

Investigating The Readiness and Satisfaction of Students and Lecturers For The Integration of Chatgpt in English Academic Writing at Ganesha University of Education

Pande Putu Wida Permata Prabawanthi ^{1*}, Made Hery Santosa ², Luh Indrayani ³

¹⁻³ Universitas Pendidikan Ganesha, Indonesia

Email : pande.wida@undiksha.ac.id ^{1*}, mhsantosa@undiksha.ac.id ², luh.indrayani@undiksha.ac.id ³

Alamat : Jl. Udayana No.11, Banjar Tegal, Singaraja, Kabupaten Buleleng, Bali 81116

Korespondensi penulis: pande.wida@undiksha.ac.id *

Abstract. *The study explored the potential of ChatGPT as a learning tool in English language education, focusing on both students' and lecturers' readiness and satisfaction. While both groups demonstrated a positive outlook toward the integration of ChatGPT into their learning processes, the research highlighted various nuances in how each group interacted with the technology. Students showed a high degree of readiness in using ChatGPT for basic tasks such as accessing information and enhancing their motivation for learning. However, their readiness for self-directed learning and goal-setting was notably lower, indicating a need for further development in utilizing ChatGPT for more autonomous and personalized learning experiences. This suggests that while ChatGPT can be a useful tool for structured learning, its role in fostering independent learning skills needs to be strengthened. On the other hand, lecturers expressed strong confidence in using ChatGPT for academic purposes, especially in terms of facilitating administrative tasks, grading, and providing additional learning resources. However, they voiced concerns about the potential overreliance on technology, which could hinder the development of critical thinking skills in students. The lecturers stressed the importance of integrating ChatGPT as a supplementary tool, rather than replacing traditional teaching methods that foster deep learning and personal engagement. Thematic analysis of the responses also pointed out that while ChatGPT was appreciated for improving focus and accessibility, it raised concerns about the loss of human interaction in the learning process. Students and lecturers both acknowledged the value of human mentorship, emotional support, and personalized guidance, which ChatGPT could not fully replicate. Therefore, while ChatGPT holds promise for enhancing learning, its integration should be approached with a balanced consideration of technological advantages and the irreplaceable role of human involvement in education.*

Keywords: Academic Writing, ChatGPT, Learning Tool, Readiness, Satisfaction

1. INTRODUCTION

It is widely accepted that technology has an effect on every aspect of human life. One of the many aspects of our day-to-day lives that is being gradually impacted by the progression of technology is education. According to Kiong (2023) students now have access to a wider variety of learning opportunities, modalities, and paths for advancing their education as a result of technological improvements, which seems to have improved the quality of the educational experience. Similarly, Allison (2022) stated the use of technology in the classroom raises the interest of students in their learning. Students are often interested in something new, and as such technology facilitates the exploration of new approaches to instruction. Hence, it has a huge role to play in the transformation of education.

The responsibilities of both lectures and students have begun to shift as a result of technological advancements. During a traditional classroom setting, the lectures are the major provider of knowledge, and the students are the ones who absorb it. This paradigm of the lecture as the "center" has been prominent for a significant amount of time and continues to be common now. Nevertheless, in this modern day, as a result of the technology, the role of the teacher has shifted to be a "guide on the side" in many classrooms Trinidad & Ngo (2019) In light of the fact that students are taking on a higher level of responsibility for their own education by making use of technology to collect relevant information.

Additionally, the integration of technology in the education field has resulted in the creation of blended learning, which is also known as hybrid or mixed-mode learning. According to Purnomo et al. (2022), blended learning is defined as the combination of traditional in-person teaching with online learning for students who are enrolled in the same course and studying the same topic as the other students in the course. The method of providing education and learning experiences by using components of both in-person and technology-mediated learning describes the technique.

In Indonesia, ChatGPT has been used extensively, nevertheless, the application of this technology is not governed by any specific regulations. However, the legal framework surrounding artificial intelligence falls under Government Regulation No. 71 of 2019, the Electronic Information and Transactions Law No. 11 of 2008 (and its revisions), and Law No. 19 of 2016. According to these regulations, artificial intelligence is classified as an "Electronic Agent." This term refers to a component of an electronic system designed to perform tasks on specific electronic data under the control of a human operator. As a result, companies that develop artificial intelligence systems are required to comply with the legal obligations and responsibilities associated with electronic agents.

Although its use is not yet fully governed by specific policies, Montenegro-Rueda et al. (2023) pointed out that students have shown a significant amount of interest in the introduction of ChatGPT in the classroom due to the fact that it has the ability to improve the learning experiences of students. ChatGPT facilitates the grasp of difficult ideas and offers rapid feedback by means of replies that are both tailored and timely. During the process of gaining information, this tool demonstrates its potential by adapting to the students' specific learning pace and offering continuous help throughout the whole process (Sánchez, 2023).

The advent of ChatGPT has proven beneficial in aiding various academic writing activities including problem-solving and facilitating quick thought formulation (Mondal & Mondal, 2023). ChatGPT generates human-like responses to a wide range of text-based inputs.

It has been trained on diverse written texts (Ka & Chan, 2023), providing tailored feedback on students' written work (Barrot, 2023) and speeds up the literature review process for researchers by making it simpler to discover key concepts, methodologies, and findings (Chen et al., 2020).

In research-related tasks ChatGPT can help academics come up with research questions and theories (Mohammed et al., 2023; Rasul et al., 2023), creative study questions and ideas by analyzing large datasets and finding trends (Romero-Rodríguez et al., 2023). Not only that, assisting with the literature review, ChatGPT can effectively scan and summarize pertinent research publications, making it possible for researchers to rapidly understand the main conclusions and pinpoint significant gaps in the literature (Liu et al., 2023). A study [Justiana et al. \(2022\)](#) revealed that while Indonesian EFL teachers demonstrated readiness in using technology ($M=4.50$) and adapting to new tools ($M=4.06$), their confidence in effectively implementing MALL remained low ($M=3.25$). While for drafting research papers and proposals, ChatGPT offers structure, topic, and language recommendations to help researchers write research articles and proposals that are understandable and succinct (Huang Hanyao et al., 2023; Huang Jingshan & Tan Ming, 2023). Additionally, ChatGPT can encourage researchers to consider many viewpoints and come up with original answers to problems in their field of study (Fui-Hoon Nah et al., 2023; Huang Hanyao et al., 2023).

Despite the potential benefits, it appears that many institutions are still not ready for ChatGPT-assisted, as evidenced by their absence of necessary knowledge and request for professional development support (Fathi et al., 2024; Kohnke et al., 2023). While some view ChatGPT as the Ragnarok of academia, others cautioned against the over reliance of ChatGPT, references due to inaccurate citations, and suggest careful verification for authenticity of outputs (Dahri et al., 2024; H. Huang et al., 2023; J. Huang & Tan, 2023; Strzelecki, 2023). Moreover, ethical considerations surrounding the use of ChatGPT in research, such as issues of authorship, intellectual property rights, and data privacy, warrant further scrutiny (Dahri et al., 2024). The insistence on human oversight in [Sari \(2025\)](#) study also mirrors conclusion that technology should 'complement, not replace' teachers. For AI tools like ChatGPT, this means balancing efficiency with critical engagement. Many educators also lack the necessary digital competencies to effectively implement technology-based learning, which directly impacts their self-efficacy in the classroom. As highlighted in [Santosa et al. \(2022\)](#), technological anxiety often stems from fear of making mistakes during instruction, leading to avoidance behaviors. Consequently, teachers who perceive themselves as technologically inept demonstrate lower motivation to upskill and minimal curiosity about digital tools, resulting in superficial rather than transformative technology integration in EFL classrooms.

Students' perceptions of ChatGPT are similarly divided. While some students report increased satisfaction and interest (Alneyadi & Wardat, 2023; Escalante et al., 2023), others experience disappointment or anxiety when they rely too heavily on the tool (Stojanov et al., 2024). This conflict shows that the emotional aspects of engagement require additional investigation. This lack of readiness and satisfaction could contribute to lecturers' hesitancy in adopting the transformative potential of ChatGPT for academic writing, further widening the gap between its educational value and practical implementation within the realm of English writing. As a result, many may not yet be prepared to leverage ChatGPT effectively at the micro level (Luckin et al., 2022; Vidergor, 2023; Wang et al., 2023).

Readiness, in this context, refers to the preparedness of students and lecturers in terms of their digital literacy, familiarity with AI tools, and attitudes toward technology. Digital literacy is a critical competency for educators to navigate technology-driven classrooms (Sudana et al., 2024). A higher level of readiness is likely to result in a smoother integration process, where users can fully leverage the capabilities of Chat GPT, leading to greater satisfaction with its use. Conversely, a lack of readiness, manifesting as unfamiliarity with the tool, inadequate technical skills, or resistance to change, can hinder the effective use of Chat GPT, resulting in lower satisfaction. Gede Bayu Kartika Yasa et al. (2023) findings support this theoretical perspective, as their participants reported greater satisfaction when instructors employed strategies to reduce psychological and communication gaps, such as frequent feedback and interactive activities.

