The Impact of ChatGPT on Teacher-Student Relationship in MAPK Jember

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Abstract

This study investigates the impact of ChatGPT on the relationship between Adab students and their teachers in *Madrasah Aliyah Program Keagamaan* in Jember, utilizing a quantitative research. The research reveals that while ChatGPT serves as a valuable educational tool, its use leads to a decline in traditional teacher-student interactions. Students reported feeling more disconnected from their teachers, favoring AI assistance over personal engagement. Quantitative survey data corroborate these findings, showing that of students prefer using AI for problem-solving tasks, reflecting a shift in their learning preferences. The study highlights a significant shift in educational dynamics, where the role of teachers is evolving from knowledge providers to facilitators in a technology-mediated environment. This shift presents challenges in nurturing the essential teacher-student relationship for effective learning. To address these concerns, the study recommends strategies for integrating AI in a manner that enhances, rather than replaces, personal engagement. Ongoing professional development for teachers in navigating AI tools and promoting collaborative learning environments is essential. Ultimately, the findings underscore the necessity of balancing technological advancement with the preservation of meaningful educational relationships to ensure holistic student development in modern classrooms.

Keyword: ChatGPT; Adab student; Teacher-student relationship; AI in education; learning preferences.

Introduction

The rapid advancement of artificial intelligence (AI) technologies, particularly generative AI models such as ChatGPT, has profoundly transformed the landscape of education.[1] Recent empirical studies indicate that while AI tools enhance learning efficiency and provide opportunities for personalized education, they also pose challenges to traditional pedagogical relationships. For instance, a survey involving 982 students and 76 faculty members at a U.S. public university demonstrated that students increasingly prefer AI-based academic support, with both cohorts exhibiting a pattern of sporadic yet steadily growing reliance on generative AI in coursework.[2]

This increasing dependence on AI appears to correlate with a decline in direct interpersonal engagement between students and educators, suggesting a fundamental reconfiguration of traditional teacher-student dynamics. Supporting this observation, a cross-sectional study in Uganda reported that over 63% of medical faculty had utilized AI tools such as ChatGPT for academic purposes, including research writing

[1] Miftah Hur Rahman Zh et al., "Needs Analysis of Development Fbo Media as a Support for Blended Learning in Al-Qur'an Hadits Lesson," *Jurnal Pendidikan Agama Islam Al-Thariqah* 9, no. 1 (2024): 16–32.

[2] Junghwan Kim, Michelle Klopfer, Jacob Grohs, Hoda Eldardiry, James Weichert, Larry Cox, and D. R. Pike, "Examining Faculty and Student Perceptions of Generative AI in University Courses," Innovative Higher Education 50, no. 1 (2025), https://doi.org/10.1007/s10755-024-09774-w.

and information summarization, reflecting a normalization of AI-mediated learning even within traditionally interpersonal academic environments.[3]

Nonetheless, extant literature consistently underscores that strong teacher student relationships remain a critical determinant of positive learning attitudes and academic success. Rogon and Manguilimotan, for instance, found that the quality of teacher-student relationships significantly predicted students' attitudes toward learning in science education, thereby reinforcing the view that technological tools should serve to augment, rather than replace teacher-student relationship.[4]

Moreover, the ethical dimensions of AI integration in education warrant close attention. While concerns regarding academic dishonesty are frequently cited, Simon A. Moss et al. emphasized that instances of misuse are primarily attributable to individual student-related factors such as the presence of a "cheating culture"— rather than the intrinsic use of ChatGPT itself. [5] Thus, fostering ethical digital literacy among students emerges as a prerequisite for ensuring that AI serves as a constructive rather than disruptive force in education.

In addition, empowering teachers is essential for effectively navigating the evolving landscape of AI in education. Mokhlis and Abdullah highlighted that teacher empowerment significantly contributes to fostering an innovation climate within educational institutions, suggesting that empowering teachers to strategically integrate AI technologies could enhance, rather than diminish, their central role in the learning process.[6]

Within this context, the Madrasah Aliyah Program Keagamaan (MAPK) in Jember presents a distinctive case study. The MAPK framework, rooted in the tradition of *Adab* which emphasizes respect, direct interpersonal engagement, and the cultivation of moral character offers a unique vantage point to investigate the impact of ChatGPT integration on deeply valued educational relationships. This study adopts a quantitative methodological approach to examine how the utilization of ChatGPT affects students' learning preferences and redefines the role of teachers from principal knowledge transmitters to facilitators in a technology-mediated environment.

