

ISLAMIC RELIGIOUS EDUCATION TEACHER RESPONSES TO THE USE OF CHATGPT IN IMPROVING PEDAGOGICAL COMPETENCE

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Abstract : The rapid development of technology causes the world of education to adapt quickly. Currently there is an artificial intelligence-based technology called Chat GPT that can help make it easier for someone to find answers or facilitate work. Chat GPT is one of the technologies that can be utilized in the world of education, especially in perfecting pedagogical competence. The purpose of this study is to describe the response of Islamic religious education teachers to the advantages and disadvantages of using Chat GPT in improving pedagogical competence. This research uses a qualitative approach by using the literature study method and analyzing descriptions related to the responses of Islamic Religious Education teachers. The data collection technique in this study used interviews with four sources, that is Islamic Religious Education teachers. The results obtained from the four informants were that they agreed that the advantage of ChatGPT was that it made it easier for Islamic Religious Education teachers to find information related to learning references, both media, teaching materials, and others. In addition, the obstacle experienced by the interviewees is the lack of understanding of the language produced by Chat GPT which is very standardized and rigid.

Keyword: Artificial intelligence, chatGPT, response, pedagogical competence, islamic religious education teacher

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INTRODUCTION

ChatGPT is a chatbot launched by the OpenAI Company in November 2022. ChatGPT is one of the most interesting innovations in the field of artificial intelligence. According to Mohammad Aljanabi (2023) ChatGPT has the ability to answer complex questions and generate human-like text. So ChatGPT has had a significant impact on humans and has the opportunity to improve our lives and change the way we interact with technology. Mohammad Aljanabi explained in another study that ChatGPT as a search engine has the ability to understand and respond to natural language. This allows users to ask questions in the same way they would ask someone, without having to use specific keywords or phrases. Because it has the ability to understand and respond to complex commands, ChatGPT is an effective tool for learning and teaching (Aljanabi et al., 2023).

The curriculum that continues to change requires educators to be able to adapt more quickly. Likewise, information technology, from year to year, continues to

progress and many innovations emerge (Nugraha, 2022). In the modern era like today, an educator should be able to utilize it to develop the learning process. Coupled with the presence of artificial intelligence designed to facilitate the work of its users. So that educators can use it to make it easier to do administrative work such as making annual lesson plans, daily learning strategies, teaching modules and other administrative work (Hehakaya & Pollatu, 2022). by utilizing ChatGPT artificial intelligence researchers easily do these jobs, and with it also educators can increase pedagogical efforts in lessons. According to Ibrahim A. Murad et al. (2023) ChatGPT becomes a transformative tool that improves educational practices. The adaptive and responsive nature of ChatGPT facilitates personalized learning, provides real-time assistance, and offers valuable insights into diverse disciplines (Murad et al., 2023).

One of the applications of ChatGPT to education, especially PAI Teachers, is to seek information to improve the Pedagogical Competence of PAI Teachers. Pedagogical skills are an important aspect of education, referring to an educator's ability to effectively manage the teaching and learning process. This includes a deep understanding of the subject matter, knowledge of how best to deliver that material to students, and the ability to understand and respond to students' individual learning needs. Pedagogical ability also involves an understanding of the psychology of learning and development, and the ability to create a conducive and engaging learning environment. Thus, pedagogical skills are key to success in education (Murti & Mufidah, 2022). According to Wahyudi (2012) in Akbar, the Pedagogic Competencies that teachers must fulfill are: (1) Mastering the characteristics of students from the physical, moral, socio-emotional, intellectual aspects; (2) Mastering learning theories and principles of educational learning; (3) Developing curriculum related to the subjects /development areas taught; (4) Organizing educational learning; (5) Utilizing information and communication technology for the benefit of learning; (6) Facilitating the development of students' potential to actualize their various potentials; (7) Communicating effectively, empathetically, and politely with students; (8) Conducting assessment and evaluation for the benefit of learning; (9) Taking reflective action to improve the quality of learning. (Akbar, 2021)

Seeing the potential of ChatGPT which makes it easier for educators, researchers will specifically discuss the "Response of Islamic Religious Education Teachers to the Use of ChatGpt in Improving Pedagogical Competence". Along with this topic, the author found that there is research with a similar topic, that is Serdianus and Saputra's research on the topic of the Role of ChatGPT Artificial Intelligence in Learning Planning in the Era of the Industrial Revolution 4.0 (2023). If the previous study was the use of ChatGPT in making lesson plans by testing the effectiveness with 2 prompts, then in this study the researcher wants to focus on teacher responses related to the use of ChatGPT in improving pedagogical competence. Therefore, the novelty aspect of this research is in the use of ChatGPT in improving pedagogical competence. The purpose of this study is to describe the response of Islamic religious education teachers to the advantages and disadvantages of using Chat GPT in improving pedagogical competence. The researcher hopes that the results of this study will be able to be a consideration for the utilization of ChatGPT artificial intelligence in education, thus providing benefits to the academic world.

