



Socialization of Digital-Based History Learning and Chat-GPT to Students of SMAN 3 Ternate City

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ABSTRAK

The community service program entitled “Socialization of Digital-Based History Learning and ChatGPT for Students of SMA Negeri 3 Ternate” aims to provide solutions to challenges in history learning in digital era. This activity was designed to enhances students’ knowledge and skills in utilizing digitaltechnology, particularly the artificial intelligence application ChatGPT, as an interactive and engaging learning medium. The implementation methods included material delivery, demonstrations of application use, and hands-on practice with participants. The results indicated an improvement in students’ understanding of digital technology in history learning, increased learning motivation, and the development of basic skills in using ChatGPT appropriately. In conclusions, the integration of digital technology and artificial intelligence can serve as an alternative solution to strengthen the quality of history learning in secondary schools

INTRODUCTION

Various studies show that integrating digital technology into learning can boost students' motivation, understanding, and learning outcomes. According to Prensky (2010: 1-15), the digital native generation needs technology-based learning approaches to be more in line with their learning styles. Prensky emphasizes that digital native students need interactive and technology-based learning approaches. Wineburg & McGrew (2017), in their article **Lateral Reading and the Nature of Expertise: Reading Less and Learning More when Evaluating Digital Information**, explain that lateral reading techniques are still necessary to assess the accuracy of digital sources. In the context of history education, digital technology can enrich learning resources, offer interactive simulations, and encourage critical discussions (Wineburg, 2018: 20-40). Wineburg also introduced the concept of historical thinking (sourcing, contextualizing, corroborating) as a key skill and highlighted the importance of evaluating the credibility of digital information for history learning in his discussion about *Why learn history (when it's already on your phone)*.

ChatGPT as an artificial intelligence product offers big opportunities in education because of its ability to present information, provide contextual explanations, and support the development of students' critical thinking (Kasneci, et.al., 2023). Therefore, using ChatGPT in history learning can be a strategic innovation to improve education quality. Kasneci also reviews the opportunities (personalization, feedback) and challenges (ethics, teacher readiness) of using ChatGPT in education.

Bender, et al. (2021: 610-623) wrote about *On the Dangers of Stochastic Parrots: Can Language Models be too Big?*. Bender, et al., discussed the ethical risks and biases in using large language models like ChatGPT. Wineburg, & McGrew (2016: 1-40), showed that students' weaknesses in evaluating online sources can be addressed with digital literacy training. OECD (2021), in its report on AI and the future of skills, concerning: Capabilities and assessments, stated that digital literacy skills are a framework for evaluating competencies and 21st-century skills in the AI context. UNESCO (2021), in its report on AI and education: Guidance for policy-makers, said that policy guidance for the use of AI in education emphasizes access and equity. Baig, Shuib, & Yadegaridehkordi (2024) in their writing about ChatGPT in higher education: A systematic literature review as well as Education and Information Technologies says that a review of the use of ChatGPT in higher education is needed, including issues of benefits, challenges, and implications.

Ali, et al. (2024). In their article on *The effects of artificial intelligence applications in education*, Education and Information Technologies, mention that analyzing the impact of AI on learning outcomes is really important to do once the technology has been adopted in school learning. Smith & Lee (2023), in their article on *Opportunities, challenges and strategies for using ChatGPT in higher education*, say that there needs to be a strategy for integrating ChatGPT into learning, but academic integrity must still be maintained. Wineburg & McGrew (2017), in their article on *Lateral reading and the nature of expertise: Reading less and learning more when evaluating digital information*, mention

that the lateral reading technique for assessing the accuracy of digital sources is really necessary.

Ambarwati, et al. (2022: 1-12), in their study stated that the education world needs innovation to continue developing and to keep up with advancements in other fields. The use of technology has both positive and negative impacts. The effects can be focused on the positive aspects and minimize the negative ones if there is good cooperation from various parties so that technology is used as intended. The role of educational innovation in digital technology-based learning is very important. Innovation is needed so that the use of digital technology can be carried out optimally and comprehensively..

