

Is ChatGPT Dangerous for Lecturer Profession? An In-depth Analysis

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Abstrak

Saat ini teknologi berkembang pesat dan kemunculan teknologi ini tentu saja memberikan dampak besar pada berbagai bidang, termasuk di dunia pendidikan. Dosen menjadi salah satu profesi yang mungkin terdampak dengan kehadiran ChatGPT. Tujuan dari penelitian ini adalah untuk memberikan pemahaman yang lebih baik tentang bagaimana teknologi kecerdasan buatan dapat mempengaruhi pekerjaan dosen, serta bagaimana dosen dapat menyesuaikan diri dengan perkembangan teknologi yang semakin maju. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, display data, dan penarikan kesimpulan. Hasil studi menyimpulkan bahwa ChatGPT dapat memberikan dampak pada profesi dosen. ChatGPT dapat membantu dosen dalam beberapa hal, seperti menghasilkan teks awal dan mempercepat proses penulisan, namun pada saat yang sama dapat pula menimbulkan beberapa tantangan dan risiko. Dosen harus mempertahankan nilai-nilai inti profesi mereka dan tetap berperan aktif dalam memerangi tindakan kecurangan akademik yang dapat dilakukan dengan menggunakan teknologi seperti ChatGPT.

Kata Kunci: *ChatGPT, Profesi, Dosen, Kualitatif.*

Abstract

Nowadays technology is developing rapidly and the emergence of this technology certainly has a big impact on various fields, including in the world of education. Lecturers are one of the professions that may be affected by the presence of ChatGPT. The purpose of this research is to provide a better understanding of how artificial intelligence technology can affect the work of lecturers, as well as how lecturers can adjust to the development of increasingly advanced technology. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display, and conclusion drawing. The study concluded that ChatGPT can have an impact on the lecturer profession. ChatGPT can help lecturers in several ways, such as generating initial texts and speeding up the writing process, but at the same time it can also pose some challenges and risks. Lecturers must maintain the core values of their profession and remain active in combating acts of academic fraud that can be committed using technologies such as ChatGPT.

Keywords: *ChatGPT, Profession, Lecturer, Qualitative.*

INTRODUCTION

The background of this research is based on the advancement of computer technology and artificial intelligence, especially in terms of chatbot development. ChatGPT is an example of a chatbot that uses the latest artificial intelligence model, GPT-3.5, developed by OpenAI. ChatGPT is claimed to be able to provide accurate and appropriate answers to its users' questions, even in complex languages.

The emergence of this technology certainly has a big impact on various fields, including in the world of education (Ausat, 2023); (Kamar et al., 2022) and (Harahap et al., 2023). Lecturers are one of the professions that may be affected by the presence of ChatGPT. Lecturers are people who are responsible for providing teaching and guidance to students in the learning process (Ausat, 2022); (Manafe et al., 2023) and (Zen et al., 2023). However, with the existence of ChatGPT, it is likely that students can rely on ChatGPT to

answer their questions, without having to contact or consult lecturers.

The impact of the use of ChatGPT in education, especially on the lecturer profession, has not been researched in depth. Therefore, this study will conduct an in-depth analysis of the potential impact of ChatGPT on the lecturing profession. The purpose of this research is to provide a better understanding of how artificial intelligence technology can affect the work of lecturers, as well as how lecturers can adjust to the development of increasingly advanced technology. This research is also expected to provide recommendations on how universities can optimise the use of artificial intelligence technology in the learning process, without compromising the role and presence of lecturers.

METHOD

This investigation utilised a desk research approach, where the researcher relied on secondary sources of information to facilitate data collection, rather than conducting primary research in the field. Various reference materials were consulted to ensure the smooth running of the research. Literature was sourced from online media and databases available through journal portals that matched the keywords relevant to this discourse, specifically ChatGPT and the lecturing profession. The authors utilised a flexible approach in identifying relevant reference sources, without limiting themselves to specific journal portals or online media. We did not limit ourselves to referring only to Emerald Insight, Research Gate, and Elsevier journal portals. This article centres on the question of whether ChatGPT is harmful to the teaching profession in higher education, with emphasis on certain keywords to avoid obscuring the main discourse. The search for scientific journals, articles, and publications mainly included articles that have been published from 2022 to the present. During the source collection process, we used keywords to conduct searches on various publication platforms. However, not all downloaded papers, journals, and publications will be used, but only those that are most relevant to ChatGPT and its relation to the lecturing profession in the present and future. This article incorporates a total of 13 references.

