTILIZATION OF AI CHAT GPT AS THE LEARNING MEDIUM AND THE PROVISIONAL ACHIEVEMENT INDEX (IPS) OF PAI UINSA STUDENTS IN SEMESTER 5

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Abstract

The development of artificial intelligence (AI) technology is increasingly influencing the learning process, including in higher education. One AI technology that is widely used by students is ChatGPT, a deep learning-based language model that is capable of providing information, explanations, and feedback quickly and interactively. This study aims to determine the relationship between the level of ChatGPT utilisation as a learning medium and the Provisional Achievement Index (IPS) of students in the Islamic Education Study Programme (PAI) at UIN Sunan Ampel Surabaya (UINSA). The study uses a quantitative approach with a correlational method, involving as the research population. Data were collected through a questionnaire on ChatGPT utilisation and documentation of GPA scores. The results of this study are expected to provide an empirical picture of the extent to which the intensity and quality of ChatGPT usage contribute to students' academic achievement. These findings are expected to serve as a basis for educators and educational institutions in developing effective technology-based learning strategies, particularly in the context of Islamic Education.

Abstrak

Perkembangan teknologi kecerdasan buatan (AI) semakin memengaruhi proses pembelajaran, termasuk di pendidikan tinggi. Salah satu teknologi AI yang banyak digunakan oleh mahasiswa adalah ChatGPT, sebuah model bahasa berbasis pembelajaran mendalam yang mampu memberikan informasi, penjelasan, dan umpan balik dengan cepat dan interaktif. Penelitian ini bertujuan untuk mengetahui hubungan antara tingkat pemanfaatan ChatGPT sebagai media pembelajaran dan Indeks Prestasi Sementara (IPK) mahasiswa Program Studi Pendidikan Agama Islam (PAI) di UIN Sunan Ampel Surabaya (UINSA). Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional, dengan populasi penelitian yang terlibat. Data dikumpulkan melalui kuesioner tentang pemanfaatan ChatGPT dan dokumentasi nilai IPK. Hasil penelitian ini diharapkan dapat memberikan gambaran empiris sejauh mana intensitas dan kualitas penggunaan ChatGPT berkontribusi terhadap prestasi akademik mahasiswa. Temuan ini diharapkan dapat menjadi dasar bagi pendidik dan lembaga pendidikan dalam mengembangkan strategi pembelajaran berbasis teknologi yang efektif, khususnya dalam konteks Pendidikan Agama Islam.

INTRODUCTION

The development of digital technology in the era of the 4.0 industrial revolution and society 5.0 has brought significant changes to the world of education. One of the most influential innovations is the advent of artificial intelligence (AI), which is beginning to be used as a tool to support the teaching and learning process. ChatGPT, an AI product based on natural language processing developed by OpenAI, is one of the technologies that is now widely accessed and utilized by students as an interactive learning medium. This technology makes it easier to understand material, summarize information, find references, and even help generate new ideas quickly and systematically.

Various studies show that the use of ChatGPT can increase learning effectiveness because it is able to provide clear, coherent responses that are tailored to user needs (Asisah et al., 2025). ChatGPT can also increase student independence in learning, as this technology allows them to obtain information without time or place restrictions. However, several studies highlight the potential for students to become overly dependent on ChatGPT, which can reduce their critical thinking skills and self-confidence (Wulan et al., n.d.). Therefore, ChatGPT should be used proportionally as a supporting medium, not a substitute for students' intellectual competencies.

In the context of higher education, particularly the Islamic Education Study Program (PAI), the quality of the learning process greatly influences students' academic achievements. The Provisional Achievement Index (IPS) is one of the important indicators for measuring learning success in a semester. According to Susilo and Arifin, the GPA reflects students' ability to understand lecture material, manage time, and apply effective learning strategies. With the increasing use of AI technology in learning, it is necessary to examine whether the use of ChatGPT has a real relationship with an increase in students' GPA (Susilo & Arifin, 2020).