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In the study by Mufliva, Rosiana & Johar Permana (2024: 1-9) on Digital Technology in Elementary School Learning as a Priority Issue in Efforts to Build the Future Society, it shows that the integration of digital technology in learning includes the Merdeka Mengajar platform, which is not only a companion for educators but also an important pillar in building better education for Indonesia. Through the spirit of collaboration, inclusivity, and innovation promoted by the Merdeka Mengajar platform, we can together realize the vision of Pancasila Students who have strong character and integrity, ready to face future challenges. The conclusion of this study is that digital technology plays a very important role and must be a priority issue in the determination of Education policies in Indonesia, in efforts to realize Indonesia's future society.

Siregar, et al. (2024:1-11). In their research on ChatGPT Supporting Learning in Schools, they concluded that ChatGPT has been found to provide support in the learning process at schools, both for teachers and students. ChatGPT's support for teachers can be seen in five areas: explaining material, developing learning materials, assessment and evaluation, classroom management, and curriculum development. Thus, ChatGPT helps teachers present material in an attractive, interactive, adaptive, and persuasive way. As for students, ChatGPT supports them in five areas: independent learning, more creative and up-to-date help with homework, practicing foreign languages, inspirational reference materials, and solving complicated and complex problems. With this kind of support, students are able to boost their effectiveness and creativity in learning, both inside and outside the classroom, and it also opens up ample space for new opportunities to explore and investigate more broadly, deeply, and neatly.

Abdurrahman, et al. (2024: 1-10) in their research on The Role of Technology in Educational Information: A Literature Study Perspective concluded that overall, the use of technology in managing attendance, evaluating teacher performance, and handling other administrative tasks has had a clear positive

impact on operational efficiency in the education sector. The success of automated attendance systems lies not only in improving the accuracy of attendance data but also in freeing up teachers' time to focus more on teaching activities. Online-based teacher performance evaluation systems open the door to transparency, allowing teachers and administrators to collaborate effectively to enhance teaching quality. Additionally, integrating technology into administrative tasks has led to significant efficiency, reducing complexity and the risk of human error. Improving internal communication through collaboration platforms and automated notifications ensures that critical information can be delivered quickly and efficiently. So, it can be concluded that technology is not just a tool, but an important partner in creating a more adaptive, efficient, and responsive educational environment. Integrating technology isn't just about making operations smoother; it also opens up new opportunities to enhance learning quality and engagement across the entire community.

Heriyanto & Santosa (2025: 1-10), in their study on School Readiness Analysis for Utilizing Technology in Learning, showed that in the Process aspect, skill improvement in the curriculum is still needed. On the other hand, stakeholder involvement and assessment methods are already going well. In the Technology aspect, more attention is needed on digital storage and innovative analysis to support progress in the digital age and Industry 4.0.

Sibuea et al. (2023: 1-6) in their research on the Role of Educational Technology in Learning, showed that learning technology has the potential to provide relevant recommendations that can help improve education in today's digital era. The analysis results from this study indicate that using the internet as a learning medium affects students' learning motivation.

Novian, Hermila & Randi Sudirman (2024: 62-70) in their study on The Effect of Using ChatGPT Technology on the Quality of Grade X Students' Assignments at Gorontalo High School, showed that the implementation of ChatGPT AI technology has a significant impact on the quality of students' assignments. Based on data analysis and hypothesis testing, it was found that using ChatGPT contributes 38% to improving the quality of students' assignments in the subjects. These findings indicate that ChatGPT AI technology not only helps students understand the material but also plays an important role in enhancing the quality of their assignment results. The study shows that 47% of students using ChatGPT experienced a clear improvement in their assignment results, as reflected from the descriptive tests conducted.

