ChatGPT Training for YPMAK Students at Universitas Katolik De La Salle Manado

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Abstract

ChatGPT is a virtual and important tool that can assist both lecturers and students in getting information about things they want to know, seeking clarification, and obtaining ideas related to assignments and projects. The main thing is that access to information becomes faster and more effective. In order to help the Amungme and Kamoro Community Empowerment Foundation in Mimika Regency (called Yayasan Pemberdayaan Masyarakat Amungme dan Kamaro or YPMAK in Indonesian), the Faculty Team at Universitas Katolik De La Salle Manado, consisting of lecturers from the Management, Physiotherapy, Agribusiness, and Electrical Engineering study programs, conducted a ChatGPT training for YPMAK students across these four study programs. This community service was organized by the team, with the help of the university students and alumni from October until November 2024, about technology and the English language. The team introduced the YPMAK students to ChatGPT technology and trained them on how to use it for the learning process. After the training, the team conducted a comprehension test to observe if the students could improve their knowledge of the English language, especially reading and grammar. The team also conducted a short survey to determine the students' perceptions when they learned with ChatGPT.

Keywords: ChatGPT, competency, learning, training, YPMAK students

Introduction

ChatGPT is one of the virtual tools that had been introduced and is already familiar to one or two lecturers in the community service team and known for its useful features and information. This can be used by many people in getting information. Both lecturers and students can also use this application to get information about things they want to know, seek clarification, and obtain ideas related to assignments and projects.

Additionally, ChatGPT can be used to practice and improve English language skills based on team experience, previous research, and references (Jia, 2009; Pérez-Sanagustín et al., 2017). While lecturers and students typically use Google to search for information, ChatGPT offers a better interactive feature in the form of question-and-answer sessions, with more efficient summarized output without the need to sift through data or information. Accessing academic information becomes faster and more effective and support the aim to practice and improve English language skills.

In relation to this, a faculty team at Universitas Katolik De La Salle Manado, consisting of lecturers from the Management, Physiotherapy, Agribusiness, and Electrical Engineering study programs, conducted a ChatGPT training for YPMAK (*Yayasan Pemberdayaan Masyarakat Amungme dan Kamaro*) students across these four study programs.

This community service was organized by a team of Management, Agribusiness, Physiotherapy, and Electrical Engineering lecturers, with the help of the students and alumni from October until November 2024. It was intended to introduce the YPMAK students to ChatGPT technology and train them on how to use the technology for the learning process. This community service activity can be planned and improved for future works, conducted by educators specializing in English language education and ChatGPT technology, or focusing on YPMAK students' improvement in learning. This activity also increases the lecturers' and students' soft skills and hard skills.

Research related to the relationship between English language knowledge and access to information has been conducted by several researchers, although in different contexts from the study conducted by the community service team for reference (Rusmiyanto, 2023; Zawacki-

Richter et al., 2019; Jia, 2009; Pérez-Sanagustín, et al., 2017; Li & Wang, 2021; Dillenbourg et al., 2011).

In relation to Artificial Intelligence (AI), basic research has been conducted to explore how AI technology can influence users' abilities in writing, speaking, listening, and reading. Innovative questions such as voice recognition systems, chatbots, virtual assistants, and learning applications have been created to measure AI's contribution to the global era in improving communication skills (Rusmiyanto, 2023).

ChatGPT offers several benefits to students including enhancing access to information and independent learning and helping students better understand the material being studied. A study through a systematic review revealed that AI applications in higher education allow students to access learning resources more independently and efficiently.

Students are no longer confined to materials from instructors or textbooks, but they can now use ChatGPT to seek answers to their questions or find relevant literature at any time (Zawacki-Richter et al., 2019). ChatGPT can help students enhance their language skills, particularly in English, through interactive conversations, writing practice, or grammar and vocabulary correction. AI such as ChatGPT can function as a language tutor, helping students learn a language interactively and adaptively. In English language learning, students can use ChatGPT to practice conversation, correct writing, and understand sentence structure (Jia, 2009).

However, the thoughts that ChatGPT also has negative effects and can break the creativity and imaginative thinking of students should be considered wisely. Furthermore, exploring how positive characters and faith as mitigating factors, can be very helpful.

ChatGPT can tailor learning according to individual student needs and abilities. Every student can receive explanations tailored to their level of understanding. Chatbots interacting with students in an AI-based learning environment can provide personalized learning experiences. This helps to improve learning, as the material can be delivered based on the student's needs and abilities (Pérez-Sanagustín, et al., 2017).

The interactive and flexible use of ChatGPT can boost student motivation to learn. With technology accessible at any time, students feel more inspired to learn independently and

interactively. AI-based technology enhances student motivation by providing a more dynamic and interactive learning environment. ChatGPT gives students the opportunity to learn in a more engaging and personalized way, encouraging them to become more involved in the learning process (Li & Wang, 2021).

ChatGPT can help students develop critical thinking skills by stimulating logical problem-solving discussions. AI can encourage collaborative learning and critical thinking through well-designed interactions. ChatGPT can respond to questions logically and structurally, challenging students to analyze, evaluate, and refine their own arguments (Dillenbourg et al., 2011).

Objectives and Benefits

The community service (*PkM*) aims to provide ChatGPT training to YPMAK students at Unika De La Salle Manado with the assistance of computer technology and internet networks, so that YPMAK students will be able to use the ChatGPT application to access information, learn English independently with the help of technology, thereby increasing their interest in learning (Wulandari & Saputra, 2020; Heinich et al., 2002; Miarso, 2004; Prasetyo & Lestari, 2021, Susanto & Rumbekwan, 2022).