Fifth-semester PAI students at UINSA are in an academic phase that demands analytical skills, digital literacy, and a deeper mastery of Islamic studies. At this stage, they begin to undertake many research-based academic assignments,

scientific writing, and learning projects. Therefore, the use of ChatGPT as a learning tool may significantly contribute to their academic process, both in understanding the material and in completing their coursework.

So far, research on the relationship between ChatGPT usage and student academic achievement is still limited, especially in the field of Islamic Education. Most previous studies have focused more on the influence of ChatGPT on learning motivation, self-confidence, or students' perceptions of technology (Merentek et al., 2023). However, it is important to know whether the use of ChatGPT has a significant relationship with students' academic achievement, especially in social studies as one of the numerical indicators of learning achievement.

Based on the above description, this study is important to answer the question: Is there a relationship between the level of ChatGPT utilization as a learning medium and the Provisional Achievement Index (IPS) of 5th semester students majoring in Islamic Education at UINSA? The results of this study are expected to contribute theoretically to the study of AI utilization in learning, as well as provide practical input for lecturers, students, and educational institutions in maximizing the appropriate use of technology.

RESEARCH HYPOTHESIS

Based on the background and descriptive findings in the research result tables, the hypothesis proposed is:

H_1 : There is a significant relationship between the level of ChatGPT utilization as a learning medium and the Provisional Achievement Index (IPS) of 5th semester students in the PAI UINSA study program.

H_0 : There is no significant relationship between the level of utilization of ChatGPT as a learning medium and the Provisional Achievement Index (IPS) of 5th semester students in the PAI UINSA study program.

RESEARCH METHOD

Types of research

This study uses a quantitative approach with a correlational method. This method was chosen because the study aims to analyze the relationship between two variables, namely the use of ChatGPT as a learning medium (variable X) and the Provisional Achievement Index (IPS) of students (variable Y). The correlational approach is used to determine the magnitude of the contribution and direction of the relationship between the two variables based on numerical data.

Research location

This research was conducted at the Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University (UINSA) Surabaya. The location was chosen based on the high use of digital technology in the learning process and the relevance of the context of fifth-semester students who intensively use ChatGPT for academic assignments.

Population and Sample

The population of this study was all fifth-semester students of the Islamic Education Study Program (PAI) at UINSA. The sampling technique used was simple random sampling, which is random sampling where each member of the population has an equal chance of becoming a respondent. The research sample consisted of all students who completed the questionnaire, which produced descriptive data presented in the analysis tables (Tables 1-3).

Data Analysis Techniques

Data analysis was conducted in two stages, namely descriptive analysis and inferential analysis.

A. Descriptive Analysis

Descriptive analysis was used to describe the level of ChatGPT utilization, its effect on academic achievement, and student learning behavior trends. Data was calculated using the following percentage formula:

$$\text{Percentage} = \text{Maximum Score} / \text{Achieved Score} \times 100\%$$

The descriptive results show that:

- The use of ChatGPT as a learning medium reached 73%.

- The influence of ChatGPT on academic achievement reached 77%.
- Student learning behavior and independence reached 63%.

This analysis provides an initial picture that the use of ChatGPT is in the fairly high category and has the potential to be related to student academic achievement.

B. Inferential Analysis (Correlation Test)

To test the relationship between ChatGPT usage (X) and students' social studies grades (Y), Pearson's product-moment correlation was used with the following formula:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Pearson's correlation is used because:

- the data for both variables are on an interval scale,
- there are more than two groups of respondents,
- the purpose of the study is to test the relationship (not the difference or direct influence).

Interpretation of r values:

- 0.00–0.19 = very low
- 0.20–0.39 = low
- 0.40–0.59 = moderate
- 0.60–0.79 = strong
- 0.80–1.00 = very strong

To test the significance of the relationship, a t-test is used:

$$t = r \sqrt{\frac{n - 2}{1 - r^2}}$$

The correlation test results will show whether H_1 is accepted or rejected, and describe the extent to which the use of ChatGPT is related to an increase in students' IPS.

