



THE UTILIZATION OF CHAT GENERATIVE PRE-TRAINED TRANSFORMERS (CHATGPT): ENHANCING STUDENT'S 21ST CENTURY SKILLS

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ABSTRACT

Artificial Intelligence (AI), represented here by the innovative technology ChatGPT, holds significant promise as a transformative force in various domains. Much like the revolutionary advancements of the 20th century, AI symbolizes a modern-day industrial revolution, streamlining tasks and saving time in a world where efficiency is paramount. However, alongside its immense potential, AI presents inherent risks, necessitating careful examination. This research focuses on the intersection of ChatGPT and education, exploring its impact on student engagement and motivation. Employing an action research methodology, the study delves into ChatGPT's implementation, examining its potential to enhance efficiency while considering ethical concerns. The research delves into the utilization of ChatGPT among students in the College of Education, Arts, and Sciences (CEAS) to empower 21st-century skills, based on statistical data collected through a Google Forms survey conducted in February 2024. Analysis of responses from Psychology, Legal Management, Education, and Social Work majors within CEAS reveals that the majority of respondents are first-year students (42%), with fourth-year students being the least represented (5%). Psychology students comprise the largest group (65%), while Social Work

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students constitute the smallest (2.1%). Regarding internet connectivity, most students use postpaid connections (52%), with a slightly smaller proportion relying on prepaid services (47%). Family income analysis shows that the majority (51%) come from households earning between 10,000 to 30,000 units of currency monthly, while the smallest group (19.1%) has a monthly income of 50,000 units or more. These findings offer valuable insights into the demographic characteristics of CEAS students using ChatGPT and will inform strategies to enhance its utilization in fostering 21st-century skills among students, guiding proposed activities and solutions to address identified challenges.

Keywords:

Discipline: Artificial Intelligence, Education

Concepts Studied: AI, Technology Evolution, Nuclear-powered Tools, Atomic Era, Revolution, Promethean Event, Efficiency, Productivity, Risks, Ethical Considerations

Research Design/Process: Action Research, Educational Impact, Student Involvement, Motivation, AI-assisted Learning, Engagement Levels, Technology Interventions, Historical Influence

Setting of the Study: Fast-paced Society, Educational Contexts, Implementing AI, Educators, Students, Present and Future, Policy Frameworks

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