Given these dynamics, this inquiry is crucial to ensuring that technological integration within educational settings does not erode the teacher-student relationship essential for holistic student development. As recent research suggests, while AI possesses the potential to act as a powerful adjunct to traditional pedagogy,

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[3] David Mukunya et al., "Utilisation of ChatGPT and Other Artificial Intelligence Tools among Medical Faculty in Uganda: A Cross-Sectional Study," MedEdPublish 15, no. 1 (2025), https://doi.org/10.12688/mep.20554.2.

[4] May Ann J. Rogon and Ylcy B. Manguilimotan, "Teacher-Student Relationship and Academic Emotions as Predictors of Learning Attitude of Students in Science," EPRA International Journal of Multidisciplinary Research 11, no. 1 (2025): 45–54, https://doi.org/10.36713/epra19952.

[5] Simon A. Moss, Barbara White, and Jim Lee, *A Systematic Review Into the Psychological Causes and Correlates of Plagiarism*, *Ethics & Behavior* (2017): 1–23, https://doi.org/10.1080/10508422.2017.1341837.

[6] Safiek Mokhlis and Abdul Hakim Abdullah, "The Impact of Teacher Empowerment on Schools' Innovation Climate," Journal of Education and Learning 19, no. 1 (2025): 20–35, https://doi.org/10.11591/edulearn.v19i1.21633

deliberate and ethically grounded strategies are required to safeguard the humancentered values at the core of effective education.[7]

Methods

This study employed a quantitative research approach to investigate the impact of ChatGPT usage on the interpersonal relationship between Adab students and their teachers at the Madrasah Aliyah Program Keagamaan (MAPK) in Jember. A structured survey method was utilized to collect standardized data, enabling the examination of correlations between variables.

The study involved a purposively selected sample of 30 students from MAPK Jember. Selection criteria included active enrollment in the institution and prior familiarity with AI-based tools, particularly ChatGPT. Purposive sampling was employed to ensure participants possessed relevant experience aligned with the study's focus. As the study utilized a single, non-comparative group, statistical tests for homogeneity and heterogeneity were not conducted, as such analyses are typically reserved for studies involving multiple groups with comparisons of variance.

The data collection instrument consisted of a survey questionnaire, comprising multiple Likert-scale items designed to measure three dimensions: Students' reliance on ChatGPT for academic assistance; Frequency of direct interactions with teachers; Students' perceived sense of connectedness with their instructors. One open-ended item aimed at capturing qualitative insights regarding students' experiences with ChatGPT.

Prior to deployment, the instrument underwent validity and reliability testing: Validity coefficients for the ChatGPT Usage Scale ranged from 0.523 to 0.750, and for the Teacher-Student Relationship Scale ranged from 0.660 to 0.784; Reliability analysis indicated strong internal consistency, with Cronbach's alpha values of 0.828 for the ChatGPT Usage Scale and 0.852 for the Teacher-Student Relationship Scale. These results confirm the instruments validity and realiability

Data collection was conducted over a one-month period. Ethical clearance was obtained prior to the commencement of the study. Participants were provided with informed consent forms detailing the voluntary nature of participation, and the assurance of anonymity and confidentiality throughout the research process.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, following a two-stage analytical procedure.In the first stage, assumption testing was conducted to ensure the appropriateness of the statistical techniques applied. The Shapiro-Wilk test was utilized to assess the normality of the dataset, an appropriate choice given the relatively small sample size ($n < 50$). The test yielded a significance value of 0.288 ($p > 0.05$), indicating that the data were normally distributed and thereby satisfying the assumption necessary for subsequent parametric analyses.

In the second stage, both descriptive and inferential statistical analyses were performed. Descriptive statistics, including measures of central tendency and

[7] Lucas Jasper Jacobsen, Jonathan Rohlmann, and Kira Elena Weber, "AI Feedback in Education: The Impact of Prompt Design and Human Expertise on LLM Performance," Educational Research (preprint) (2025), https://doi.org/10.31219/osf.io/fx5qz.1.

dispersion (means and standard deviations), were employed to summarize patterns of ChatGPT usage and the nature of teacher-student interactions among the respondents.