Fatmawati (2025: 1-15), in her writing about the Transformation of History Learning with Digital-Based Deep Learning for Gen Z, concludes that history plays an important role in shaping students' understanding of past events that influence the nation's development. However, students' low interest in learning history comes from their view that history is one-way, textual, and relies on memorization. The policy of implementing deep learning in the context of education is linked to providing learning experiences and creating a learning environment that supports students' understanding, stimulates higher-order thinking skills, and applies their knowledge in various real-world contexts. Regarding this matter, as mentioned earlier, deep learning applies the principles

of being mindful, meaningful, and joyful, which can be implemented in History learning through various methods suited to the characteristics of Generation Z, such as project-based learning, using e-learning platforms, and integrating technologies like artificial intelligence. These methods encourage students to think critically, creatively, and to be able to solve problems independently. Therefore, there needs to be a transformation of history learning by teachers towards digital approaches. In line with the teacher's role in implementing deep learning, they act as activators, culture builders, and collaborators. Nevertheless, the application of deep learning in history learning is often hindered by technical, pedagogical, and cultural limitations..

Putri, Hartono & Nurkholipah (2024) say that using ChatGPT in high school history learning shows that: (1) ChatGPT provides the information students need and can be accessed anytime; (2) ChatGPT cannot replace the role of teachers but can be a tool to support the learning process; and (3) ChatGPT makes students dependent on technology and less likely to think for themselves when looking for information, which leads to directly copying answers without understanding the material and results in plagiarism. The authors suggest that ChatGPT should only be used as a tool to support learning. In practice, teachers need to teach students to verify the information they get from ChatGPT because not all of it is correct and to get students used to not directly copying answers that may contain plagiarism.

Arumsari, Diajeng, et al. (2024: 1-15), through their research, stated that there are two impacts related to the use of Chat GPT in educational practice. The positive impacts are that it becomes an effective and affordable learning tool, provides benefits in writing academic papers, offers up-to-date additional information, and can help in the preparation of final assignments or theses for students. The negative impacts are a decline in critical thinking cognitive abilities, becoming dependent on technology, not always producing accurate answers, and reducing creativity. The conclusion of this research is that the emergence of artificial intelligence like ChatGPT (Generative Pre-Trained Transformer) brings new innovations in the tech world, especially in education. The capabilities offered by ChatGPT pose an educational challenge for teachers and students in the learning process by providing both positive and negative impacts.

Kurniatunnisa, et al. (2025:47-59) said that the development of information and communication technology (ICT) has created significant changes in the field of education, especially with the emergence of artificial intelligence (AI) as an increasingly popular learning tool. AI is now not only limited to industrial applications or scientific research, but has also entered classrooms to enrich students' learning experiences. In education, the use of AI has made personalized learning possible, where systems can adjust learning materials according to students' needs and progress.

Septiana, Sopingi & Hidayati (2025: 1-12), in their research on the Etiquette of Using Artificial Intelligence (AI) in Knowledge: A Review of the Book *Adabul Alim Wal Muta'allim*, show that principles of scholarly etiquette, such as sincere intention, communication ethics, moral responsibility, and balance between

knowledge and character, are very relevant for ethical and responsible AI use. In conclusion, applying the values of scholarly etiquette can be a solution in facing AI ethical challenges by ensuring that this technology is used according to the principles of honesty and the welfare of the community. The implication is that AI should be developed and used while considering moral aspects and Islamic spiritual values to continue supporting academic integrity and the blessing of knowledge [25]



Figure 1. Preparing the Lesson Material While Waiting for the Students to Arrive.



Figure 2. Preparing Digital Facilities in the Form of LED Monitors for Giving Material to The Student Participants.



Figure 3. Giving an Understanding of the Positive Benefits and Negative Impacts of Using Chatgpt for Students at School.



Figure 4. Giving an Understanding of the Positive Benefits and Negative Impacts of Using Chatgpt for Students at School.



Figure 5. Students Take Notes, Listen, and Study Digital Technical Instructions to Practice Using the AI-Chatgpt Application



Figure 6. The Students Are Seriously Taking Notes, Paying Attention, and Learning the Digital Technical Instructions To Practice Using the AI-ChatGPT app



Figure 7. The Students of SMAN 3 Ternate City participating in the PKM activity for Digital-Based History Learning and ChatGPT Socialization (session 1).



Figure 8. The students of SMAN 3 Ternate City participating in the PKM activity for Digital-Based History Learning and ChatGPT Socialization (session 2).