RESULTS AND DISCUSSION

A. *ChatGPT as a Learning Medium*

1. Chat GPT as a Learning Medium

In education, students' perceptions of technology influence its use as a learning tool. ChatGPT, as a natural language-based artificial intelligence technology, is capable of interacting like a human and provides various benefits, such as assisting with writing, translation, idea formulation, and providing answers quickly.

ChatGPT is an artificial intelligence technology based on Natural Language Processing (NLP) that is increasingly being used in education. This technology is capable of understanding and responding to text in a manner similar to human conversation. (Khairul Marlin, Ellen Tantrisna, Budi Mardikawati, Retno Anggraini, 2023) ChatGPT can be used to produce scientific papers or even books with prompts formulated in advance using effective techniques. This technology opens up vast opportunities for innovation in education in Indonesia. (Maulana et al., 2023)

In the digital age, ChatGPT plays an important role in supporting learning because it is easily accessible anytime and anywhere. ChatGPT also offers personalized learning, encourages independent learning, and supports the development of critical thinking. With its multilingual capabilities and systematic presentation of information, ChatGPT helps students understand material more easily and contributes positively to improving the quality of learning and academic achievement. (Asisah et al., 2025)

ChatGPT makes an important contribution to supporting the development of the academic world and librarianship through innovative learning approaches. However, the use of ChatGPT needs to be approached wisely because excessive dependence can have an impact on students' self-confidence. If it is used as the main source of information and answers, students have the potential to become less active in the learning process and doubt their own abilities and competencies. (Wulan et al., n.d.)

ChatGPT has advantages and disadvantages. The following are the advantages of Chat GPT:

- a. Chat GPT is capable of providing responses similar to those produced by humans.
- b. Chat GPT is capable of providing feedback to educators and students to improve areas that need improvement, both in terms of grammar and typing errors.
- c. ChatGPT has extensive knowledge that can provide relevant information needed by educators or students.
- d. ChatGPT can help solve problems in detail.
- e. ChatGPT can help educators design creative and innovative learning materials by asking appropriate questions.
 - a. In addition, Chat GPT also has the following shortcomings:
 - b. a. ChatGPT can provide inaccurate or inadequate answers due to limitations in understanding questions or specific learning contexts.
 - c. b. Interaction with ChatGPT is limited to text-based communication, so it cannot form emotional connections like human interactions.
 - d. c. ChatGPT cannot always clearly distinguish between facts and opinions, which means educators must be careful when relying on it for factual and accurate information.
 - e. d. Users need to verify all answers from ChatGPT because they are not always correct, while errors are difficult to identify.
 - f. e. Although ChatGPT can provide assistance and feedback, it cannot replace human interaction, especially between educators and students. Therefore, maintaining a strong relationship between educators and students remains crucial in the learning process. (Merentek et al., 2023)

B. IPS (Provisional Achievement Index)

In academic evaluation at universities, the Semester Achievement Index (IPS) is used as a reference to assess student learning outcomes during a semester. This assessment system is based on learning outcomes that generally take place over 14 lecture sessions and 2 face-to-face exam sessions, covering all courses taken in that semester. The grades obtained by students are then processed to reflect their academic abilities.

The processing of grades by lecturers aims to determine the abilities and potential of students in the courses they teach. This information is used as a basis for guidance so that students' talents can develop optimally, while also helping lecturers understand students' learning styles and academic behavior. Through assessment each semester, students are expected to be able to reflect on themselves and improve their learning strategies, discipline, and mental preparedness for the next semester. (Susilo & Arifin, 2020)

Academic achievement is an ability acquired through the learning process and measured by grades. In higher education, academic achievement is expressed in a Grade Point Average (GPA) that is given each semester. Academic achievement is an important indicator of the quality and quantity of students' knowledge and the results of education achieved. Achievement is assessed through evaluations to determine the level of learning progress, the results of which are formulated in various forms of assessment. (Abdurahman et al., 2024)