METHOD

This research uses qualitative research methods using literature study techniques and descriptive analysis that seeks to describe the response of ISLAMIC RELIGIOUS EDUCATION teachers to the use of ChatGPT in improving pedagogical competence. Descriptive analysis technique is a study to determine facts with appropriate interpretation to recognize phenomena and to describe in detail the characteristics of some phenomena, groups or individuals that are happening (Nazir, 1998). The literature study method is a method of collecting data by understanding and studying theories from various kinds of literature related to the research (T & Budi Purwoko, 2017). There are four stages of literature study in research, that is preparing the equipment needed, preparing a working bibliography, organizing time and reading or writing research materials (Adlini, Anisya, Yulinda, Ghotimah, & Merliyana, 2022).

Based on the data sources that have been collected, this research is a field research that collects data directly in the field. We found that the problem-solving procedure is investigated by describing or describing the research subject based on the facts that are seen or appear to be. This research will develop and find results after the researcher enters the field where the researcher comes directly to the resource person to explore more deeply the perception of Islamic Religious Education teachers on the use of ChatGPT in improving pedagogical competence.

The data is collected by finding sources and constructing them from various sources such as books, journals and research that has already been done. Library materials obtained from various references are analyzed critically and must be in-depth in order to support propositions and ideas. Data collection techniques are the means used to collect information or facts in the field. In this study using observation, interviews, and documentation. This research used data triangulation and data analysis in the form of data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

ChatGPT is an artificial intelligence (AI) system that has a function to interact in text-based communication. The presence of ChatGPT has the opportunity to benefit education in Indonesia, especially in pedagogical improvement (Suharmawan, 2023). Knowing the ability that ChatGPT has in producing well-structured text, the world of education needs to adapt to current technological advances. Moreover, in the era of industrial revolution i 4.0, an educator must be able to adjust to the development of technology and information for the needs of learning and teaching activities in the classroom.

Response of Islamic Religious Education Teachers to the Advantages of ChatGPT in Pedagogical Competence

Chat GPT is a technology that makes it easier for humans to do work. Chat GPT definitely has many advantages that can be felt by its users. One of the advantages of Chat GPT that can be felt by everyone is that it provides various kinds of information precisely, quickly and accurately.

According to Naila Fathiyya, an Islamic Religious Education teacher from SMA 30 Jakarta, ChatGPT has its own advantages such as being able to receive and read any complex question. ChatGPT will also process them and provide answers as instructed. Unlike the case with Google which will provide results according to the keywords we provide. This is in accordance with what Mohammad Aljanabi (2023) said that ChatGPT has the ability to answer complex questions and produce human-like text. Naila also explained that ChatGPT makes it easy for teachers in the process of making learning evaluations. ChatGPT is very helpful in providing suggestions in the form of questions that will later be used in classroom learning evaluations. Similar to Naila's statement, Anugrah Febriansyah, who is also an Islamic Religious Education teacher, stated the same statement. According to Anugrah, the advantages of ChatGPT help him more in the practice of making questions related to learning evaluation. In addition, Anugrah also explained that ChatGPT helped him a lot in making teaching tools and the results of the answers obtained from ChatGPT were also very suitable and accurate with what he needed.

According to Nia Sonia, who is a teacher at SDIT Harapan Ummat Ngawi, in making the ChatGPT teaching module provides very detailed answer results such as media and learning methods that can immediately present comprehensive results without taking a long time. However, this also needs to be supported by prompts that are written specifically and thoroughly. ChatGPT is also very much needed in urgent conditions and time constraints such as when the school has a review team from the Foundation or from the education office. so ChatGPT is very much needed in making teaching modules because the results obtained from ChatGPT are fairly fast, precise, and accurate. Similar to this response Fuza Ilma Laura who is a teacher of Islamic Religious Education SMAN 54 Jakarta. according to fuza ChatGPT is very useful This is in accordance with the results of research from Ibrahim A. Murrad et al who explained that ChatGPT is very useful because it produces responses that are more plausible and credible than other similar AI tools. ChatGPT has self-development and self-learning capabilities, so ChatGPT can provide a very comprehensive response according to the context of the request given by the user.

Islamic Religious Education Teachers' Response to ChatGPT Deficiencies in Pedagogical Competence

Next is the PAI Teacher's response to the shortcomings of Chat GPT. Besides having advantages, of course Chat GPT has disadvantages. It is undeniable that a technology developed must have shortcomings that must be corrected. One of the first drawbacks is that the language used by Chat GPT is standardized and rigid. This is in accordance with the statements of Naila, Fuza and Anugrah Febriansyah.