Goals and Benefits

This community service activity aims to: 1) Give students an understanding of the importance of using digital technology in learning history; 2) Introduce ChatGPT as one of the innovative learning media; and 3) Increase students' interest, creativity, and historical literacy through a digital approach. Meanwhile, this activity is beneficial as follows: 1) For students: gaining new skills in using technology to support the learning process; 2) For teachers: having additional references to develop digital-based history learning strategies; and 3) For the education community: creating a learning model that is adaptive to technological developments.

Problem I Want to Solve

The main issues we want to address in this activity are: 1) students' low interest in history subjects; 2) limited use of digital technology in school learning; 3) students' lack of skills in properly accessing, sorting, and using digital-based information; and 4) the need for an innovative learning model that can boost students' active participation. As the team leader, I see this activity not just as a form of service, but also as a strategic effort to equip the younger generation with 21st-century skills, especially in connecting historical values with the latest technological developments. With this activity taking place, it is hoped that students of SMA Negeri 3 Kota Ternate can gain new experiences in learning history in a fun way, while also fostering an awareness of the importance of history in building the nation's future identity.

Goals and Objectives

The goal of this community service activity is to: 1) give students at SMA Negeri 3 Ternate City an understanding of the importance of digital literacy in learning history; 2) introduce the use of AI-based technology, especially ChatGPT, as a supporting tool in interactive, innovative, and contextual history learning; 3) improve students' skills in accessing, evaluating, and processing historical information through relevant and trustworthy digital sources; 4) equip

teachers and students with practical strategies for integrating ChatGPT and digital technology into the learning process; and 5) provide solutions to the problem of low interest in studying history through a more engaging digital approach that matches the digital generation.

The targets of this activity are: 1) Students of SMA Negeri 3 Ternate City as the main beneficiaries, especially in improving digital literacy skills and critical thinking abilities in history subjects; 2) History teachers, as facilitators who are expected to be able to apply digital-based learning strategies and ChatGPT in the classroom; 3) The school as an institution, through enhancing the quality of history learning in line with educational technology developments; and 4) The educational community in Ternate City, more broadly through the dissemination of best practices in using AI technology in history learning.

IMPLEMENTATION AND METHODS

Activity Design: The activity is designed as an interactive socialization and training on the use of digital technology and ChatGPT in history learning. This design integrates theoretical material delivery, live demonstrations of using the ChatGPT application as a learning aid, and hands-on sessions where students directly interact with the technology. This approach aims to transform traditional learning methods into something more engaging, relevant, and effective in the digital era.

Location and Target: The activity took place at SMA Negeri 3 Ternate City, Gambesi Village, South Ternate City District, as the main location for the socialization program. The main targets were students in the classes taking history lessons, with active involvement from history teachers as companions and facilitators. By involving teachers, this activity also aimed to encourage the ongoing use of digital technology in learning at the school.

Tools and Materials: 1) Computer/laptop and internet connection as a means to access digital technology and ChatGPT; 2) Projector and LED screen for presenting the material; 3) Socialization module about digital-based history learning and ChatGPT usage guide; 4) Mobile device or laptop that students can use for hands-on practice;

Activity Steps: a) Preparation: (1) coordinating with the school to arrange the schedule and facilities; (2) preparing the socialization materials and training modules to be used; (3) getting technology devices and supporting infrastructure like internet connection ready; and (4) having a briefing with the history teacher as a companion during the activity. b) Implementation: (1) Opening the activity with an introduction to the purpose of the socialization; (2) Presenting material about the importance of learning history in the digital era and introducing ChatGPT technology; (3) Demonstrating how to use ChatGPT as a tool to help understand history material; (4) Practice session where students directly try the ChatGPT application to explore historical information and discuss; (5) Q&A and interactive discussion to deepen understanding. c) Evaluation: (1) Using questionnaires and observation to measure students' understanding and the effectiveness of the socialization; (2) Documenting feedback from participants

and teachers for future improvements; and (3) Preparing a report of the activity results as material for evaluation and formal reporting.

The description of the implementation method above combines a socialization, training, and systematic evaluation approach to support the development of technology- and AI-based history learning in schools.

