

The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development

Journal

Presented to

English Education Department

University of Nurul Jadid

**in partial fulfilment of the requirements for the degree of Bachelor
in English Language Education**



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2025

APPROVAL



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AHU-0015885.AH.01.04. Year 2019

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JOURNAL OF INNOVATION IN EDUCATIONAL AND CULTURAL RESEARCH

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LETTER OF ACCEPTANCE

JOURNAL OF INNOVATION IN EDUCATIONAL AND CULTURAL RESEARCH

NO: 06.053/ITF-JIECR/V/2025

The officials of Journal of Innovation in Educational and Cultural Research (JIECR) give the highest appreciation for your article submission. Based on reviewers' decision, we as the officials hereby declared that:

Title of Article : The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development

Authors : Mochlis Ekowijayanto, Anisa Luluk Ulvia

is **accepted** and is going to be published in JIECR Volume 6 No. 4 (2025).

Published articles can be accessed through the following link:

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This letter of acceptance is made for appropriate use only. Thank you for the cooperation.

Semarang, June 05, 2025

Editor-in-Chief of JIECR,

Prof. Dr. Parmin, S.Pd., M.Pd

MOTTO AND DEDICATION

Comfort is your biggest trap and getting out of your comfort zone is your biggest challenge.”

- Manoj Arora-

I'm so excited to share that all my hard work is now just for my mom and dad!

THIS THESIS IS DEDICATED TO:

- 1. My lovely parents, Ahmad Badri S.Pd and Siti Fatihah S.Pd**
- 2. My older brothers, Ahmad Mahasin Afkar M.H and
Nadhiev Adiya S.Pd**
- 3. My Self, Anisa Luluk Ulvia**

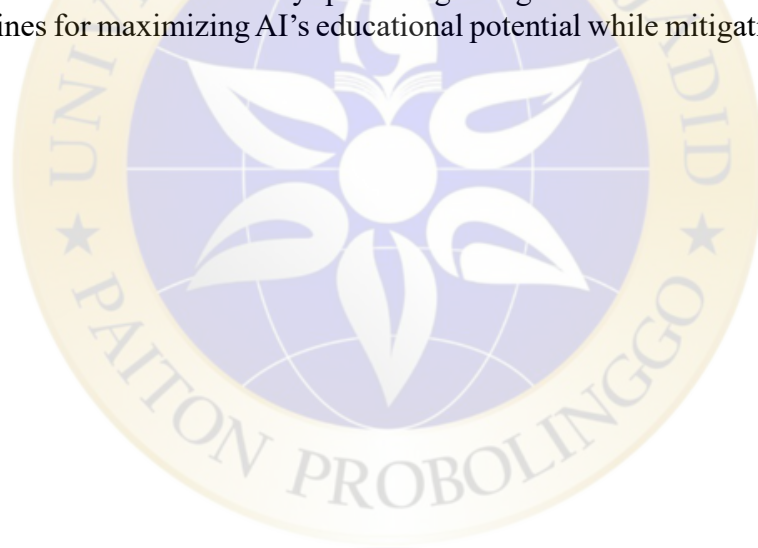
ABSTRACT

Ulvia, Anisa Luluk.2025. *The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development*. Undergraduate Program Nurul Jadid University.

Advisor (I) Mochlis Ekowijayanto, M.Pd.

Keywords: Chat GPT, Critical Thinking, Personalized Learning

The rapid integration of artificial intelligence (AI) technologies such as Chat GPT into education has raised concerns about its potential to suppress student's critical thinking skills. This study aims to examine whether Chat GPT facilitates or hinders critical thinking development through adaptive and individualized learning interactions. Using a qualitative approach data were collected through in-depth interviews and direct observations of students and lectures at Nurul Jadid University. The findings indicate that Chat GPT can enhance classroom discussions, encourage students to consider multiple perspectives and refine analytical skills. However, challenges such as over-reliance on AI, information bias and decreased independent reasoning must be addressed to optimize AI's role in education. This study concludes that while Chat GPT offers significant benefits in fostering engagement and analytical reasoning. Its effective integration requires careful pedagogical strategies. The study contributes to educational research by providing insights into AI-assisted learning and proposing guidelines for maximizing AI's educational potential while mitigating its drawbacks.



ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah, All praise be to God the creator of the universe, Allah SWT. Who has given me strength, grace, and extraordinary. For the grace and convenience that You have given to every step in completing this thesis, with the title “*The Impact of Chat GPT on Student Learning Strategies and Critical Thinking Development*”. Peace and prayers are always be upon on the great prophet Muhammad PBUH.

All the struggles and sacrifices up to this point, I dedicate this thesis to the following great people who have always been the best support system so that I can finish this thesis.

1. My grateful parents, Ahmad Badri S.Pd and Siti Fatihah S.Pd as the best parents I ever have, who have given the greatest prayer, patience, moral, endless love and support me all this time. And the annoying brothers Ahmad Mahasin Afkar M.H and Nadhiev Adiya S.Pd, you are all my happiness.
2. Mochlis Ekowijayanto, M.Pd. as the advisor who always gives directions to us in order to perfect this thesis. Thanks for Mr. Eko may you always be blessed with health wherever you are.
3. My gratitude is also to all my English lectures at English Education Department of UNUJA who have given me the benefit of knowledge, encouragement and educated me during my study in this university.
4. Friends in arms who always support me. Thank you so much for being the best friend.
5. Last but not least, I want to thank myself, thank you for trying so hard until now, thank you for persevering until this point, thank you for believing in myself, thank you for trying to be the best version of myself, thank you for getting back up after feeling tired, thank you for always trying your best, thank you for never getting tired of trying, and once again, thank you for being yourself. I am very proud of myself.

Last of all. I know, I am just a human being. I realize that this journal is far from the perfectness. Hence, I warmly welcome and appreciate many corrections, suggestions and critics. Finally, I hope this journal will be a useful reference for further researchers.

The researcher,



Anisa Luluk Ulvia

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