Following this, inferential statistics were applied to examine the relationships between key variables. Specifically, Pearson's correlation analysis was conducted and revealed a strong positive correlation between ChatGPT usage and the perceived quality of teacher-student relationships ($r = 0.800$, $p = 0.001$). This result suggests that greater utilization of ChatGPT for academic purposes was associated with enhanced perceptions of teacher-student relationship. Thus, the findings support the hypothesis that ethical and responsible use of AI tools like ChatGPT can coexist with, and potentially strengthen, traditional educational relationships.

Results

Prior to conducting measurements on ChatGPT usage and the teacher-student relationship, the researcher carried out instrument validity and reliability testing. The results of the reliability analysis indicated that the ChatGPT Usage Scale achieved a Cronbach's alpha coefficient of 0.828, while the Teacher-Student Relationship Scale achieved a Cronbach's alpha coefficient of 0.852. These findings demonstrate that both research instruments possess high internal consistency and are considered reliable. Furthermore, the validity coefficients for the two scales, ranging from 0.523 to 0.750 for the ChatGPT Usage Scale and from 0.660 to 0.784 for the TeacherStudent Relationship Scale, confirm that the instruments are valid and appropriate for use in the study.

	Validity	**Reliability**
The Using of ChatGPT	0.523-0.750	0.828
Teacher-Student Relationship	0.660-0.784	0.852

Table 1. Validity and Test

After the data were collected, the researcher conducted prerequisite tests, which included tests of normality and homogeneity.

Test	**Variable**	**Data Analysis Technique**	**Sig. Value**	**Description**
Normality	ChatGPT Usage and Teacher-Student Relationship	Shapiro-Wilk Test	0,288 (p>0,05)	Data are normally distributed

Table 2. Normality Test

Based on the table, it can be observed that the normality test, conducted using the Shapiro-Wilk method (as the sample size was fewer than 50), yielded a significance value of 0.288. Therefore, it can be concluded that the data distribution meets the assumption of normality. Consequently, the researcher employed parametric statistical analysis using Pearson's correlation, as the assumption of normal data distribution is a prerequisite for this method.

Technique	R. Value	Sig. Value	Description
Pearson	0,800	0,001	The correlation between ChatGPT usage and the teacher-student relationship is highly significant, demonstrating a strong association.

Table 3. Pearson Correlation Test

The results above show a correlation coefficient of 0.800. This indicates that the strength of the relationship (correlation) between the ChatGPT usage variable and the teacher-student relationship is 0.800, which is considered very strong. The positive value of the correlation coefficient suggests a direct relationship between the two variables. Consequently, it can be interpreted that as the usage of ChatGPT increases, the teacher-student relationship is also likely to improve. Additionally, the significance value (Sig. 2-tailed) of 0.001 indicates that there is a statistically significant relationship between the two variables.

Discussion

The results of this study demonstrated a strong positive and statistically significant correlation between ChatGPT usage and the perceived quality of teacherstudent relationships among Adab students at Madrasah Aliyah Program Keagamaan (MAPK) Jember (r = 0.800, p = 0.001). A majority of students, based on the openended survey responses, reported that their use of ChatGPT, when guided by ethical principles, did not diminish their respect (*adab*) for their teachers nor weaken the teacher-student relationship that characterize by traditional Islamic education.

Students described ChatGPT as an auxiliary learning tool that provided academic support without replacing the emotional, spiritual, and moral guidance traditionally offered by teachers. They further noted that responsible and ethical use of ChatGPT enhanced their critical thinking abilities, enabling them to discern beneficial information from misleading content. These findings confirmed the initial hypothesis that AI integration, when ethically managed, would not erode essential teacher-student relational dynamics.

This outcome aligns with broader research in educational technology. Alam and Mohanty contend that thoughtfully integrated AI can enhance personalized learning and foster critical inquiry without undermining humancentered pedagogy[8]. Similarly, Ambarita and Nurrahmatullah affirm that AI driven educational tools, when framed by clear ethical guidelines, promote deeper engagement and autonomy in learning. [9] Therefore, AI, when ethically contextualized, acts as a catalyst for both intellectual and moral development rather than a replacement for human mentorship.

The significance of these findings is particularly profound within the framework of Islamic education, which emphasizes the ethical, spiritual, and relational dimensions

[8] Ashraf Alam and Atasi Mohanty, Educational Technology: Exploring the Convergence of Technology and Pedagogy Through Mobility, Interactivity, AI, and Learning Tools. (London: Taylor & Francis, 2023), 5–9.