In previous studies on technology acceptance, satisfaction played a mediating role. For example Yang & Wu (2009), investigated the impact of adoption by measuring the moderating ability of waiting time satisfaction and satisfaction with self-service technologies. In the context of ChatGPT, satisfaction has been conceptualized and measured in prior research. Rieke & Martins (2023) observed that satisfaction of users significantly affects intention to utilize chatbots in the future. Ngo Thi Thuy An et al. Ngo et al. (2024) noted that noted students acknowledged the utility of ChatGPT for their learning, which resulted in increased satisfaction and a greater likelihood of continued usage. Furthermore, a study of Indonesian high school students Ningsih et al. (2023) revealed that while learners valued the flexibility of online platforms, they expressed neutral satisfaction with teacher interaction and expected more dynamic, face-to-face engagement in blended learning. This highlights the need to balance technology with human-centered pedagogy.

While previous research has examined the readiness (Luo & Zou, 2025; Rahimi & Sevilla-Pavón, 2024; Wang et al., 2023) and satisfaction level (Almulla, 2024; Shao & Xia, 2023; Yu et al., 2024) of ChatGPT in the English learning process, limited attention has been paid to the English Academic Writing (Buholayka et al., 2023). The rationale for employing the Online Learning Readiness (OLR) framework by Hung et al. (2010) lies in its comprehensive approach to evaluating readiness for digital learning environments. The framework encompasses four dimensions such as Computer/Internet Self-Efficacy (CIS), Self-Directed Learning (SDL), Learner Control (LC), Motivation for Learning (MFL), Communication Self-Efficacy (OCS), that align closely with the prerequisites for effectively integrating ChatGPT into academic writing. By leveraging this theory, the study ensures a robust assessment of students' and lecturers' readiness for adopting ChatGPT in English academic writing.

Similarly, Lemos & Pedro (2012) satisfaction model is utilized for its specific focus on evaluating user satisfaction in educational contexts, particularly in relation to technological interventions. This framework captures both cognitive and emotional aspects of satisfaction, making it well-suited to analyze how students and lecturers perceive ChatGPT's role in enhancing their academic writing processes. In addition, to deepen the analysis of satisfaction, this study also draws on Moore's Theory of Transactional Distance (Moore, 1989) and Paechter et al.'s satisfaction model (Paechter et al., 2010). Moore (1989) emphasizes the importance of dialogue, structure, and learner autonomy in shaping satisfaction in online learning, which is especially relevant in the context of AI-assisted academic writing. Paechter et al. (2010) further highlight that satisfaction is influenced by perceived usefulness, interaction quality, and the alignment between expectations and actual learning experiences.

Due to these problems and considering the challenges faced by EFL learners in academic writing, this study aims to examine the readiness of lecturers and students in the English Education Department at Ganesha University regarding the integration of ChatGPT into English academic writing. The quantitative phase investigates their readiness through a questionnaire, followed by qualitative interviews that explore participants' experiences more deeply and connect their readiness to key concepts from satisfaction theory. By examining these factors, the research seeks to provide insights into how the university can better support the adoption of ChatGPT in academic writing and ensure that their integration leads to positive outcomes.

So based on this background, this writing is based on problem formulations such as: 1) What is the current level of ChatGPT readiness among students in the English Language Education Department in academic writing?; 2) What is the current level of ChatGPT readiness among lecturers in the English Language Education Department in academic writing?; 3) How satisfied are students in the English Language Education Department on readiness with ChatGPT integration in academic writing?; 4) How satisfied are lecturers in the English Language Education Department on readiness with ChatGPT integration in academic writing?

2. THEORETICAL FRAMEWORK

ChatGPT Readiness

The integration of ChatGPT into academic writing necessitates an understanding of the readiness of students and educators to adopt this innovative tool. Readiness plays a pivotal role in determining the extent to which ChatGPT can be effectively utilized, particularly in addressing the challenges associated with its integration into academic workflows. Building on the theory of Online Learning Readiness (OLR) by Hung et al. (2010) this study proposes the ChatGPT Readiness Theory, which identifies five key dimensions to assess user readiness.

The first dimension is Computer/Internet Self-Efficacy (CIS). Computer/Internet self-efficacy refers to users' confidence in their ability to effectively operate computers and navigate online platforms. For ChatGPT, this dimension includes the ability to access the platform, utilize its functionalities, and troubleshoot basic technical issues. Higher levels of computer/internet self-efficacy reduce barriers to adoption and enable users to maximize the tool's potential.

The second factor is Self-Directed Learning (SDL). Self-directed learning pertains to the ability of individuals to take initiative in planning, monitoring, and managing their own learning processes. In the context of ChatGPT, this dimension emphasizes the importance of users identifying specific academic writing needs, formulating appropriate prompts, and critically analyzing the generated responses to meet desired objectives.

The third dimension is Learner Control (LC). Learner control focuses on the ability of users to regulate their interactions with ChatGPT. This includes deciding when and how to use the tool, critically evaluating its outputs, and refining the generated content to achieve desired outcomes in academic writing.

The fourth dimension is Motivation for Learning (MFL). Motivation for learning serves as a key determinant in the adoption of any technological innovation. This dimension examines the willingness and enthusiasm of users to incorporate ChatGPT into their academic writing

practices. Motivation may be driven by the perceived benefits of using ChatGPT, such as enhanced efficiency, improved writing quality, or reduced anxiety regarding grammar and structure.

The last dimension is Online Communication Self-Efficacy (OCS). Online communication self-efficacy refers to the user's ability to communicate effectively within an online platform. In the context of ChatGPT, this involves the capacity to craft clear, concise, and targeted prompts to elicit accurate and relevant responses.

ChatGPT Satisfaction

The satisfaction term can be used to understand the students' feelings from experiencing the use of ChatGPT for more than two years and to measure the effectiveness of ChatGPT in academic writing. Satisfaction has a multidimensional meaning, but the significant satisfaction types are divided into customer satisfaction and job satisfaction (Elegba & Adah, 2015). Those terms refer to the delighted feeling toward the service received by the customer and the job. In education, students' satisfaction is used to measure the effectiveness of learning through tools like ChatGPT (Zeng & Tingzeng Wang, 2021)(Zeng & Tingzeng Wang, 2021). The evaluations are based on the student's experience with the system and the outcome, which causes different satisfaction levels (Elliott & Shin, 2002). Furthermore, according to Bolliger (2004)Bolliger (2004), several factors can influence students' satisfaction: instructor, interaction, technology, course management, course website, interactivity, and general information factors.

The instructor factor meant the students felt delighted about the teacher's pedagogical knowledge. It is the specialized knowledge to create effective learning for students by mastering knowledge in classroom management and teaching methods (Guerriero, 2014)(Guerriero, 2014). Voss et al. (2011)Voss et al. (2011) support that teachers should understand appropriate teaching methods based on the classroom environment and be flexible facilitators and motivators (Bolliger, 2004)(Bolliger, 2004). In addition, the interaction factor is divided into three: learner-content, learner-instructor, and learner-learner interaction (Moore, 1989)(Moore, 1989)(Moore, 1989). Learner-content interaction refers to the knowledge acquired from the interaction with the subject matter, learner-instructor interaction is the knowledge transfer and communication between teacher and students, and learner-learner interaction explains how the students talk, discuss, and collaborate with other students.

Meanwhile, the technology factor explains that the students can be satisfied with reliable technology equipment (Belanger & Jordan, 2000)(Belanger & Jordan, 2000) and adequate access to technology (Bolliger, 2004). Moreover, the course management factor contains

learning resources that can affect students' satisfaction (Bolliger, 2004). Course management also helped the students access the learning resources quickly (Bradley, 2021). In the context of using ChatGPT in academic writing, the technology factor would relate to the quality, reliability, and usability of the AI tool itself. For example, students' satisfaction could be influenced by how well ChatGPT generates coherent, relevant, and accurate content for academic purposes, as well as its ease of use in terms of user interface and responsiveness. Therefore, this research used factors of instructor, interaction, technology, and learning resources to measure ChatGPT satisfaction in academic writing.

The theoretical foundation of this study draws upon the framework established by Lemos & Pedro (2012), Moore (1989) and Paechter et al. (2010). Lemos & Pedro (2012) emphasize the importance of user satisfaction in technology integration, particularly focusing on how perceptions of technology can impact overall satisfaction. Moore (1989) proposes a model of student satisfaction in distance education, which identifies factors such as course structure, interaction, and support services as key contributors to student satisfaction. Paechter et al. (2010) further contribute by exploring satisfaction from both a learner and instructor perspective, highlighting the roles of communication, interaction, and expectations in shaping satisfaction levels.

Empirical Review

Academic writing is a fundamental skill that plays a crucial role in academic and professional success. Nevertheless, writing a research paper is often a daunting task, even for experienced writers. It requires a substantial amount of time, effort, and skill to conduct research, organize ideas, and present findings effectively (Cortina, 2023; Kallestinova, 2011). As a result, many authors face difficulties during the research and writing process. Non-native speakers face more challenges in writing in English (Gannon, 2008).

In response to these challenges, researchers have begun to examine the potential role of AI tools, particularly ChatGPT, in supporting academic writing and language learning. Several empirical studies have explored aspects such as usability, effectiveness, satisfaction, and readiness among students and educators, offering diverse insights across global contexts.

