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**EKSPLORASI PENGGUNAAN CHATGPT SEBAGAI ALAT BANTU  
BELAJAR PADA PEMBELAJARAN MANDIRI GENERASI Z DI SMAN 6  
KABUPATEN TANGERANG**

**SKRIPSI**

Diajukan kepada Program Studi Teknologi Pendidikan untuk Memenuhi Sebagian  
Persyaratan guna Memperoleh Gelar Sarjana Pendidikan



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**PROGRAM STUDI TEKNOLOGI PENDIDIKAN  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan pada Fakultas Ilmu Pendidikan

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Agustus 2024

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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “Eksplorasi Penggunaan ChatGPT Sebagai Alat Bantu Belajar Pada Pembelajaran Mandiri Generasi Z Di SMAN 6 Kabupaten Tangerang” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2024  
Penyusun



Daffa Rangga Saputra  
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## ABSTRAK

**Daffa Rangga Saputra. (2006453). “Eksplorasi Penggunaan ChatGPT Sebagai Alat Bantu Belajar Pada Pembelajaran Mandiri Generasi Z Di SMAN 6 Kabupaten Tangerang”**

**Skripsi.** Program Studi Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung, 2024.

ChatGPT hadir sebagai inovasi di bidang teknologi yang luar biasa, yang berdampak signifikan pada bidang pendidikan. Studi ini bertujuan untuk mengeksplorasi pandangan Generasi Z tingkat sekolah menengah atas terkait penggunaan ChatGPT sebagai alat bantu belajar pada pembelajaran mandiri yang akan ditinjau dari aspek efektivitas, efisiensi, dan kepuasan. Penelitian ini dilakukan menggunakan pendekatan kuantitatif dengan metode deskriptif, melibatkan 122 siswa Generasi Z di SMAN 6 Kabupaten Tangerang yang di tentukan menggunakan teknik *random sampling* (26 siswa kelas X, 56 siswa kelas XI, dan 40 siswa kelas XII) yang dijadikan subjek penelitian. Data terkait efektivitas, efisiensi, dan kepuasan dikumpulkan menggunakan kuesioner dengan skala likert, dengan pertanyaan yang disusun berdasarkan indikator pengukuran kualitas penggunaan teknologi. Data yang terkumpul dianalisis menggunakan statistika deskriptif dalam bentuk persentase dan statistika inferensial berupa uji Chi-square. Hasil penelitian ini mengkonfirmasi bahwa mayoritas siswa merasa puas dan menganggap ChatGPT efektif dan efisien sebagai alat bantu belajar pada pembelajaran mandiri. Namun, meskipun ChatGPT dianggap sebagai alat yang berharga dalam mendukung pembelajaran mandiri. Tantangan tetap ada terkait keakuratan dan kualitas informasi yang disediakan oleh ChatGPT. Hal ini memerlukan penggunaan yang etis dan bertanggung jawab. Oleh karena itu, penting bagi sekolah atau pendidik untuk mendidik siswa tentang keterbatasan dan bias dari ChatGPT, memastikan bahwa siswa tetap bisa memperoleh manfaat dari ChatGPT sekaligus tetap mempertahankan etika atau esensi pendidikan yang sebenarnya.

**Kata Kunci:** ChatGPT, Generasi Z, Pembelajaran Mandiri

## ABSTRACT

**Daffa Rangga Saputra. (2006453). "Exploring the Use of ChatGPT as a Learning Aid in Independent Learning Among Generation Z at SMAN 6 Kabupaten Tangerang"**

*Thesis. Educational Technology Study Program, Faculty of Education, Indonesian Education University, Bandung, 2024.*

*ChatGPT emerges as a groundbreaking innovation in technology with a significant impact on education. This study aims to explore the perspectives of high school Generation Z students regarding the use of ChatGPT as a learning aid in independent learning, examined through the aspects of effectiveness, efficiency, and satisfaction. The research employs a quantitative approach using descriptive methods, involving 122 Generation Z students at SMAN 6 Tangerang Regency, selected through random sampling techniques (26 students from grade X, 56 students from grade XI, and 40 students from grade XII). Data on effectiveness, efficiency, and satisfaction were collected using a Likert scale questionnaire, with questions designed based on indicators measuring the quality of technology use. The collected data were analyzed using descriptive statistics in the form of percentages and inferential statistics through Chi-square tests. The findings confirm that the majority of students feel satisfied and perceive ChatGPT as an effective and efficient learning aid in independent learning. However, despite ChatGPT being considered a valuable tool for supporting independent learning, challenges persist regarding the accuracy and quality of information provided by ChatGPT. This necessitates ethical and responsible usage. Therefore, it is crucial for schools or educators to educate students about the limitations and biases of ChatGPT, ensuring that students can benefit from its use while maintaining the core values and ethics of education.*

**Keywords:** *ChatGPT, Generation Z, Self-directed Learning*



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