[9] Nita Ambarita and Muh. Fiqri Nurrahmatullah, Impacts of Artificial Intelligence on Student Learning: A Systematic Literature Review (Surakarta: Universitas Muhammadiyah Surakarta Press, 2024), 14– 18.

of learning. As Al-Ghazali stated, "the teacher should view his students as his own children in mercy and in fostering moral upbringing," underscoring that the role of the educator is not merely to transfer knowledge, but to guide the heart and soul towards moral refinement.[10]

Similarly, K.H. Hasyim Asy'ari emphasized that "the bond between teacher and student must be built upon sincerity, humility, and mutual respect, as the process of seeking knowledge (*thalab al-'ilm*) is inherently an act of worship and moral cultivation." [11] In his view, teachers are entrusted with the amanah (responsibility) of shaping not only the intellect but the character of their students.

These foundational perspectives suggest that in Islamic education, the teacher-student relationship transcends the transactional exchange of information; it is a spiritual and ethical partnership aimed at holistic human development. Consequently, the integration of technological tools like ChatGPT must be carefully managed to ensure they support, rather than supplant, this sacred dynamic.

Therefore, within the context of this study, the students' experiences indicate that ChatGPT, when used ethically, serves as an extension of educational tools, not a replacement for the moral and relational guidance traditionally provided by teachers. The relationship between teachers and students must nurture the intellectual, emotional, and spiritual dimensions of learners. Within this framework, the use of AI tools must remain subordinate to the ultimate educational goals of character development and ethical formation.

However, caution must be exercised. The findings of Puteri et al. suggest that while AI can transform educational practices, excessive or uncritical use of AI may alter social dynamics and interpersonal skills[12]. Nonetheless, when appropriately managed, AI can broaden and enrich educational relationships, facilitating greater communication and inclusivity, as also observed by Gupta et al. conclude that teacher-student dynamics can be preserved and even enhanced in AI-integrated classrooms if deliberate efforts are made to maintain human connection alongside technological engagement.[13]

In this study, students' reflections indicated that ethical AI usage encouraged more sophisticated dialogue and inquiry with teachers, promoting active learning rather than passive reception. This dynamic echoes the Islamic ideal of *hikmah* (wisdom), which demands that knowledge acquisition be coupled with critical reflection and ethical discernment.

Beyond the Islamic educational context, the broader scholarly literature similarly emphasizes the critical importance of sustaining strong teacher-student relationship to ensure effective learning environments.

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[10] Nur Eliza Mohd Noor, Tengku Sarina Aini Tengku Kasim, and Yusmini Md. Yusoff, The Role of Teachers in the Implementation of E-Learning According to Al-Ghazali (Kuala Lumpur: Journal of Islamic Educational Research, 2021), 34–39.

[11] Mochammad Romli, Hubungan Guru dan Murid Menurut K.H. Hasyim Asy'ari (Surabaya: Skripsi, Universitas Islam Negeri Sunan Ampel, 2021), 47.

[12] Septiani Amanda Puteri, Yulia Saputri, and Yarni Kurniati, The Impact of Artificial Intelligence Technology on Students' Social Relationships (Bukittinggi: BICC Proceedings, 2024), 154–157.

[13] Priti Gupta, Priya Thakur, and Harshita Rawat, Navigating the Future of Education: The Impact of Artificial Intelligence on Teacher-Student Dynamics (New Delhi: Educational Administration Publications, 2024), 6007–6010.

Basith (2024) asserts that "a close emotional connection between teacher and student fosters a learning atmosphere characterized by trust, openness, and heightened student engagement, which directly contributes to increased learning commitment and achievement."[14] His findings underline that teachers' interpersonal skills — including empathy, encouragement, and relational sensitivity — are pivotal factors influencing students' willingness to actively participate and persevere in academic tasks.

Similarly, Arbaa, Jamil, and Abd Razak found that "positive teacherstudent relationships significantly correlate with students' academic motivation and learning commitment," further demonstrating that students who feel respected, valued, and supported by their teachers exhibit greater academic resilience and higher performance outcomes.[15]

These studies reinforce the notion that the human relational dimension of education remains indispensable, even as technological tools like ChatGPT become more embedded in learning environments. Personal connection, trust, and emotional support from teachers continue to serve as critical drivers of student success, and thus must be preserved alongside technological integration.