According to Naila Fathiyya, Chat GPT has the disadvantage that the writing produced by Chat GPT is still rigid. According to Fuza, it is necessary to use effective and standardized sentences in asking questions to Chat GPT. Meanwhile, according to Anugrah Febriansyah, the drawback of Chat GPT is that the use of language on Chat GPT is still too standardized and often gives words that are rarely heard by him.

The three interviewees agreed that the first drawback was that Chat GPT's language was too standardized. This is in line with Pratiwi's research (2023), Chat GPT answers questions with standardized language. The way Chat GPT works is that it must

be in accordance with the instructions given. If the command for ChatGPT uses standard language, then ChatGPT will quickly understand the command given and give an answer that matches what was ordered. Often ChatGPT experiences errors, cannot read the commands given, and does not answer according to the commands that have been given. This was also experienced by Fuza.

Fuza explained that the next drawback is that Chat GPT if the user chooses the wrong words to ask Chat GPT, the answer given by Chat GPT will not be appropriate. It is necessary to use effective and standardized sentences in giving questions to Chat GPT. The language limitations of Chat GPT cause limitations in answering the commands given. This obstacle causes many people to fail in requesting references from Chat GPT. This is similar to the explanation of the shortcomings in Suharwaman's research (2023), he explained that Chat GPT has limited understanding. Chat GPT can only answer the questions given. (Suharwaman, 2023)

Anugrah added that Chat GPT is very helpful in increasing scientific insight, but Chat GPT still cannot answer questions that are emotionally human. Due to the limited understanding of Chat GPT and the importance of using good language, for matters outside of science such as human emotions, it is recommended not to ask these questions. Fuza provided feedback on how to overcome obstacles such as inaccurate answers given by Chat GPT or unreadable commands given. According to Fuza, the right way to give orders to Chat GPT is to make sure the keywords to be searched and must use standard words and effective sentences. That way it can solve these shortcomings.

PAI Teachers' Response to the Congruence between Commands and Answers

The way Chat GPT works is that when given a question or command, Chat GPT will answer the question or command given. Often Chat GPT answers questions in accordance with what is ordered. However, it is not uncommon for there to be obstacles in finding information using Chat GPT, namely the answers given do not match the commands given. Anugrah and Fuza agreed that the answers received by them often match the orders given. But not always the orders and answers received are in harmony. According to Anugrah, the mismatch between the question and the answer could also be in the form of a foreign word that Anugrah knew for the first time. If there is a difficult word then he will try to find or learn the word. According to Fuza, when the answer given does not match the command, he will try to find the appropriate keyword because he knows that keywords are very important for giving commands.

Islamic Education Teachers' Response to GPT Chat Usage Intensity and Usage Satisfaction

After using ChatGPT to find information related to pedagogical skills, it will certainly provide experience to its users. Fuza and Anugrah said that using ChatGPT is not very frequent, often used when stuck or need references in teaching plans. The use of Chat GPT is also accompanied by the use of other media such as books, google, and youtube as a complement to each other in finding information or references. The convenience obtained by Anugrah and Fuza makes them interested in using it again when needed to find information or references. Even when researchers asked questions about the satisfaction rating of using Chat GPT, Fuza gave a rating of 8/10, while

Anugrah gave a rating of 8.5/10. Anugrah explained that 8.5 was obtained from ease of use, while 1.5 was a shortcoming in ChatGPT.

CONCLUSION

ChatGPT is the best innovation in the field of artificial intelligence. Its ability to answer complex questions and generate human-like answers makes it a search engine that understands and responds to natural human language. The development of technology such as Chat GPT, makes the world of education adapt to current technological advances. One example of the world of education's adaptation to Chat GPT is utilizing Chat GPT as a means of finding references or perfecting pedagogical competence in teachers. Responses by Islamic Religious Education teachers regarding Chat GPT vary. The response is in the form of advantages and disadvantages of Chat GPT when used to find references on pedagogical competence. Teacher responses to the advantages of Chat GPT include: Chat GPT can receive and read complex questions and process them and provide answers as instructed; Chat GPT provides convenience in the process of making learning evaluations, especially helping to provide suggestions in making questions and quizzes; Chat GPT provides very detailed, fast and accurate answers. The disadvantages are that the language used by Chat GPT is still too standardized and rigid; if commands are not given using standardized words or effective sentences, the answers given will not be appropriate or complete. Despite the advantages and disadvantages, Islamic Religious Education teachers still use Chat GPT as a medium to find the information needed related to pedagogical competence.

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