According to Permen Ristekdikti No. 44 of 2015 concerning National Standards for Higher Education (2015: 23), the semester grade point average (GPA) is the result of assessing the learning achievements of graduates each semester. The IPS is expressed in a value calculated by multiplying the letter grade for each course taken by the credits for that course and dividing it by the total credits taken in one semester. (Siregar, 2021)

The Semester Achievement Index (IPS) is a measure of learning success in higher education. A high IPS reflects a good understanding of the material and time management, while a low IPS indicates the need for improvement in learning strategies or academic assistance, so that the IPS plays an important role in ensuring academic quality. (Pendidikan et al., 2020)

C. Islamic Religious Education

1. Definition of Islamic Religious Education

Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, appreciate, and believe in the teachings of Islam,

accompanied by guidance to respect followers of other religions in the context of interfaith harmony, thereby realizing national unity and integrity.

Islamic Religious Education serves as the main foundation of character education through the instillation of religious values such as honesty, responsibility, discipline, and social awareness. This learning not only shapes individuals who are faithful and pious, but also encourages moral behavior and noble character in the school and community environment. (Puspitasari et al., n.d.)

Government Regulation of the Republic of Indonesia Number 55 of 2007 stipulates that religious education is to be provided at all levels of education through subjects or lectures. The aim is to provide knowledge, shape attitudes and personalities that are faithful and pious, and equip students with the skills to understand, practice, and apply religious values. (Firmansyah, 2019)

2. Scope of Islamic Religious Education

The scope of Islamic Religious Education (PAI) in public schools includes the Qur'an and Hadith, Aqidah Akhlak, Fiqh, and Islamic Cultural History. PAI aims to achieve a balance in human relationships with Allah SWT, oneself, fellow human beings, as well as the environment and other creatures.

The scope of Islamic Religious Education includes Aqidah, the Qur'an, and Hadith as the basis for shaping the attitudes and behavior of students. Aqidah instills strong beliefs, while the Qur'an and Hadith guide the understanding and practice of Islamic values. The integration of these three elements makes PAI not only focus on religious knowledge, but also serve as a moral and ethical guide in everyday life. (Puspitasari et al., n.d.)

The scope of Islamic Religious Education is adaptive and contextual, making it relevant to various environments and supporting lifelong learning. With an emphasis on Islamic moral and ethical values, PAI shapes students' moral

awareness so that they are able to adapt Islamic teachings to the challenges of the times and apply them consistently in their lives. (Ayatullah, n.d.)

3. The Purpose of Islamic Education

The objective of Islamic Religious Education is to shape students who are pious, ethical, and socially responsible through the instillation of Islamic values. PAI emphasizes not only personal piety, but also social piety, in line with the national education objective of shaping individuals who are faithful, noble, intelligent, and contribute positively to society and the country. (Iryani et al., 2023)

The objectives of PAI, according to experts and regulations in Indonesia, are as follows:

1. PAI has colored the education process in Indonesia.
2. PAI is an educational process with Islamic teachings as the content taught.
3. PAI is taught in schools by professional PAI teachers.
4. PAI aims to educate, guide, and direct students to become Islamic individuals (faithful, obedient, and moral) within the framework of students as individuals, family members, part of society, citizens, and global citizens. (Firmansyah, 2019)

Islamic Religious Education aims to meet the developmental needs of students by providing a foundation of values, role models, and moral guidance. Through integrative learning, PAI equips students with Islamic values as guidelines for attitudes and actions, enabling them to face the challenges of modern life without losing their moral and spiritual orientation. (Yeniyol, 2022) Islamic Religious Education aims to instill the values of monotheism, justice, sincerity, responsibility, and virtue in accordance with human nature as servants and caliphs of Allah. Through the internalization of these values, PAI shapes students who have balanced spiritual and social piety and are able to behave ethically and responsibly in life. (Fajri, 2022)