Thus, even amid technological innovation, the humanistic and ethical dimensions of education must remain paramount.

Nevertheless, this study acknowledges certain limitations. Given the relatively small sample size and the specific religious-educational context of MAPK Jember, findings may not be fully generalizable to secular or non-Islamic educational institutions. Furthermore, self-report bias may have influenced students' perceptions of their ChatGPT usage and its impact.

Several limitations of this study should be acknowledged in the context of educational research. The sample comprised only 30 students from a single Islamic educational institution (MAPK Jember), which limits the generalizability of the findings to other educational settings, particularly secular or non-faith-based schools. Additionally, the study relied exclusively on student self-reports, without incorporating perspectives from teachers, administrators, or other stakeholders, which may have restricted the depth of educational insight and introduced potential bias. The lack of triangulation and the narrow participant base constrain the extent to which conclusions can be extended to wider populations.

Future studies should investigate the long-term impact of AI integration on student-teacher relationships across diverse educational contexts, including other pesantren and similar Islamic institutions. Research exploring how AI influences critical thinking, moral development, and social cohesion would further enrich the field. Additionally, examining the development of ethical digital literacy programs is essential, particularly in preserving traditional educational values in AI-mediated environments. To enhance the validity and applicability of findings, future research

[14] Yudril Basith, Membangun Kedekatan Guru dan Murid dalam Proses Pembelajaran. (Bandung: Jurnal Studi Islam Lintas Negara, 2024), 93.

[15] Rohani Arbaa, Hazri Jamil, and Nordin Abd Razak, Hubungan Guru-Pelajar dan Kaitannya dengan Komitmen Belajar Pelajar (Kuala Lumpur: Jurnal Pendidikan Malaysia, 2010), 45.

should adopt mixed-methods approaches and include more diverse and representative samples across institutional types, regions, and stakeholder groups.

In summary, this study highlights that ethical, critical, and mindful integration of ChatGPT can complement and strengthen the teacher-student relationship rather than diminish it. When guided by ethical principles rooted in Islamic educational philosophy, AI technologies serve not as replacements for human mentorship but as tools that enrich intellectual engagement and moral development. Thus, technological innovation and traditional educational values can coexist harmoniously, fostering holistic student development — intellectually, ethically, and spiritually.

Conclusion

This research explored the impact of ChatGPT usage on the dynamics of teacher-student relationships among Adab students within the Madrasah Aliyah Program Keagamaan (MAPK) Jember, an environment deeply rooted in Islamic educational traditions emphasizing respect, ethical conduct, and personal engagement. Through a quantitative methodological approach, the study sought to understand how the integration of generative AI tools influences teacher-student relationships connections in educational settings where relational ethics are paramount.

The findings indicated a strong positive and statistically significant correlation between the use of ChatGPT and the perceived quality of teacher-student relationships. Contrary to prevailing concerns about technological dehumanization, students largely affirmed that ethical and responsible use of ChatGPT did not diminish their respect (*adab*) for their teachers. Rather, ChatGPT served as an auxiliary tool, supporting academic inquiry while preserving the emotional, moral, and spiritual dimensions traditionally nurtured through direct teacher-student interaction.

This research contributes to the broader field of social science by demonstrating that AI, when integrated thoughtfully and within a framework of ethical responsibility, can complement human-centered education rather than displace it. Within the specific context of Islamic culture, the study affirms that technologies such as ChatGPT can be harmonized with foundational values of *hikmah* (wisdom) and *adab* if deployed with mindful intention. The results emphasize that teacher-student relationships must remain anchored in mutual respect and personal mentorship, even as educational practices adapt to technological advancements.

Furthermore, the study highlights the importance of ethical digital literacy in guiding students to critically engage with AI tools without compromising their relational commitments to their educators. It confirms that while AI can enhance access to knowledge and foster independent learning, it cannot replace the vital role of teachers as moral guides and facilitators of holistic human development.

Recognizing its limitations, the study acknowledges that reliance solely on student perspectives may have constrained the comprehensiveness of the findings. Future research integrating both student and teacher viewpoints through mixedmethod approaches would provide a richer, more balanced understanding of AI's impact on educational relationships.

In summary, the research underscores that technological innovation and Islamic educational values are not mutually exclusive. When anchored in ethical principles and relational integrity, AI tools like ChatGPT can contribute positively to the evolution of

education, supporting both academic excellence and the cultivation of character in the modern classroom.

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