

DEDICATION

In the name of Allah SWT, the Most Gracious, the Most Merciful. All praises be to Allah SWT for the never-ending grace, strength, and mercy that have enabled me to complete this thesis.

With deepest love, emotion, and gratitude, I dedicate this humble work to:

My beloved parents, name Junaidi and Haryati, two extraordinary people in my life. Thank you for your endless prayers, tireless support, and immeasurable love. You are the reason I kept going through the exhaustion and doubt. This thesis is a small testament to how much I love and appreciate you. To my dear brother and sister, Jaka and Sella who has always been a comforting place to return to. whose presence has been a part of my strength and peace throughout this journey.

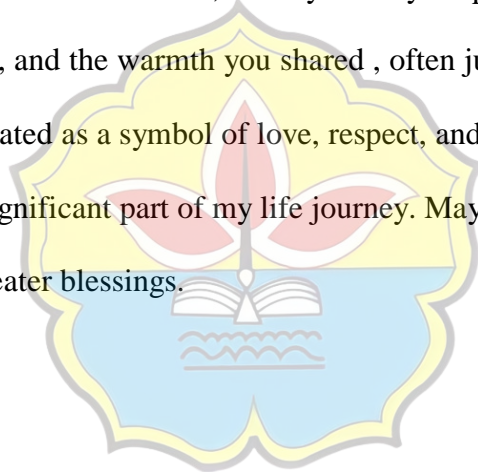
To all the lecturers who have guided me throughout my university years, thank you for your wisdom, advice, and invaluable lessons. I express my deepest gratitude especially to: Mrs. Yanti Ismiyanti, S.Pd., M.Pd., as my First Thesis Supervisor, and Mrs. Nurul Fitri, S.S., M.Hum., as my Second Thesis Supervisor, for your time, patience, guidance, and encouragement during this process. Also, thank you to all the campus staff and administrative officers who supported me with sincerity along the way.

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ABSTRACT

Aprilia, D. 2025. Students' Perceptions on Artificial Intelligence as Academic Support Among English Education Students' At Batanghari University: A Case Study of ChatGPT. A Thesis. English Language Education Program. Faculty of Teacher Traininng and Educational Science. University of Batanghari. First Advisor I Dr. Yanti Ismiyati, S.Pd. M.Pd and Second Advisor II Nurul Fitri, S. S., M, Hum.

This research aims to analyze students' perceptions of AI-based learning among English Education students at Batanghari University. In an era where digital tools play an increasing role in education, understanding how students perceive artificial intelligence (AI) in the learning process becomes essential. This study adopts five key constructs to measure perceptions—engagement, interaction, satisfaction, academic performance, and behavioral intention—based on a validated framework by Khairuddin et al. (2024). The study employs a quantitative approach through a survey of 37 respondents from even-numbered semesters (2, 4, and 6). The questionnaire was distributed online and the data were analyzed using SPSS version 25. Statistical analysis included validity and reliability tests, descriptive statistics, normality and homogeneity tests, and hypothesis testing through One-Way ANOVA. The results revealed that students generally held a moderately positive perception toward AI-based learning. Among the five constructs, interaction received the highest average score, while behavioral intention had the lowest. Furthermore, the ANOVA test indicated a significant difference in students' perceptions across semester levels, confirming that academic experience influences how students view AI in learning. These findings suggest the importance of tailoring AI integration strategies based on students' academic maturity to maximize the effectiveness of AI tools in education.

Keywords: Students' Perceptions, AI-Based Learning, Engagement, Academic Performance, Behavioral Intention