For instance Cai et al. (2024) in *Factors Influencing Learner Attitudes Towards ChatGPT-Assisted Language Learning in Higher Education* investigated university students' attitudes toward ChatGPT-assisted language learning in China. The study was conducted in China and involved 210 university students who had experience using ChatGPT for academic tasks such as writing assistance, grammar checking, and translation. Using a quantitative method and Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis, the study

examined variables such as perceived usefulness, ease of use, self-efficacy, social influence, and technology anxiety. Results revealed that perceived usefulness and ease of use were the strongest predictors of positive attitudes, while self-efficacy and social influence also played significant roles. Students reported overall satisfaction with ChatGPT, highlighting its accessibility and support in building motivation and confidence for language learning tasks.

In addition, Shoufan (2023) in *Exploring Students' Perceptions of ChatGPT: Thematic Analysis and Follow-Up Survey*, focusing on both its strengths and its limitations. Conducted at Khalifa University in the United Arab Emirates, the research involved 56 senior computer engineering students who integrated ChatGPT into their embedded systems coursework. Employing a mixed-methods design, the study combined qualitative and quantitative data. Thematic analysis was first applied to 3,136 words of open-ended student responses, resulting in 36 codes across 15 themes. These themes then informed the construction of a 27-item Likert-scale questionnaire, which was used in a follow-up quantitative survey. The findings revealed a generally positive perception of ChatGPT among the students. Most notably, 67% of the qualitative comments praised its human-like interaction, ease of use, and the clarity of its explanations. Students appreciated ChatGPT not only as an efficient assistant but also as a motivational and supportive learning companion. These favorable impressions were echoed in the survey results, where students expressed a high level of optimism about its educational potential (average rating = 3.85 on a 5-point scale).

3. METHOD

The research method used was an explanatory sequential mixed methods design, combining quantitative and qualitative approaches sequentially. The first stage involved collecting quantitative data through a questionnaire adapted from Online Learning Readiness theory, with five main dimensions: Computer/Internet Self-Efficacy, Self-Directed Learning, Learner Control, Motivation for Learning, and Online Communication Self-Efficacy. The questionnaire consisted of 18 questions using a five-point Likert scale. The study population included 830 students and 31 lecturers in the English Language Education Study Program at Ganesha University of Education, using a purposive sampling technique based on experience using ChatGPT, technological proficiency, and academic relevance. The final sample for the quantitative phase consisted of 259 students and 14 lecturers. The second stage involved semi-structured interviews with 10 students (5 with high readiness and 5 with low readiness) and several lecturers to explore aspects of satisfaction, using an interview guide modified from the

Satisfaction Framework that encompassed the dimensions of instructor, interaction, technology, and learning resources.

Table 1 Validity Result

Item	r count	r table	Remarks
1.	0.664	0.355	VALID
2.	0.546	0.355	VALID
3.	0.566	0.355	VALID
4.	0.447	0.355	VALID
5.	0.526	0.355	VALID
6.	0.411	0.355	VALID
7.	0.577	0.355	VALID
8.	0.558	0.355	VALID
9.	0.621	0.355	VALID
10.	0.461	0.355	VALID
11.	0.555	0.355	VALID
12.	0.413	0.355	VALID
13.	0.601	0.355	VALID
14.	0.681	0.355	VALID
15.	0.745	0.355	VALID
16.	0.794	0.355	VALID
17.	0.455	0.355	VALID
18.	0.680	0.355	VALID

The research instruments were tested for validity and reliability before use. Content validity was assessed using Gregory's Formula by two experts with a coefficient of 1.00 (very high), while empirical validity was obtained through item correlation tests with all r count values above the r table (0.355). The reliability of the questionnaire was tested with Cronbach's Alpha and produced a value of 0.880, indicating very high internal consistency. Quantitative data were analyzed descriptively using SPSS 24 to determine the level of respondent readiness, referring to the E-Learning Readiness model with a minimum readiness score of 3.41. Qualitative data were analyzed using six stages of thematic analysis, starting from data familiarization to the extraction of final themes. Data triangulation was applied to combine

quantitative and qualitative findings, resulting in a comprehensive picture of student and lecturer readiness and satisfaction in integrating ChatGPT into academic writing.

4. FINDINGS AND DISCUSSION

Findings

1. Students' Readiness Findings

Table 2 Students' Readiness Statistics on "Computer/Internet Self-efficacy"

Item	N	Min	Max	Mean	Mode	Std. Deviation
I feel confident in performing the basic functions of ChatGPT.	289	1.00	5.00	3.5241	3.00	.85311
I feel confident in my knowledge and skills of how to manage ChatGPT for academic writing tasks.	289	1.00	5.00	3.5536	4.00	.86886
I feel confident in using ChatGPT to gather information for my academic writing.	289	1.00	5.00	3.5433	4.00	.89697

Source: Researcher (2025)

For the item on confidence in using ChatGPT to gather information for academic writing, the mean score (3.54) again falls in the "Ready but needs a few improvements" category, demonstrating that students feel relatively prepared but not entirely confident. The mode score (4.00) supports this interpretation, suggesting that many respondents feel reasonably confident in this skill. However, the slightly higher standard deviation (.89697) points to some variation, indicating that additional support may benefit certain students.

Table 3 Students' Readiness Statistics on "Self-directed Learning"

Item	N	Min	Max	Mean	Mode	Std. Deviation
I can create and follow my own academic writing plan when using ChatGPT.	289	1.00	5.00	3.6076	4.00	.89650

I actively seek support from ChatGPT when facing difficulties in academic writing.	289	1.00	5.00	3.6724	4.00	.88798
I use ChatGPT effectively to manage my time for academic writing tasks	289	1.00	5.00	3.4414	3.00	.84735
I set clear academic writing goals when using ChatGPT as a learning tool.	289	1.00	5.00	3.4533	3.00	.85720
I have high expectations for my performance in academic writing with the assistance of ChatGPT.	289	1.00	5.00	3.2699	3.00	.94822

Source: Researcher (2025)

Based on Table 3 regarding Students' Readiness Statistics on Self-Directed Learning, it can be seen that in general, students showed a level of readiness that was in the "ready but needs some improvement" category in the aspect of independent learning using ChatGPT for academic writing. The highest average score was found in the statement "I actively seek support from ChatGPT when facing difficulties in academic writing" with a mean of 3.67 and a mode of 4.00, indicating that the majority of students actively used ChatGPT as a source of assistance when experiencing difficulties, and had a relatively stable level of response consistency (SD 0.88). Furthermore, the ability to create and follow an academic writing plan obtained a mean of 3.61 and a mode of 4.00, indicating that most students were able to plan their writing process independently with the help of ChatGPT.

Meanwhile, the indicators for using ChatGPT effectively to manage time (mean 3.44) and set clear writing goals (mean 3.45) had a mode of 3.00, indicating that some respondents were still at a moderate level of readiness in these two aspects. The lowest score was found in the indicator of having high expectations for writing performance with ChatGPT assistance (mean 3.27, mode 3.00, SD 0.95), indicating that students' confidence in their final writing still needs to be improved. This finding indicates that although students are relatively ready to utilize ChatGPT to support independent learning, there is still room for development, particularly in terms of setting clearer goals and increasing expectations for the quality of their academic writing.

Table 4 Students' Readiness Statistics on "Learner Control"

Item	N	Min	Max	Mean	Mode	Std. Deviation
I can guide my own writing progress when using ChatGPT.	289	1.00	5.00	3.6103	4.00	.84626
I can stay focused on my academic writing tasks without being distracted by unrelated ChatGPT responses.	289	1.00	5.00	3.4103	3.00	.91917
I reuse the ChatGPT-generated responses or prompts for deeper understanding	289	1.00	5.00	3.6586	4.00	.89829

Source: Researcher (2025)

Based on Table 4 regarding Students' Readiness Statistics on Learner Control, it appears that students have a fairly good level of readiness in controlling the learning process using ChatGPT. The highest average score is found in the indicator of reusing responses or prompts from ChatGPT for deeper understanding (mean 3.66; mode 4.00), followed by the ability to guide writing progress independently (mean 3.61; mode 4.00). Meanwhile, the ability to stay focused on a writing task without being distracted by irrelevant ChatGPT responses has the lowest average score (mean 3.41; mode 3.00), indicating the need for increased concentration in using this technology. Overall, students are in the "ready but need some improvement" category in the learner control aspect.

Table 5 Students' Readiness Statistics on "Motivation for Learning"

Item	N	Min	Max	Mean	Mode	Std. Deviation
I am open to explore and embrace new ideas through ChatGPT	289	1.00	5.00	3.8517	4.00	.87373
I feel motivated to use ChatGPT for my academic writing.	289	1.00	5.00	3.4913	3.00	.84210
I learn from mistakes through the feedback and suggestions I receive from ChatGPT.	289	1.00	5.00	3.7543	4.00	.88889
I enjoy the process of using ChatGPT for brainstorming ideas and enhancing my academic writing.	289	1.00	5.00	3.8483	4.00	.85512

Source: Researcher (2025)

Based on Table 5 regarding Students' Readiness Statistics on Motivation for Learning, it can be seen that students have a relatively high level of motivation in utilizing ChatGPT for academic writing. The highest mean scores are found in the items "I am open to exploring and embracing new ideas through ChatGPT" (mean 3.85; mode 4.00) and "I enjoy the process of using ChatGPT for brainstorming ideas and enhancing my academic writing" (mean 3.85; mode 4.00), indicating a positive attitude towards innovation and the creative process with the help of this technology. Furthermore, the item "I learn from mistakes through the feedback and suggestions I receive from ChatGPT" has a mean of 3.75 and a mode of 4.00, indicating that most students are able to utilize feedback to improve their writing skills. Meanwhile, the item "I feel motivated to use ChatGPT for my academic writing" obtained the lowest mean (3.49; mode 3.00), indicating that despite having good motivation, some students are still not fully encouraged to use ChatGPT consistently. Overall, these results place students' learning motivation in the "ready but needs slight improvement" category.