RESULTS AND DISCUSSION

Community service is an effort to spread knowledge, technology, and art to the public. These activities should be able to provide added value to the community, whether in economic activities, policies, or behavioral changes (social). Community service activities have been able to bring changes to individuals/communities as well as institutions, both in the short term and long term.

Activity analysis

The Socialization Activity on Digital-Based History Learning and ChatGPT was held at SMA Negeri 3 Kota Ternate with participants from the 12th grade. Based on observations during the activity, students showed quite a high enthusiasm for using digital technology in history learning. This was shown through active participation in Q&A sessions, hands-on practice with the applications, and willingness to try out various features that were introduced. The initial condition of the students before the socialization showed that most of them still relied on conventional learning methods, namely listening to the teacher's explanations and reading textbooks. Although some students were already used to using gadgets and the internet, their use for learning purposes, especially in history subjects, was still limited. Therefore, this activity provided a new experience for students regarding the potential of digitalization and the use of artificial intelligence (AI) to support understanding of history.

Discussion on the Implementation of Digitalization in History Learning

Digital learning allows students to access a wider range of learning resources that are more varied, interactive, and contextual. Through this socialization, students are introduced to: digital media (e-book learning platforms, interactive videos, and history learning apps); ChatGPT as a learning assistant that can explain things again, create summaries, break down difficult material into simpler parts, and help students sharpen their critical thinking skills through interactive dialogue.

From the discussion results, students felt that history lessons, which are usually considered boring because they're dominated by memorization, become more interesting when integrated with technology. For example, ChatGPT can offer a variety of approaches: from explaining historical events in simple language, providing Q&A simulations like quizzes, to helping students outline history essays.

Impact on Understanding and Learning Motivation

Based on student feedback, there have been several positive changes after the socialization, including: a) Increased learning motivation – students feel more

excited because learning history is no longer just about reading thick books, but can be done with the help of interactive digital media; b) Better understanding – ChatGPT's explanations help students grasp abstract historical concepts and the chronology of events more clearly; and c) Learning independence – students are encouraged to explore the material on their own without always waiting for the teacher's explanation.

However, there are also some challenges, like the potential for over-reliance on AI and the need for teacher guidance so that students stay critical in verifying the information they get.

Relevance to the Curriculum and the Teacher's Role

Integrating digital technology into history learning goes hand in hand with curriculum demands that emphasize digital literacy and critical thinking skills. Teachers still play an important role as facilitators, guides, and evaluators to ensure that the use of ChatGPT and other digital media is not misused or leads to historical misconceptions. In history learning, the validity of information is crucial. Therefore, teachers need to guide students in combining digital exploration results with credible academic sources. This way, history learning becomes not only more engaging but also accurate and meaningful.

Activity Implications

The results of this activity can be concluded as follows: a) digitalizing learning can increase the effectiveness and appeal of history lessons; b) ChatGPT can be an innovative tool supporting independent, interactive, and personalized learning; c) students' digital literacy skills improve, while also encouraging them to be more critical in managing information; and d) teachers have a central role in guiding, supervising, and evaluating the use of technology so that it doesn't reduce the depth of historical analysis.

Quantitative Analysis

Based on the survey results after the socialization with 50 participants, the response distribution is as follows:

- 7 people (14%) => can use ChatGPT well.
- 13 people (26%) => just got to know ChatGPT.
- 10 people (20%) => just tried using it.
- 15 people (30%) => don't care or not interested.
- 5 people (10%) => have no idea about ChatGPT at all.

Table 1. Distribution of Understanding and Ability to Apply ChatGPT

Participant Categories	Quantity	Percentage
Can use ChatGPT	7	14%
New to ChatGPT	13	26%
Just tried using	10	20%
Not caring/not interested	15	30%
Don't know at all	5	10%
Total	50	100%

Quantitative Interpretation

Only 14% of students can actually use ChatGPT after the introduction, while 46% (13+10 people) are still at the beginner stage (just getting to know it and trying it out), showing great potential if given further training; and 40% of students (15+5) face serious obstacles (either don't care or have no clue).