This research is classified as a form of qualitative research. The data collection process involved the use of techniques such as careful listening and careful recording of relevant information. This data was then analysed through the methods of data reduction, data presentation, and conclusion drawing, with the aim of gaining a comprehensive understanding of the literature study that is the focus of this research. In the data reduction stage, the process undertaken is to simplify, classify, and discard irrelevant data in a way that makes it easier to gain significant insights and increase the ease of drawing conclusions. The need to analyse data through the reduction stage arises from the considerable volume and complexity of the data. The reduction stage was conducted to determine the relevance of the data to the end goal. Initially, a total of 24 references were obtained. However, after going through this initial process it became 13 references. Next, the data will be presented through display. This stage is the next step of the data reduction stage, which involves organising the data systematically to facilitate understanding and enable conclusion drawing. The mode of data representation used in this context is in the form of written discourse (in the form of field notes). Presentation of this data facilitates the organisation and arrangement of data in a pattern of relationships. The final phase is drawing conclusions from the data. This phase marks the conclusion of the qualitative data analysis methodology we used, where we examine the results of data reduction and data display, ensuring that they remain aligned with the intended purpose of the analysis. The purpose of this stage is to derive meaning from the data collected by identifying correlations, similarities, or differences to formulate resolutions to the issues at hand. The sources used were deemed reliable to derive conclusions. This endeavour aims to obtain reliable and valid conclusions, thus facilitating understanding.

RESULTS AND DISCUSSION

ChatGPT is a large natural language model trained by OpenAI. It is designed to be able to understand human language and provide appropriate responses (Lund & Wang, 2023). There are concerns that technologies like ChatGPT could pose a threat to the teaching profession due to its ability to automatically generate text that closely resembles human writing. However, is ChatGPT really a danger to the teaching profession? An in-depth analysis will provide a clearer picture.

First of all, it is important to note that ChatGPT is just a tool, just like any other tool in information technology. It can be used to assist or replace human work in some way, depending on how it is used. One of the most common uses of ChatGPT is for automatic text generation (Hassani & Silva, 2023). For example, a researcher can use ChatGPT to generate a research report or article in a faster time than if he were to write it himself. However, this is not to say that ChatGPT will replace the researcher's work completely. A researcher still needs to analyse data and make proper conclusions, which ChatGPT cannot do. In this case, ChatGPT can actually help lecturers and researchers in their work. They can use ChatGPT to generate initial texts that can then be edited and refined. This can help them save time and energy in producing high-quality texts.

However, there are also concerns that ChatGPT could be used to automatically write essays or academic papers, which could then be submitted as original work by students (Kasneji et al., 2023) and (Cotton & Shipway, 2023). This is obviously serious academic cheating, and lecturers should take care to prevent this kind of action. In this case, lecturers can use technology such as ChatGPT to check the authenticity of student work. There are several apps and software that can be used to detect plagiarism and other acts of academic cheating. Therefore, ChatGPT can actually help in the fight against academic fraud rather than being a threat to the lecturing profession. However, keep in mind that technologies such as ChatGPT are still relatively new, and there may be unforeseen implications of its use in the future (Salvagno et al., 2023). For example, if ChatGPT is used widely in text generation, there may be an impact on the job market for writers or journalists. Therefore, it is important to continue to monitor and evaluate the impact of using this technology.

Overall, ChatGPT should not be seen as a threat to the lecturing profession. As with any technology, ChatGPT can be used to assist or replace human work in some ways (Dwivedi et al., 2023) and (George et al., 2023). However, lecturers need to be mindful of their skills and knowledge in order to appropriately integrate this technology in their work. In addition, lecturers should also play an active role in combating acts of academic fraud that can be committed using technologies such as ChatGPT.

Lecturers must also maintain the core values of their profession, such as academic integrity, creativity and innovation. They must be able to differentiate between human and machine work, and maintain high academic standards. In addition, ChatGPT can actually provide benefits to the lecturing profession. Lecturers can use ChatGPT to generate initial texts that can then be edited and refined. This can help them save time and energy in producing high-quality texts, and allow them to focus on other academic activities such as teaching, research, or community service.

In essence, ChatGPT is just a tool that can help or replace human work in some ways, depending on how it is used. Lecturers must maintain the core values of their profession, such as academic integrity, creativity, and innovation, and use technology like ChatGPT wisely. Lecturers should also play an active role in combating acts of academic fraud that can be committed using these technologies. In this regard, ChatGPT can actually provide benefits to the lecturing profession, and help them focus on other academic activities.

CONCLUSION

From the analyses that have been conducted, it can be concluded that ChatGPT can have an impact on the lecturing profession. ChatGPT can help lecturers in several ways, such as generating initial texts and speeding up the writing process, but at the same time it can also pose some challenges and risks. Lecturers must maintain the core values of their profession and still play an active role in combating acts of academic fraud that can be committed using technologies such as ChatGPT. Therefore, lecturers must strengthen their skills and knowledge in using technologies such as ChatGPT in order to appropriately integrate these technologies in their work. Lecturers should also play an active role in combating acts of academic fraud that can be committed using technologies such as ChatGPT.

It is suggested that educational institutions and the government should increase training programmes and develop lecturers' skills in using technology such as ChatGPT. In addition, there needs to be clear regulations and policies in the use of this technology to ensure academic integrity is maintained. Lecturers should also continue to develop creativity and innovation in their work in order to make the best use of

technologies such as ChatGPT. Overall, the use of technology such as ChatGPT is inevitable in today's digital era. Therefore, lecturers must be able to adjust to technological developments and utilise them wisely to advance their profession.

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