Table 6 Students' Readiness Statistics on "Online Communication Self-efficacy"

	N	Min	Max	Mean	Mode	Std. Deviation
I feel confident in using ChatGPT to effectively communicate my ideas in my academic writing.	289	1.00	5.00	3.6471	4.00	.83333
I feel comfortable in expressing emotions or humor when interacting with ChatGPT	289	1.00	5.00	3.4828	3.00	.96373
I feel confident in posting clear questions or seeking clarification about my academic writing when using ChatGPT.	289	1.00	5.00	3.6690	4.00	.84473

Source: Researcher (2025)

Based on Table 6 regarding Students' Readiness Statistics on Online Communication Self-efficacy, it is clear that students have a fairly good level of confidence in communicating online using ChatGPT to support academic writing. The items with the highest average scores are "I feel confident in posting clear questions or

seeking clarification about my academic writing when using ChatGPT” (mean 3.67; mode 4.00) and “I feel confident in using ChatGPT to effectively communicate my ideas in my academic writing” (mean 3.65; mode 4.00), indicating that most students feel capable of conveying questions and ideas clearly through this platform. Meanwhile, the item “I feel comfortable in expressing emotions or humor when interacting with ChatGPT” obtained the lowest average score (mean 3.48; mode 3.00), indicating that some students are still uncomfortable in expressing emotional or informal aspects in interactions with ChatGPT. Overall, this aspect of online communication self-efficacy is in the “ready but needs slight improvement” category.

2. Lecturers’ Readiness Findings

Table 7 Lecturers Readiness Statistics on “Computer/Internet Self-efficacy”

Item	N	Min	Max	Mean	Mode	Std. Deviation
I feel confident in performing the basic functions of ChatGPT.	14	1.00	5.00	4.5714	5.00	.64621
I feel confident in my knowledge and skills of how to manage ChatGPT for academic writing tasks.	14	1.00	5.00	4.2857	4.00	.82542
I feel confident in using ChatGPT to gather information for my academic writing.	14	1.00	5.00	4.2857	5.00	1.06904

Source: Researcher (2025)

Based on the results in Table 7, lecturers have a very high level of computer/internet self-efficacy in using ChatGPT to support academic writing. The indicator with the highest average value is "I feel confident in performing the basic functions of ChatGPT," with a mean of 4.57 and a mode of 5.00, indicating that the majority of lecturers feel very confident in carrying out ChatGPT's basic functions without significant obstacles. In addition, the indicators "I feel confident in my knowledge and skills of how to manage ChatGPT for academic writing tasks" and "I feel confident in using ChatGPT to gather information for my academic writing" both have a mean of 4.29, indicating that lecturers not only master technical skills but are also able

to manage and utilize ChatGPT optimally in an academic context. The relatively small standard deviations across the three items also indicate consistency in perceptions among respondents. These findings illustrate that technical skills are not a barrier for lecturers, so the focus of further development can be directed at strategies for further utilization and integration of ChatGPT in the learning and research process.

Table 8 Lecturers Readiness Statistics on “Self-directed learning (SDL)”

Item	N	Min	Max	Mean	Mode	Std. Deviation
I can create and follow my own academic writing plan when using ChatGPT.	14	1.00	5.00	4.2143	4.00	.89258
I actively seek support from ChatGPT when facing difficulties in academic writing.	14	1.00	5.00	4.0000	4.00	.67937
I use ChatGPT effectively to manage my time for academic writing tasks	14	1.00	5.00	3.9286	4.00	.82874
I set clear academic writing goals when using ChatGPT as a learning tool.	14	1.00	5.00	4.0714	4.00	.73005
I have high expectations for my performance in academic writing with the assistance of ChatGPT.	14	1.00	5.00	3.5000	3.00	1.09193

Source: Researcher (2025)

The results in Table 8 indicate that lecturers have a high level of readiness for self-directed learning when using ChatGPT. The indicator with the highest average score is the ability to create and follow an academic writing plan (mean 4.21; mode 4.00), followed by setting clear writing goals (mean 4.07; mode 4.00) and taking the initiative to seek support when facing difficulties (mean 4.00; mode 4.00). The ability to manage writing time with the help of ChatGPT obtained a mean of 3.93, indicating room for improvement in the effectiveness of time management. Interestingly, the indicator "I have high expectations for my performance in academic writing with the assistance of ChatGPT" had the lowest average score (mean 3.50; mode 3.00), indicating that although lecturers have good learning planning and strategies, their confidence in the quality of

the final writing results with the help of ChatGPT is still not optimal. This can be a focus for development to increase confidence in the effectiveness of using AI technology to support academic productivity.

Table 9 Lecturers Readiness Statistics on “Learner Control (LC)”

Item	N	Min	Max	Mean	Mode	Std. Deviation
I can guide my own writing progress when using ChatGPT.	10	1.00	5.00	4.0714	4.00	.73005
I can stay focused on my academic writing tasks without being distracted by unrelated ChatGPT responses.	10	1.00	5.00	4.2143	4.00	.69929
I reuse the ChatGPT-generated responses or prompts for deeper understanding	10	1.00	5.00	4.2143	4.00	.57893

Source: Researcher (2025)

In Table 9, the lecturers' level of learner control is in the very high category, as evidenced by the high average scores for all indicators. The ability to stay focused on a writing task without being distracted by irrelevant ChatGPT responses and to reuse ChatGPT prompts or responses for deeper understanding both had a mean of 4.21 and a mode of 4.00, indicating good self-control and learning strategies. Meanwhile, the indicator "I can guide my own writing progress when using ChatGPT" obtained a mean of 4.07, indicating the ability to monitor and direct writing development independently. The low standard deviation indicates consistency of answers among respondents, thus concluding that lecturers are able to utilize ChatGPT in a controlled and directed manner, which are key characteristics of effective independent learning.

Table 10 Lecturers' Readiness Statistics on “Motivation for Learning (MFL)”

Item	N	Min	Max	Mean	Mode	Std. Deviation
I am open to explore and embrace new ideas through ChatGPT	10	1.00	5.00	4.5000	5.00	.65044
I feel motivated to use ChatGPT for my academic writing.	10	1.00	5.00	4.0714	4.00	.61573

I learn from mistakes through the feedback and suggestions I receive from ChatGPT.	10	1.00	5.00	4.2143	4.00	.69929
I enjoy the process of using ChatGPT for brainstorming ideas and enhancing my academic writing	10	1.00	5.00	4.6429	5.00	.49725

Source: Researcher (2025)

The results in Table 10 show that lecturers' motivation to use ChatGPT for academic writing is very high. The indicator with the highest average value is "I enjoy the process of using ChatGPT for brainstorming ideas and enhancing my academic writing" (mean 4.64; mode 5.00), indicating that the creative process with the help of ChatGPT provides an enjoyable learning experience. Furthermore, the indicators of openness to exploring new ideas (mean 4.50; mode 5.00) and learning from mistakes through ChatGPT feedback (mean 4.21; mode 4.00) indicate that lecturers have a positive attitude towards continuous learning. However, the indicator of general motivation to use ChatGPT has a slightly lower average value (mean 4.07; mode 4.00), but remains in the high category. This indicates that lecturers are not only motivated by the final result, but also by the learning and exploration process facilitated by ChatGPT.

Table 11 Lecturers' Readiness Statistics on "Online Communication Self-Efficacy (OCS)"

Item	N	Min	Max	Mean	Mode	Std. Deviation
I feel confident in using ChatGPT to effectively communicate my ideas in my academic writing.	10	1.00	5.00	4.0714	4.00	.91687
I feel comfortable in expressing emotions or humor when interacting with ChatGPT	10	1.00	5.00	3.4286	3.00	.93761
I feel confident in posting clear questions or seeking clarification about my academic writing when using ChatGPT.	10	1.00	5.00	4.0714	4.00	.99725

Source: Researcher (2025)

Based on Table 11, lecturers' online communication self-efficacy can be categorized as high. The indicators "I feel confident in using ChatGPT to effectively communicate my ideas in my academic writing" and "I feel confident in posting clear questions or seeking clarification about my academic writing when using ChatGPT" both have a mean of 4.07 (mode 4.00), indicating lecturers' confidence in utilizing ChatGPT to communicate ideas and ask clear questions. However, the indicator "I feel comfortable in expressing emotions or humor when interacting with ChatGPT" has the lowest mean value (mean 3.43; mode 3.00), indicating that some lecturers still feel uncomfortable expressing emotional or informal aspects in interactions with AI. Nevertheless, the overall level of confidence in online communication remains high, so ChatGPT can be used effectively as a means of academic communication.