Qualitative Analysis

1. Level of Digital Readiness. The data shows that even though all participants claimed to know about ChatGPT, their understanding was more like "have heard of it" rather than "can actually use it." This indicates a gap between passive knowledge (awareness) and practical skills;
2. Barriers: lack of deep digital literacy; although students are familiar with gadgets, they are not used to using AI-based technology for academic purposes; resistance and indifference (30%) might be due to the assumption that history doesn't require advanced technology, or the worry that ChatGPT is just an entertainment tool; and limited direct experience as students are not accustomed to the interface and how to use ChatGPT for learning. Faktor Potensi: 26% siswa yang baru mengenal dan 20% siswa yang baru mencoba merupakan kelompok prospektif. Dengan pendampingan kelompok ini dapat ditingkatkan menjadi pengguna aktif; 7 siswa (14%) yang sudah bisa menggunakan ChatGPT bisa dijadikan agen perubah (peer tutor) untuk membantu teman-temannya.
3. Implications for History Learning: there's a need for learning strategies that focus more on hands-on practice rather than just explaining concepts; teachers should provide case studies of history learning with ChatGPT so students can see real benefits, like summarizing events, doing social studies exercises, or simulating historical debates; the 30% of students who are indifferent should be addressed with motivational approaches, for example, showing that mastering AI technology also supports 21st-century skills needed in the workplace and college. Sintesis Analisis

In general, although initial awareness is quite high, actual mastery is still low. This data confirms that the success of integrating ChatGPT into history learning is not enough with just socialization, but requires a continuous approach, hands-on guidance, and the right motivation. Here are two visual graphs from the quantitative data that can be shown:

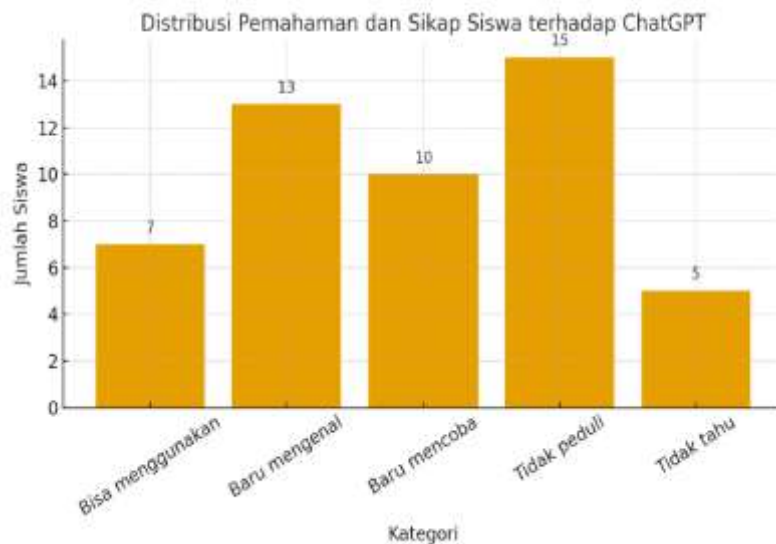


Figure 9. Students' Understanding and Attitudes Towards ChatGPT
Source: Field Data Processed by the 202 Service Team

