





ChatGPT in Education: The Influence of Institutional Support and Peer Dynamics in Indonesian Higher Education

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ABSTRACT

This study investigates the influence of institutional support and peer dynamics in adopting ChatGPT in Indonesian higher education. Narrative reflections from 44 lecturers across 15 provinces, analyzed through thematic analysis, reveal that strong institutional support enhances creative and effective use of ChatGPT, while inadequate resources hinder its adoption. Peer collaboration fosters positive attitudes and integration, whereas its absence leads to skepticism. The findings highlight the critical need for robust institutional policies and supportive academic communities to maximize the educational potential of generative AI tools such as ChatGPT.

KEYWORDS

ChatGPT; institutional support; peer influence; English courses

Introduction

The integration of artificial intelligence (AI) into education represents a significant shift in pedagogical strategies across global academic landscapes (Walter, 2024). Innovations such as ChatGPT not only offer the promise of personalized learning environments but also challenge the conventional paradigms of teacher-centered education by enabling interactive, learner-driven approaches (Kamalov et al., 2023). In the context of Indonesian higher education, these technologies present opportunities to enhance teaching methodologies and learning outcomes through the development of tailored educational content and the fostering of engaging educational experiences (Meniado, 2023; Williyan et al., 2024). Nonetheless, despite the potential of AI to transform educational practices, its adoption within Indonesian academia faces significant barriers. These include infrastructural