3. Student Satisfaction Findings

The results of the thematic analysis investigated students' satisfaction with the use of ChatGPT as a learning tool in English language learning. Students' satisfaction is used to refer to further exploration of their readiness to use ChatGPT. Participants were divided into two categories: high readiness (HR) and low readiness (LR). The thematic analysis of student interviews regarding the use of ChatGPT in their learning experiences reveals several key themes that illustrate the complexities of integrating AI into education, which can be seen in Figure 1.

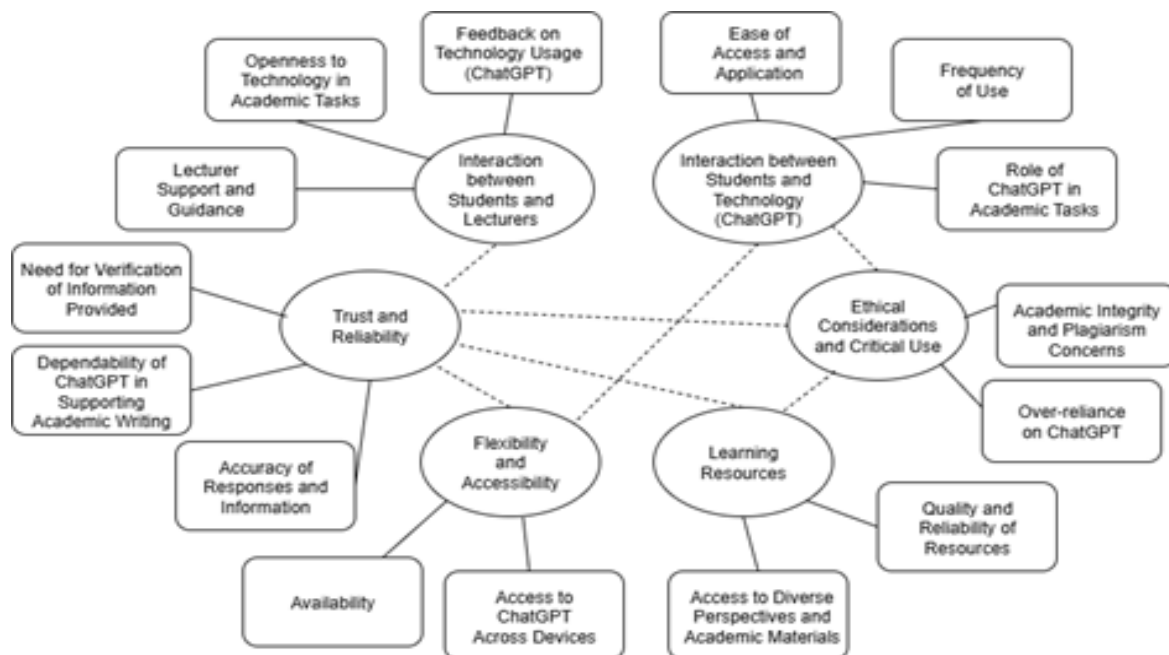


Figure 1 Thematic Analysis of Students' Satisfaction on the Use of ChatGPT in Academic Writing

The first theme, Interaction between Students and Lecturers, encapsulates students' views on lecturer support and guidance concerning the use of ChatGPT in academic writing. While some students noted lecturers' openness to technology in academic tasks, many expressed that specific feedback and encouragement regarding AI integration were limited or unclear.

The second theme, Interaction between Students and Technology (ChatGPT), explores students' engagement with ChatGPT, particularly its ease of access and application. Many participants reported frequent use of the tool for various academic purposes, such as writing, brainstorming, and organizing ideas, citing its simplicity and practical value in their learning routines.

The third theme, Ethical Considerations and Critical Use, reflects students' awareness of the need to uphold academic integrity. Concerns about plagiarism and over-reliance on ChatGPT emerged strongly, with students emphasizing the importance of using the tool responsibly and supplementing its outputs with their own understanding and original input.

The fourth theme, Learning Resources, reveals that students view ChatGPT as an additional learning tool that offers diverse perspectives and complements traditional academic materials. While it is appreciated for its accessibility, students remain cautious about the quality and reliability of the information, often cross-referencing it with trusted academic sources.

The fifth theme, Flexibility and Accessibility, highlights the convenience of ChatGPT's availability across devices and its usefulness in various learning contexts. Students value the tool's flexibility, especially when working remotely, under time constraints, or needing immediate assistance outside of class hours.

Lastly, the theme of Trust and Reliability underscores mixed perceptions about the accuracy of ChatGPT's responses. While many students find the tool dependable for general academic writing tasks, they also acknowledge the importance of verifying key information to ensure its correctness and maintain academic rigor. The quantitative analysis, informed by the thematic findings from the interviews, highlights key patterns in students' readiness and satisfaction regarding the use of ChatGPT in academic writing. Although the overall survey results indicated a moderate level of readiness and satisfaction, several specific aspects stood out.

First, the survey revealed relatively low readiness in the area of lecturer support and integration. While students showed interest in using ChatGPT, they reported that their lecturers rarely provided guidance or formal instruction on integrating the tool into academic tasks. This was reflected in the interviews, where SLR 1 said, *“My lecturer was very open to using new tools, but we never specifically talked about using ChatGPT for academic writing.”* This lack of institutional support appears to have shaped students’ confidence in using ChatGPT effectively for academic success.

Second, the survey indicated “ready but need few improvements” in terms of personal access and frequency of use. Students reported that they found ChatGPT easy to access, with SHR 2 noting, *“The platform is user-friendly. I can easily type my queries and get a quick response.”* Additionally, the frequency of use varied, with some students using ChatGPT primarily for brainstorming and others using it selectively for grammar or idea generation.

However, despite this frequent use, concerns about ethical use and over-reliance were reflected both in the quantitative data and the interviews. Many students agreed in the survey that it is important to use AI tools ethically, avoiding plagiarism and maintaining academic integrity. As SHR 4 expressed, *“Sometimes I’m concerned that using it will lead to plagiarism, so I ensure to reword everything myself.”* This suggests that students are cautious and aware of the ethical boundaries when engaging with AI tools.

Finally, the quantitative findings highlighted mixed levels of trust and reliability. While many students rated ChatGPT as a helpful support tool, they expressed lower confidence in its accuracy for complex or technical topics. SLR 4 explained, *“I trust ChatGPT for basic information, but for more critical facts, I always verify it elsewhere.”* This indicates that students’ satisfaction with ChatGPT is shaped by their awareness of its limitations, using it as a starting point rather than a definitive academic source.

4. Lecturers’ Satisfaction Findings

The results of the thematic analysis investigated lecturers' satisfaction with the use of ChatGPT in academic writing. Lecturers' satisfaction was used to refer to further exploration of their readiness to use ChatGPT. Thematic analysis of lecturer interviews regarding the phenomena that occurred in students and the use of ChatGPT in their teaching experiences and personal use. They revealed several main themes that illustrate the complexity of integrating AI into education, as can be seen in the figure 2.

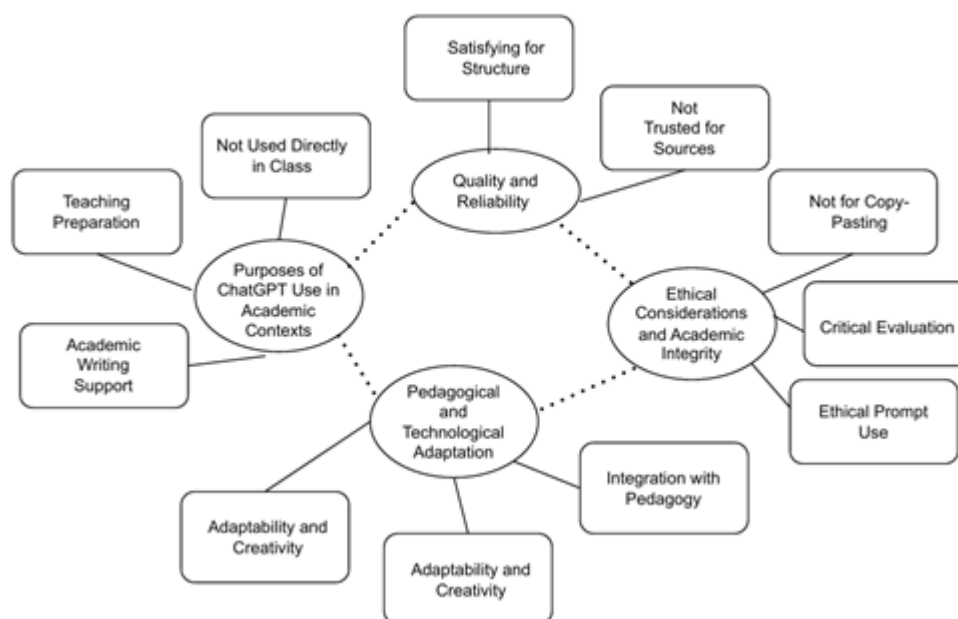


Figure 2 Thematic Analysis of Lecturers' Satisfaction on the Use of ChatGPT in Academic Writing

The findings from this study, based on two interviews with university lecturers, reveal a multifaceted perspective on the use of ChatGPT in academic contexts. Four main themes emerged: Purposes of ChatGPT Use in Academic Contexts, Quality and Reliability of ChatGPT Output, Ethical Considerations and Academic Integrity, and Pedagogical and Technological Adaptation. Each theme offers insight into how educators engage with this tool in both their professional practice and reflections on teaching and learning.