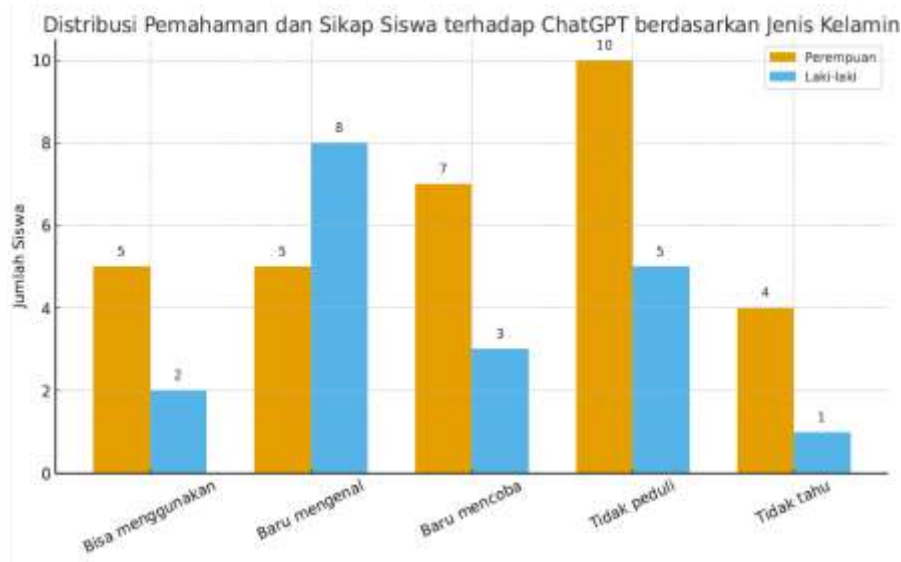


Figure 10. Students' Understanding and Attitudes towards ChatGPT

1. Bar chart => shows the number of students per category
 2. Pie chart => displays the percentage distribution of students in each category
- Source: Field Data Processed by the 2025 Community Service Team

Besides that, there is a distribution of students' understanding and attitudes toward ChatGPT based on gender. The bar chart below shows the comparison between female and male students in each category, making it easy to see the differences in participation and understanding.

Next is a pie chart showing the distribution of students' understanding and attitude towards ChatGPT based on gender: 1) Female students: a) Can use it (25%) => 5 people; b) Just familiar with it (25%) => 5 people; c) Just tried it (35%) => 7 people; d) Don't care (50%) => 10 people; e) Don't know (20%) => 4 people. It seems that most females fall into the categories of just tried it and don't care. Even though some can use it, the number is relatively small. 2) Male students: a) Can use it (13%) => 2 people; b) Just familiar with it (53%) => 8 people; c) Just tried it (20%) => 3 people; d) Don't care (33%) => 5 people; e) Don't know => 1 person.



Source: Field Data Processed by the 2025 Service Team.

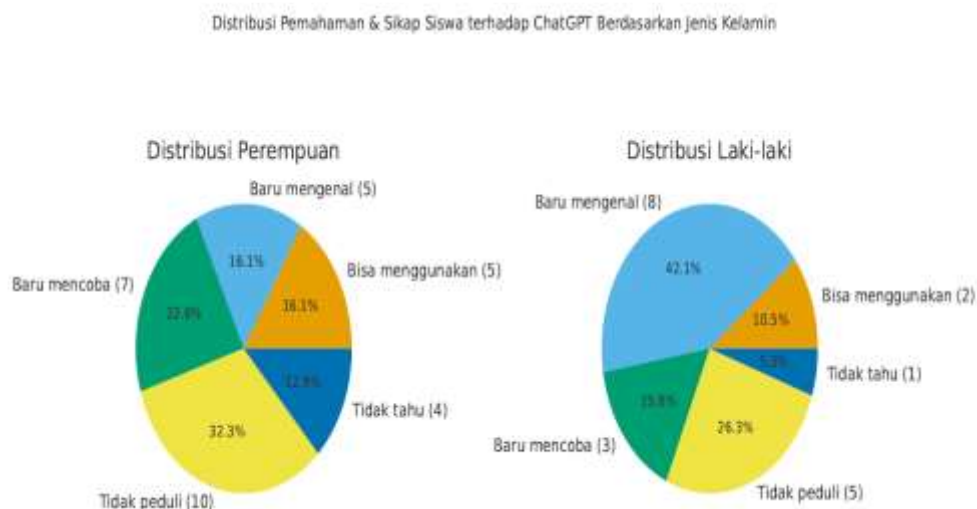


Figure 11. Distribution of Students' Understanding and Attitudes Towards ChatGPT Based on Gender

Source: Field Data Processed by the 2025 Service Team

In the male group, the majority are in the 'just getting to know' category. This shows that men generally know more after socializing, even though their practical skills are still limited.

General Interpretation: a) women tend to try more (hands-on practice), but most are still indifferent (don't care); b) men are more often just getting to know it, showing interest to learn, even though not many have mastered it yet; and c) both groups have limitations in using ChatGPT (25% women vs 13% men). So, different strategies are needed: a) for women => focus on motivation to care more; b) for men => focus on practical training to improve skills.