Methods

The methods utilized for this community service activity consist of several procedures: conduct a small discussion, interview, and literature study, followed by introducing ChatGPT technology to YPMAK students, conduct training in 2 (two) sessions, administer a test to measure the understanding achieved by YPMAK students, and then the observation reports made by the community service team.

Results and Discussions

The team held meetings and discussions in early October and mid-November 2024, continuing the conversation through WhatsApp chats and during training time in November 2024. First, the team created a WhatsApp group specifically for ChatGPT Training, including the team personnel, YPMAK students, and the instructors (current students and alumni), as described in

Figure 1.

The admin group and our team registered the YPMAK students and added them to the WhatsApp group. Initially, a few YPMAK students from the four study programs joined the training, but later, several YPMAK students from other study programs also participated in it.

Fig. 1. ChatGPT training Whatsapp group

Fig. 2. Multimedia laboratory of Unika De La Salle Manado

The training was conducted over two days, on Thursday, October 24 and 31, 2024, in the Multimedia Laboratory of Unika De La Salle Manado at 2 pm, as shown in Figure 2. This lab is equipped with new personal computers and is usually used for students' learning activities. There are 20 (twenty) students for the training and 11 students followed the test. On the first day, the YPMAK students were guided through an introduction to ChatGPT while on the second day, they explored advanced topics, mainly focusing on listening and vocabulary. These materials are given in Figures 3 and Figure 4. The training activities of the YPMAK students are described in Figure 5 through Figure 7.

PANDUAN PELATIHAN CHATGPT
Universitas Katolik De La Salle Manado

1. Instruktur dan Peserta Mahasiswa mengisi Daftar Hadir.

2. Penjelasan singkat mengenai tujuan pelatihan kepada Mahasiswa.

3. Mahasiswa mencari beberapa informasi dengan mengetikkan kalimat berikut:
   a. **Apa kegunaan aplikasi ChatGPT ini?**
   b. **Bagaimana cara belajar yang baik bagi mahasiswa?**
   c. **Bagaimana mempelajari Bahasa Inggris secara efektif?**

4. Mahasiswa **mencari informasi dengan mengetikkan kalimat dalam Bahasa Inggris (topiknya silakan ditentukan sendiri, bisa apa saja).**

Fig. 3. First-day training material (written in Indonesian)

3. **Mahasiswa melatih kemampuan mendengarkan kata/kalimat dalam Bahasa Inggris.** Instruktur/Mahasiwa mengetik kata/kalimat berikut ini dan menklik tombol speaker untuk mendengarkan bagaimana cara mengucapkannya dengan benar, kemudian mengucapkan seperti yang mereka dengar.
   a. **just write: learn**
   b. **write: teaching**
   c. **write: opportunity**
   d. **write: congratulation**
   e. **write: a life in the university is always fun and beautiful**
   f. **write: learning is the process of acquiring knowledge, skills, attitudes or understanding through study, experience, or teaching**

4. **Mahasiswa mempelajari kosakata** dengan mengetikkan kalimat berikut:
   a. **list of daily vocabularies and their meanings in Indonesian**
   b. **list of education vocabularies and their meanings in Indonesian**
   c. **list of .... vocabularies and their meanings in Indonesian** (Mahasiswa mengetik bidang ilmu/program studi mereka masing-masing).

Fig. 4. Part of second-day training material (main instructions written in Indonesian)

Fig. 5. Photos from day 1 training activities

Fig. 6. Photos from day 2 training activities, part 1

The instructor for day 1 was the university alumni, Ricky Wiguna, and the instructor for day 2 was the university student, Marco Morin. After two training days, the community service team conducted an online test on Thursday, November 14, 2024, at 2 pm. YPMAK students learned the given topics using ChatGPT, and after 30 minutes, they were instructed to close the application, open the provided internet website link, and take the test. The team also informed the students to fill out a Google form survey. Photo documentation of the test session is shown in Figure 8 and Figure 9, and the test result is shown in Table 1.

Fig.7. Photos from day 2 training activities, part 2

Fig. 8. Students conducted an online test in the computer laboratory, part 1

Fig. 9. Students conducted an online test in the computer laboratory, part 2

Table 1. The result of an online test

No.	Study Program	Score
1	Agribusiness	78
2	Electrical Engineering	84
3	Nursing Sciences	84
4	Management	88
5	*PGSD*	90
6	Nursing Sciences	78
7	Nursing Sciences	86
8	Agribusiness	90
9	Management	92
10	*PGSD*	92
11	Accounting	88

From the survey, the team got comments and suggestions from students. They gave positive comments about the training. The results are described in detail in Table 2.

Table 2. Feedback from the survey

No.	Comment/What is Observed
1	Students like participating in the program because it is very helpful for understanding how to learn the computer, and they hope that it will be offered again. They feel that learning about computers and the ChatGPT application is very important.
2	Some students had never used the ChatGPT application, but once they started using it, they became interested and wanted to learn more about the application.
3	Students initially felt confused, but gradually, they understood how to use ChatGPT.
4	The ChatGPT application is very helpful for those who may not understand or are unfamiliar with it.
5	Students were very excited to use the ChatGPT application and would like to learn more about utilizing it in depth.

Conclusion

A team of lecturers from the Management, Agribusiness, Physiotherapy, and Electrical Engineering Study Program successfully conducted the community service activity. The two-day community service activity involving training and comprehension tests was completed in November 2024 with the assistance of the students and alumni.

This training proved to be very useful for the YPMAK students, as they feel satisfied with the training and hope that in the future, they will still be able to improve their computer skills, including typing, learning features, and searching for information on the internet.

Acknowledgements

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