The first theme, Purposes of ChatGPT Use in Academic Contexts, highlights that both lecturers primarily use ChatGPT as a support tool for their own academic writing and lesson preparation, rather than integrating it directly into classroom activities. For example, L1 described ChatGPT as a “discussion partner,” particularly useful when developing teaching strategies or drafting research papers: *“But I don’t use ChatGPT in the classroom; instead, I use it to support, for example, preparing teaching materials. So ChatGPT is like my discussion partner, whether for administrative tasks or for things related to teaching.”* (L1, 15 May 2025)

This reflects an instrumental yet personal engagement with the tool, using it to enhance productivity rather than to replace pedagogical efforts. It is emphasizing its utility in overcoming writer’s block and generating ideas. However, lecturers noted that ChatGPT is not something they present in class or encourage students to use during

lectures, suggesting that while ChatGPT supports educators behind the scenes, its formal role in teaching remains limited. As L2 mentioned: *“I never use ChatGPT directly in class. It’s more for preparing my teaching materials.”*

The second theme, Quality and Reliability of ChatGPT Output, reveals a shared awareness that ChatGPT’s effectiveness depends heavily on the quality of prompts given. L1 explained that understanding prompt engineering is essential to generating meaningful and useful content: *“The responses given by AI, whether it’s ChatGPT, DeepSeek, or others, really depend on the prompts we give. If we can write a specific and detailed prompt, then the answer will closely match our expectations. But if you comment it too general or not specific enough, then the response won’t be what we need.”* (L1, 15 May 2025)

Without carefully crafted prompts, the responses can be vague or misleading. This underscores the importance of human input in guiding ChatGPT output. While lecturers found ChatGPT’s support with writing structure to be satisfying and helpful, but they were skeptical of its references. L2 mentioned, *“I seldom use it for references,”* and *“ChatGPT sometimes generates data that doesn’t exist.”* This signals a cautious trust, while the tool offers helpful structure and flow, it cannot be relied upon for factual accuracy or academic citation, especially in higher-level research contexts.

Ethical considerations emerged as the third significant theme, particularly around academic integrity and responsible use. Lecturers strongly discouraged students from copying and pasting ChatGPT’s output directly. Instead, they emphasized the importance of using the tool for idea generation and critical thinking. Moreover, lecturers reflected a deliberate and ethical approach to prompting. L1 emphasized, *“I don’t just ask for an answer. I see it now like a discussion partner. I give it detailed prompts and even revise them if the output isn’t what I expected.”*

This is evident in how L1 described her approach: *“I discuss with ChatGPT,”* showing that even AI use can reflect pedagogical values when approached thoughtfully. The fourth theme, Pedagogical and Technological Adaptation, demonstrates how ChatGPT is beginning to influence teaching methods. Both lecturers showed a willingness to reflect on their teaching practices and even consult ChatGPT for new approaches. For instance L1 described using ChatGPT to brainstorm ways to encourage student speaking during class: *“I once asked ChatGPT how I could encourage my students to speak more in class. It gave me several suggestions, some of them were already familiar, yes, but a few were quite creative. I didn’t use them exactly as they*

were, but I modified the idea to better fit my teaching style and students' needs." (L1, 15 May 2025)

This reflects a creative and reflective use of technology, where educators are not just consuming output but adapting it to meet pedagogical goals. L1 explained how she adjusted ChatGPT's suggestions to better fit her students' needs, saying: *"I adapt them to fit class activities."* Such flexibility highlights the potential of ChatGPT to support ongoing pedagogical innovation, even when not explicitly integrated into the classroom.

Discussion

The analysis of readiness and satisfaction among students and lecturers in the English Education Study Program of Ganesha University indicates both similarities and differences when compared to empirical studies on the integration of artificial intelligence (AI) in education. Both student and lecturer readiness statistics and empirical investigations emphasize the importance of being cautious and ensuring reliability when employing ChatGPT.

The results showed that most students are ready to use ChatGPT in academic writing although need few improvements. However, only one specific area showing signs of not ready and need some work. One statement under the Self-Directed Learning dimension: "I have high expectations for my performance in academic writing with the assistance of ChatGPT" received a mean score of 3.2, which indicates that students are not ready and need some support to build confidence and motivation when using ChatGPT for academic purposes. The moderate scores in self-directed learning and goal setting echo findings by Luckin et al. (2022) who emphasize that readiness in practical application often lags behind general positive attitudes toward AI integration.

Most students agreed that they are ready in the Computer/Internet Self-efficacy dimension in performing basic functions of ChatGPT, managing task and gather information for academic writing. The mean score of 3.5 and mode 4 in category ready but need few improvements suggests that many students are comfortable with the technical aspects of ChatGPT. This mirrors findings by Cai et al. (2024) and Shoufan (2023) where perceived ease of use and self-efficacy were key drivers of positive attitudes toward ChatGPT.

Beyond readiness, students also reported high levels of satisfaction with ChatGPT's functionality, particularly its ability to streamline academic writing processes. Yu et al. (2024) found that satisfaction was strongly linked to ChatGPT's perceived usefulness, with students appreciating its instant feedback, workload reduction, and ability to improve output quality, factors that align with the Technology Acceptance Model (TAM). Similarly, Shoufan (2023) noted that 67% of students praised ChatGPT's human-like interaction and clarity, which

enhanced their motivation and confidence in completing writing tasks. These findings are further supported by Cai et al. (2024), whose study in Chinese universities revealed that students' satisfaction was highest when ChatGPT provided accessible, accurate, and contextually relevant support for language learning.

In addition, for the high readiness, most of the students are ready but need few improvements ranging mean from 3.4-3.6 also in the dimension self-directed learning except for maintaining high expectations for performance when using ChatGPT is having mean 3.2 which is categorized not ready and need some work. This finding aligns with Alafnan et al. (2023) who observed that students often hesitate to fully rely on ChatGPT for high-stakes tasks due to concerns about accuracy and academic integrity. Mohamed (2024) also noted that without explicit training, students may struggle to integrate AI tools effectively into their learning strategies, leading to fragmented or superficial use. Santosa et al. (2024) observation that while students are technologically prepared, motivational and self-regulatory challenges persist without structured support.

Another dimension for the high readiness, the Learner Control dimension, students reported confidence in guiding their writing progress (mean: 3.61) but faced challenges staying focused (mean: 3.41). The mode score of 3 for focus-related items further underscores this struggle, suggesting that despite ChatGPT's utility as a centralized resource, students must actively self-regulate to avoid overreliance or diversion. Furthermore, students perceived limited lecturer guidance in integrating ChatGPT into academic writing tasks. This readiness gap in institutional support influenced satisfaction by reducing confidence in the academic value of ChatGPT. For instance, students noted that while lecturers were open to technology, there was little formal discussion about AI integration. This aligns with Hung et al. (2010), who emphasize that effective learner control in digital environments requires both technical competence and critical engagement to mitigate distractions.

Dimension of motivation for learning also categorizes in ready but needs some improvements ranging from 3.7-3.8 mean and mode 4. Only motivated to use ChatGPT for academic writing, having mean 3.4 with mode 3. It is still categorized as ready but need few improvements, but it is suggested that while ChatGPT is engaging, its pedagogical value is not yet fully internalized. This resonates with Alafnan et al. (2023) who noted ChatGPT's dual role as a motivator (for immediate problem-solving) and a crutch (limiting deeper engagement). Additionally, higher motivation readiness increased satisfaction in engagement and enjoyment, as learners who were more willing to explore and utilize ChatGPT experienced greater perceived ease of use and perceived usefulness. However, lower motivation for high-stakes

tasks, decreased satisfaction in perceived learning outcomes. According to the Technology Acceptance Model (TAM), perceived usefulness and perceived ease of use are primary drivers of user satisfaction; when learners are motivated and find the tool easy to integrate into their workflow, satisfaction rises.

While in the Online Communication Self-efficacy dimension, students felt confident communicating ideas and posting clear questions or seeking clarification about academic writing when using ChatGPT (mean= 3.6, mode= 4) but were less comfortable expressing emotions/humor (mean= 3.4). This aligns with Viktorivna et al. (2022), who highlighted challenges in maintaining authenticity and emotional nuance when interacting with AI tools.

Lecturers exhibited higher levels of readiness, particularly in terms of technical competencies. The ability to operate ChatGPT and integrate it into academic tasks was generally strong, supporting previous findings by Kasneci et al. (2023) and Mohamed (2024), who noted that trained educators are more likely to adopt AI effectively. This aligns with Galindo-Domínguez et al. (2024) whose study of Spanish educators revealed that higher education instructors demonstrated advanced technical engagement with AI, using it for tasks like lesson planning and data analysis. Similarly, Cai et al. (2024) found that perceived ease of use significantly influenced educators' adoption rates, reinforcing the link between technical proficiency and willingness to integrate AI tools.