Table 2. Summary of Students' Understanding and Attitudes Toward ChatGPT

Category understanding/ Attitude	Female (p)	Male (L)	Total	Percentages
Can use	5	2	7	14%
New to know	5	8	13	26%
Just tried	7	3	10	20%
No matter	10	5	15	30%
Don't know at all	4	1	5	10%
Total	31	10	50	100%

Source: Field Data Processed by the Community Service Team 2025

Table Interpretation

1. Women (31 people) are more dominant in the 'just trying' category (7 people) and 'not caring' category (10 people);
2. Men (19 people) are mostly in the 'just getting to know' category (8 people);
3. Overall, only 14% of students (7 people) can actually use ChatGPT after the socialization; and
4. There's a tendency difference: women are more willing to try, but their level of care is low. Men mostly just get to know it but haven't really tried it in depth.

Comparative Analysis of Students' Understanding and Attitudes Towards ChatGPT Based on Gender According to the survey results shown in the distribution table, there is a difference in tendencies between female and male students in understanding and responding to the use of ChatGPT after the socialization activities. First, out of 31 female students, most fall into the 'just trying' category (22.6%) and 'indifferent' (32.3%). This shows that although females are more willing to try using ChatGPT, there is a tendency for low interest and concern in utilizing this technology for learning history. This finding is important because the female group shows potential practical skills but needs extra motivation to consistently use technology as a learning tool.

Second, out of 19 male students, most fall into the 'just getting familiar' category (42.1%). This means that the boys tend to have more curiosity about ChatGPT, but most are still at the introductory stage and haven't developed practical skills yet. This indicates that male students need more guidance and hands-on practice to be able to use ChatGPT effectively.

Third, in terms of more advanced skills, only 5 female students (16.1%) compared to 2 male students (10.5%) were able to use ChatGPT well. This number is still very small compared to the total participants, which shows that the socialization activities have only resulted in basic understanding and have not fully improved the skills in using AI technology for history learning.

Fourth, there is also quite a large tendency of indifference among women (32.3%) compared to men (26.3%). Meanwhile, the category of 'don't know at all' is more common among women (12.9%) than men (5.3%). This indicates that there is still a gap in digital literacy, especially among female students, which requires more intensive intervention to raise awareness about the importance of digital skills in education.

So, it can be concluded that female students are more likely to try but care less, while male students are more familiar but haven't tried much yet. This difference calls for different learning strategies: girls need motivation boosting and learning relevance, while boys need more hands-on practice to be able to master ChatGPT skills on their own.

CONCLUSION AND RECOMENDATION

The socialization of digital-based history learning and ChatGPT at SMA Negeri 3 Ternate went well, marked by the enthusiasm of most students in participating in the material, practice, and discussions. This activity was able to provide new insights into the use of digital technology and artificial intelligence (AI) in the history learning process. Students' initial knowledge about ChatGPT was passive, with 50 students admitting they had heard of and knew about ChatGPT before the socialization. However, evaluation results after the activity showed that only 14% of students were able to use ChatGPT directly, while 46% had just got to know and tried it, and 40% didn't care or had no idea at all. This highlights the gap between knowledge and practical skills.

Using ChatGPT has been shown to have a positive impact on learning history, especially in helping students understand the material, make summaries, answer questions, and create writing outlines. With an interactive approach, ChatGPT can make history lessons, which are often seen as full of memorization, less boring. There are still challenges to face, though: low digital literacy among some students, especially in operating AI-based apps; a lack of concern (30% of students) which could hinder the adoption of new technology; and the potential for dependence on ChatGPT, which means teachers need to guide students to stay critical in verifying information. The role of teachers remains very important as facilitators and guides so that the use of ChatGPT doesn't just become entertainment, but really supports achieving curriculum competencies, especially strengthening digital literacy, critical thinking, and 21st-century skills. The implication of this activity is the need for follow-up actions such as advanced training, intensive practical guidance, and the integration of ChatGPT use in history learning in a structured way. That way, students don't just get to know the technology, but can also use it effectively, responsibly, and critically in the learning process.

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