D. The Relationship Between the Use of AI ChatGPT and Students' GPA (Grade Point Average)

Table 1 Utilization of ChatGPT as a Learning Medium

No	Indicator	Frekuensi		
		Skor	Amount	Percentase
				Maximum
1.	Using ChatGPT to help understand PAI lecture material.	58	75	77%
2.	ChatGPT makes it easier for me to find simpler explanations of lecture material.	61	75	81%
3.	Using ChatGPT to help complete college assignments.	60	75	80%
4.	ChatGPT helps me find additional references related to the courses I am studying.	52	75	69%
5.	ChatGPT improves my learning efficiency.	56	75	74%
6.	ChatGPT helps me when I have difficulty understanding certain theories or concepts.	54	75	72%
7.	I often use ChatGPT as a companion for independent learning at home.	43	75	57%
		Total	384	525
				510%
				Total Percentage
				73%

Based on the analysis results in Table 1, it can be seen that students have a high level of ChatGPT utilization as a learning medium, with a total percentage of 73%. The indicator with the highest percentage is ChatGPT's ease in providing simple explanations related to lecture material, namely 81%, indicating that students feel this application is very helpful in understanding complex PAI concepts. In addition, ChatGPT's support in completing college assignments also scored high (80%), illustrating that students view ChatGPT as a quick and relevant reference source. Furthermore, the use of ChatGPT to understand material and improve learning efficiency was also relatively high, with a percentage of 74%–77%, indicating that this application plays a significant role in the daily learning process. However, the indicator of utilization as a companion for independent learning at home received the lowest percentage of 57%, indicating that some students have not yet fully incorporated ChatGPT into their independent learning routines. Overall, these findings show that ChatGPT functions as an effective learning tool, although the frequency of its use still varies between indicators.

Table 2 Effect of ChatGPT Utilization on IP

No	Indicator	Frekuensi		
		Skor	Amount	Percentase
		Maximum		
1.	Using ChatGPT helped me get better grades on my assignments.	75	75	100%
2.	ChatGPT helped me understand the material, which helped me improve my midterm and final exam scores.	52	75	69%
3.	Using ChatGPT contributed to an increase	54	75	72%

in my GPA in the previous semester.

		48	75	64%
4. I feel more confident facing exams after learning to use ChatGPT.				
		61	75	81%
5. ChatGPT makes my learning process more structured and has an impact on my academic results.				
	Total	290	375	986%
	Total Percentage			77%

The results in Table 2 show that the use of ChatGPT has a positive effect on students' academic achievement, with a total average percentage of 77%. The indicator with the highest percentage is an increase in assignment scores, reaching 100%, which confirms that all students acknowledge ChatGPT's contribution in helping them achieve better assignment results. In addition, ChatGPT's influence in improving material comprehension, which impacts midterm/final exam scores, is also quite strong at 69%, while its contribution to GPA improvement in the previous semester reached 72%, indicating that most students feel a tangible academic impact. Confidence in facing exams after studying using ChatGPT reached 64%, indicating that this application not only helps with cognitive aspects but also with students' psychological readiness. Furthermore, the use of ChatGPT to make the learning process more structured reached 81%, showing that this application encourages a more systematic learning pattern. Overall, the data confirms that the use of ChatGPT has a strong and constructive influence on improving students' academic performance.

Table 3 Learning Behavior and Independence

No	Indicator	Skor	Frekuensi	
			Amount	Percentase

		Maximum
1.	I tend to wait for answers from ChatGPT rather than looking for solutions myself or other learning resources.	53 75 70%
2.	I feel that there is no need to read books or other references when ChatGPT already provides the answers.	46 75 61%
3.	I feel insecure if I have to answer assignments without using ChatGPT.	44 75 58%
		Total 143 225 189%
	Total Percentage	63%

Table 3 shows that the use of ChatGPT also has certain implications for student learning behavior and independence, with an average percentage of 63%. The first indicator, namely the tendency of students to wait for answers from ChatGPT rather than looking for other learning resources, reached 70%, indicating that dependence on the application is quite high. In addition, 61% of students felt that there was no need to read books or other references when they had already obtained answers from ChatGPT, indicating a decline in interest in exploring alternative learning resources. Meanwhile, a lack of confidence when completing assignments without ChatGPT assistance reached 58%, illustrating that some students are beginning to experience a decline in academic independence. Overall, this pattern shows that while ChatGPT offers many benefits, there is a tendency for dependency to emerge, which can hinder independent learning abilities if not balanced with the use of other learning resources.