However, areas such as goal-setting and self-directed learning still require improvement, as indicated by lower scores in managing time and expectations related to academic performance. This gap mirrors concerns raised by Alafnan et al. (2023), who observed that while ChatGPT aids efficiency, educators struggled to align its use with higher-order learning objectives, such as critical thinking or personalized feedback. Shoufan (2023) further highlighted this issue, noting that 11% of students in their study encountered inaccuracies in AI-generated content, underscoring the need for structured guidance to mitigate overreliance. This resonates with Paechter et al. (2010)'s broader argument about satisfaction in technology-enhanced learning, where clear goals and instructor support are pivotal.

Despite their overall readiness, lecturers expressed cautious optimism, maintaining a critical stance toward the accuracy and reliability of AI-generated content. This cautious approach aligns with findings by Alafnan et al. (2023) and Shoufan (2023), who noted that while ChatGPT excels in theory-based tasks, its application-based outputs often lack nuance, requiring human intervention to ensure quality and contextual relevance. Similarly, Buholayka et al. (2023) and Teng (2024) argue that while AI tools offer convenience and breadth, they still lack the nuance and contextual sensitivity required in higher education. As such, human

oversight remains essential, not only for fact-checking but also for guiding students in ethical and meaningful use. As such, lecturers emphasized the necessity of oversight, not only for fact-checking but also to guide students in ethical use, echoing concerns raised by Kasneci et al. (2023) about plagiarism risks and eroded critical thinking.

This sentiment is further supported by Yu et al. (2024) whose study of U.S. college students revealed that while ChatGPT's efficiency boosted satisfaction, overreliance threatened academic integrity, a concern shared by lecturers in their study. For instance, Mohamed (2024) found that EFL faculty, despite appreciating ChatGPT's language support, implemented strict protocols to verify AI-generated content, particularly in assignments requiring originality. These findings mirror the challenges highlighted in Galindo-Domínguez et al. (2024), where educators balanced AI's benefits (e.g., instant feedback) with proactive measures like rubric adjustments to detect generic responses.

Lecturers also indicated moderate challenges in online communication self-efficacy, particularly in aligning AI responses with personal tone or teaching intent. This reinforces Teng (2024) emphasis on the importance of preserving voice and critical intent in AI-mediated interactions and the ongoing need for professional development focused on integrating AI without compromising authenticity.

Furthermore, satisfaction levels among lecturers were generally high, especially in terms of ChatGPT's role in enriching preparation and supporting innovation in teaching. However, the cautious approach taken by some lecturers underscores a broader concern in AI education, overreliance. As highlighted by Wang et al. (2023), the responsible use of AI requires a balance between automation and human judgment to preserve academic integrity and critical thinking.

Both student and lecturer responses highlighted the continuing importance of human interaction and mentorship in AI-enhanced learning environments. While ChatGPT can serve as a collaborative partner, the emotional and intellectual support provided by educators remains irreplaceable. This echoes Dilzhan (2024) assertion that the integration of AI in education should complement, not replace, the human elements that foster meaningful and transformative learning experiences.

The findings from this study reveal several interesting insights into the integration of ChatGPT in academic writing among students and lecturers at Ganesha University of Education. First, although students are generally ready and satisfied with ChatGPT's technical features and usefulness, their confidence in using the tool for high-stakes academic tasks remains limited, especially in terms of self-directed learning and motivation. This gap between technical readiness and pedagogical confidence aligns with the concerns raised in previous

studies (e.g., Luckin et al., 2022; Mohamed, 2024) and suggests that readiness is not only about skill, but also about mindset and strategic use. Second, the most striking observation is that students scored the lowest on the expectation of achieving high performance using ChatGPT (mean = 3.2), indicating a clear area that needs work. This is critical because even though students have access to and understand how to use ChatGPT, they may still lack the belief that it can genuinely improve their academic writing outcomes, highlighting the need for institutional support and training. Third, lecturers demonstrate a higher level of readiness than students, especially in technical aspects, and most find ChatGPT useful for enriching lesson preparation. This balanced stance is consistent with studies by Kasneci et al. (2023) and Buholayka et al. (2023) who emphasize the educator's role in maintaining ethical standards and ensuring academic rigor in AI-assisted environments. However, like students, they remain cautious, particularly about overreliance and the accuracy of ChatGPT's content. This shared skepticism between both groups emphasizes the importance of human oversight and critical evaluation when integrating AI into educational tasks.

5. CONCLUSIONS AND SUGGESTIONS

Conclusions

The students in the English Language Education Department are generally ready to use ChatGPT for academic writing, with most scoring in the “ready but need few improvements” category. They demonstrate strong technical readiness, especially in computer/internet self-efficacy, but show lower readiness in self-directed learning, particularly in maintaining high expectations for performance (mean = 3.2), indicating the need for support in building confidence and motivation. Lecturers exhibit a higher level of readiness than students, particularly in technical competencies and integrating ChatGPT into academic tasks. However, like students, they require improvement in areas such as goal-setting and self-directed learning to maximize AI use for higher-order learning objectives.

Students report high satisfaction with ChatGPT's technical features and usefulness, appreciating its role in streamlining academic writing, providing instant feedback, and improving output quality. However, their satisfaction is tempered by concerns over accuracy, overreliance, and the need for deeper pedagogical value. Lecturers also report high satisfaction, especially in using ChatGPT to enhance lesson preparation and teaching innovation. Despite this, they maintain a cautious stance, stressing the importance of human oversight to ensure academic integrity, contextual accuracy, and ethical use.

Suggestions

The findings of this study suggest the need for further research into the effective integration of AI tools such as ChatGPT within higher education settings. Future studies should explore strategies for embedding AI meaningfully into the curriculum, ensuring alignment with learning objectives while preserving academic integrity. Investigating best practices for collaboration between students and lecturers in using AI can provide practical insights for optimizing teaching and learning processes. Moreover, researchers are encouraged to examine the impact of ChatGPT on specific learning outcomes, such as student engagement, creativity, and critical thinking. Understanding how AI influences these cognitive and affective domains will be essential in determining its true educational value.

In addition, future studies could consider the long-term implications of AI use on learner autonomy and teacher roles, particularly in language learning contexts. Exploring the differences in readiness and satisfaction across demographic variables such as age, teaching experience, or digital literacy levels can offer more nuanced insights into how AI tools affect diverse learner populations. By pursuing these research directions, scholars and educators can contribute to the development of comprehensive frameworks and evidence-based practices that support responsible, ethical, and effective AI adoption in education. Such efforts will help institutions create supportive learning environments that foster both technological innovation and human-centered pedagogy.

ACKNOWLEDGEMENT

This section is provided for authors to express their gratitude, whether to research funders, supporting facilities, or assistance with manuscript review. This section can also be used to provide statements or explanations if this article is part of a thesis/dissertation/conference paper/research results.

REFERENCES

- Alafnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an educational tool: Opportunities, challenges, and recommendations for communication, business writing, and composition courses. *Journal of Artificial Intelligence and Technology*, 3(2), 60-68. <https://doi.org/10.37965/jait.2023.0184>
- Allison, S. Z. (2022). The impact of educational technology and frequency of usage. *Journal of Social Political Sciences*, 3(2), 104-119. <https://doi.org/10.52166/jsps.v3i2.89>

- Almulla, M. A. (2024). Investigating influencing factors of learning satisfaction in AI ChatGPT for research: University students perspective. *Heliyon*, 10(11), e32220. <https://doi.org/10.1016/j.heliyon.2024.e32220>
- Alneyadi, S., & Wardat, Y. (2023). ChatGPT: Revolutionizing student achievement in the electronic magnetism unit for eleventh-grade students in Emirates schools. *Contemporary Educational Technology*, 15(4), ep448. <https://doi.org/10.30935/cedtech/13417>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Belanger, F., & Jordan, D. H. (2000). *Evaluation and implementation of distance learning: Technologies, tools, and techniques*. Idea Group. <https://doi.org/10.4018/978-1-878289-63-6>
- Bolliger, D. U. (2004). Key factors for determining student satisfaction in online courses. *International Journal on E-Learning*, 3(1), 61-67.
- Bradley, V. M. (2021). Learning management system (LMS) use with online instruction. *International Journal of Technology in Education (IJTE)*, 4(1), 68-92. <https://doi.org/10.46328/ijte.36>
- Buholayka, M., Zouabi, R., & Tadinada, A. (2023). The readiness of ChatGPT to write scientific case reports independently: A comparative evaluation between human and artificial intelligence. *Cureus*. <https://www.cureus.com/articles/155141-is-chatgpt-ready-to-write-scientific-case-reports-independently-a-comparative-evaluation-between-human-and-artificial-intelligence.pdf>
- Cai, Q., Lin, Y., & Yu, Z. (2024). Factors influencing learner attitudes towards ChatGPT-assisted language learning in higher education. *International Journal of Human-Computer Interaction*. <https://doi.org/10.1080/10447318.2023.2261725>
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *IEEE Access*, 8, 75264-75278. <https://doi.org/10.1109/access.2020.2988510>
- Cortina, M. S. (2023). The why, what, and how of publishing a manuscript: A blend of art and science. *Indian Journal of Ophthalmology*, 71(8), 2930. https://doi.org/10.4103/ijo.ijo_1930_23
- Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Vighio, M. S., Alblehai, F., Soomro, R. B., & Shutaleva, A. (2024). Investigating AI-based academic support acceptance and its impact on students' performance in Malaysian and Pakistani higher education institutions. *Education and Information Technologies*, 29(14), 18695-18744. <https://doi.org/10.1007/s10639-024-12599-x>
- Dilzhan, B. (2024). Teaching English and artificial intelligence: EFL teachers' perceptions and use of ChatGPT. <https://doi.org/10.35542/osf.io/fwy92>
- Elegba, E. O. F., & Adah, P. D. (2015). SATISFACTION. https://www.researchgate.net/publication/320045022_SATISFACTION

- Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197-209. <https://doi.org/10.1080/1360080022000013518>
- Escalante, J., Pack, A., & Barrett, A. (2023). AI-generated feedback on writing: Insights into efficacy and ENL student preference. *International Journal of Educational Technology in Higher Education*, 20(1), 1-20. <https://doi.org/10.1186/s41239-023-00425-2>
- Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*, 121, 103254. <https://doi.org/10.1016/j.system.2024.103254>
- Fui-Hoon Nah, F., Zheng, R., Cai, J., Siau, K., & Chen, L. (2023). Generative AI and ChatGPT: Applications, challenges, and AI-human collaboration. *Journal of Information Technology Case and Application Research*, 25(3), 277-304. <https://doi.org/10.1080/15228053.2023.2233814>
- Galindo-Domínguez, H., Delgado, N., Losada, D., & Etxabe, J. M. (2024). An analysis of the use of artificial intelligence in education in Spain: The in-service teacher's perspective. *Journal of Digital Learning in Teacher Education*, 40(1), 41-56. <https://doi.org/10.1080/21532974.2023.2284726>
- Gannon, F. (2008). Language barriers. *EMBO Reports*, 9(3), 207. <https://doi.org/10.1038/EMBOR.2008.14>
- Gede Bayu Kartika Yasa, I., Hery Santosa, M., & Putu Indra Kusuma, I. (2023). Investigating EFL students' satisfaction and expectation in virtual learning environments. *Premise: Journal of English Education and Applied Linguistics*, 12(3), 855-875. <https://doi.org/10.24127/pj.v12i3.7451>
- Guerriero, S. (2014). Teachers' pedagogical knowledge and the teaching profession.
- Huang, H., Zheng, O., Wang, D., Yin, J., Wang, Z., Ding, S., Yin, H., Xu, C., Yang, R., Zheng, Q., & Shi, B. (2023). ChatGPT for shaping the future of dentistry: The potential of multi-modal large language model. *International Journal of Oral Science*, 15(1), 1-13. <https://doi.org/10.1038/s41368-023-00239-y>
- Huang, Hanyao, Zheng, Ou, Wang Dongdong, Yin Jiayi, Wang Zijin, Ding Shengxuan, Yin Heng, Xu Chuan, Yang Renjie, Zheng Qian, & Shi Bing. (2023). ChatGPT for shaping the future of dentistry: The potential of multi-modal large language model. *International Journal of Oral Science*, 15(1), 1-13. <https://doi.org/10.1038/s41368-023-00239-y>
- Huang, J., & Tan, M. (2023). The role of ChatGPT in scientific communication: Writing better scientific review articles. *American Journal of Cancer Research*, 13(4), 1148. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10164801/>
- Huang, Jingshan, & Tan Ming. (2023). The role of ChatGPT in scientific communication: Writing better scientific review articles. *American Journal of Cancer Research*, 13(4), 1148. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10164801/>

- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080-1090. <https://doi.org/10.1016/J.COMPEDU.2010.05.004>
- Justiana, P. P., Santosa, M. H., & Mahendrayana, G. (2022). English teachers and students readiness in utilizing MALL in English distance learning context. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 10(2), 103-112. <https://doi.org/10.22460/eltin.v10i2.p103-112>
- Ka, C., & Chan, Y. (2023). Is AI changing the rules of academic misconduct? An in-depth look at students' perceptions of "AI-giarism." <https://arxiv.org/abs/2306.03358v2>
- Kallestinova, E. D. (2011). How to write your first research paper. *The Yale Journal of Biology and Medicine*, 84(3), 181. <https://pmc.ncbi.nlm.nih.gov/articles/PMC3178846/>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/J.LINDIF.2023.102274>
- Kiong, J. F. (2023). The impact of technology on education: A case study of schools. *Journal of Education Review Provision*, 2(2), 43-47. <https://doi.org/10.55885/jerp.v2i2.153>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *Relc Journal*. <https://doi.org/10.1177/00336882231162868>
- Lemos, S., & Pedro, N. (2012). Students' expectation and satisfaction in post-graduate online courses. *ICICTE Proceedings*, 568. <http://www.icicte.org/Proceedings2012/Papers/14-3-Lemos.pdf>
- Lesia Viktorivna, K., Andrii Oleksandrovych, V., Iryna Oleksandrivna, K., & Nadia Oleksandrivna, K. (2022). Artificial intelligence in language learning: What are we afraid of. *Arab World English Journal*, 8, 262-273. <https://doi.org/10.24093/awej/call8.18>
- Liu, Y., Han, T., Ma, S., Zhang, J., Yang, Y., Tian, J., He, H., Li, A., He, M., Liu, Z., Wu, Z., Zhao, L., Zhu, D., Li, X., Qiang, N., Shen, D., Liu, T., & Ge, B. (2023). Summary of ChatGPT-related research and perspective towards the future of large language models. *Meta-Radiology*, 1(2), 100017. <https://doi.org/10.1016/J.METRAD.2023.100017>
- Luckin, R., Cukurova, M., Kent, C., & du Boulay, B. (2022). Empowering educators to be AI-ready. *Computers and Education: Artificial Intelligence*, 3, 100076. <https://doi.org/10.1016/J.CAEAI.2022.100076>
- Luo, S., & Zou, D. (2025). University learners' readiness for ChatGPT-assisted English learning: Scale development and validation. *European Journal of Education*, 60(1), e12886. <https://doi.org/10.1111/ejed.12886>
- Mohamed, A. M. (2024). Exploring the potential of an AI-based chatbot (ChatGPT) in enhancing English as a Foreign Language (EFL) teaching: Perceptions of EFL faculty

- members. *Education and Information Technologies*, 29(3), 3195-3217. <https://doi.org/10.1007/s10639-023-11917-z>
- Mohammed, A. A. Q., Al-ghazali, A., & Khalid A. S. Alqohfa. (2023). Exploring ChatGPT uses in higher studies: *Journal of English Studies in Arabia Felix*, 2(2), 9-17. <https://doi.org/10.56540/jesaf.v2i2.55>
- Mondal, H., & Mondal, S. (2023). ChatGPT in academic writing: Maximizing its benefits and minimizing the risks. *Indian Journal of Ophthalmology*, 71(12), 3600-3606. https://doi.org/10.4103/ijo.ijo_718_23
- Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E. (2023). Impact of the implementation of ChatGPT in education: A systematic review. *Computers*, 12(8). <https://doi.org/10.3390/computers12080153>
- Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7. <https://doi.org/10.1080/08923648909526659>
- Ngo Thi Thuy An, Tran Thanh Tu, An Gia Khuong, & Nguyen Phuong Thy. (2024). ChatGPT for educational purposes: Investigating the impact of knowledge management factors on student satisfaction and continuous usage. *IEEE Transactions on Learning Technologies*, 17, 1367-1378. <https://doi.org/10.1109/tlt.2024.3383773>
- Ningsih, P. S. S., Santosa, M. H., & Kusuma, I. P. I. (2023). EFL high school students' satisfaction in online learning and expectations towards blended learning: An investigation. *Elsya: Journal of English Language Studies*, 5(2), 204-223. <https://doi.org/10.31849/elsya.v5i2.13148>
- Paechter, M., Maier, B., & Macher, D. (2010). Students' expectations of, and experiences in e-learning: Their relation to learning achievements and course satisfaction. *Computers & Education*, 54(1), 222-229. <https://doi.org/10.1016/j.compedu.2009.08.005>
- Purnomo, W., Syafitri, D., & Raflesia, C. (2022). The role of blended learning model in learning for students. *LITERATUR: Jurnal Bahasa, Sastra Dan Pengajaran*, 3(1), 54-70. <https://doi.org/10.31539/literatur.v3i1.4999>
- Rahimi, A. R., & Sevilla-Pavón, A. (2024). The role of ChatGPT readiness in shaping language teachers' language teaching innovation and meeting accountability: A bisymmetric approach. *Computers and Education: Artificial Intelligence*, 7, 100258. <https://doi.org/10.1016/j.caeai.2024.100258>
- Rasul, T., Nair, S., Kalendra, D., Robin, M., Santini, F. de O., Ladeira, W. J., Sun, M., Day, I., Rather, R. A., & Heathcote, L. (2023). The role of ChatGPT in higher education: Benefits, challenges, and future research directions. *Journal of Applied Learning and Teaching*, 6(1), 41-56. <https://doi.org/10.37074/jalt.2023.6.1.29>