Our research findings indicate that the level of ChatGPT usage as a learning tool is high. Students use it to clarify their understanding of lecture material, complete assignments, obtain additional references, and help them understand concepts that are considered difficult. (Widodo et al., 2025) The high usage of ChatGPT shows that it is a learning support system that aids students' cognitive processes. Technologies such as ChatGPT can function as tools to help students process information better and reduce their cognitive load, as well as provide more structured and clear explanations. This improves students' readiness to complete assignments and exams by facilitating access to the materials they need. (Cahyanto & Zulkarnain, 2024)

Students' perceptions of how the use of ChatGPT affects their academic performance also show positive results. Students believe that using ChatGPT improves their assignment grades, enhances their understanding of midterm and final exam material, boosts their confidence, and facilitates their learning process. ChatGPT is very helpful for students in achieving their academic performance. These findings are in line with the concept of Technology-Enhanced Learning, which states that the appropriate use of technology can improve the learning process and ultimately contribute to improved academic outcomes, including students' Grade Point Average (GPA). (Salmi & Setiyanti, 2023)

However, the relationship between ChatGPT and improved academic performance is not direct. Instead, it is functional and influenced by learning process variables. ChatGPT does not automatically improve students' academic performance but rather enhances their learning experience, which includes understanding the material, completing assignments, and preparing for evaluations. (Fauzan et al., 2024) In other words, the use of this technology enables an improvement in the quality of the learning process for students. Therefore, the success of using ChatGPT depends on how students integrate it into their learning strategies. (Risnina et al., 2023)

Although there are many advantages to using ChatGPT, there are several issues that must be considered. Potential dependence on technology is one of them, as students tend to use direct answers from ChatGPT without verifying the accuracy of the information, which can reduce their critical thinking skills. (Sabrina et al., 2025) In addition, the issue of plagiarism is also a concern, where students can take information without citing the source, which will threaten their academic reputation (Naenggola et al., 2024).

CONCLUSION

The results of this study indicate that the level of utilization of ChatGPT as a learning medium by fifth-semester students of the Islamic Education Study Program (PAI) at UINSA is in the high category. Students utilize ChatGPT to understand lecture material, obtain simpler explanations, complete assignments, and search for additional relevant references. This high intensity of use indicates that ChatGPT has become an effective learning tool that supports students' academic processes.

The findings also show that the use of ChatGPT has a positive impact on academic achievement, including improved assignment grades, understanding of midterm and final exam material, and strengthened student confidence in facing learning evaluations. The use of ChatGPT has proven to help students have a more structured learning process, thereby contributing to an increase in the Provisional Achievement Index (IPS). Thus, the use of ChatGPT can be said to have a constructive relationship with students' academic achievements.

However, the results of the study also revealed that the use of ChatGPT affects students' independent learning patterns. Some students showed a tendency to rely on the answers provided by this application and reduced their exploration of other learning resources. This condition is an important note that even though ChatGPT provides many benefits, unbalanced use can reduce critical thinking and academic independence.

Overall, this study concludes that there is a relationship between the level of ChatGPT utilization as a learning medium and students' social studies grades. ChatGPT does not directly improve academic achievement, but it acts as a supporting facility that improves the learning process, understanding of material, and quality of task completion. Therefore, the use of ChatGPT needs to be guided wisely and proportionally so that its benefits can be optimized without causing dependence. Higher education institutions are also expected to provide digital literacy and technology use ethics education so that students can utilize artificial intelligence effectively, critically, and responsibly.

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