

## ABSTRAK

Pemanfaatan *Artificial Intelligence* (AI) dalam bidang pendidikan semakin berkembang, salah satunya melalui penggunaan *ChatGPT* sebagai alat pendukung dalam pengerjaan proyek pemrograman. Penelitian ini bertujuan untuk menganalisis kepuasan mahasiswa terhadap pemanfaatan *Artificial Intelligence* sebagai alat pendukung proyek pemrograman menggunakan metode *End User Computing Satisfaction* (EUCS). Penelitian dilakukan pada mahasiswa Fakultas Ilmu Komputer Universitas Amikom Purwokerto yang pernah menggunakan *ChatGPT*. Variabel yang dianalisis meliputi *Content*, *Accuracy*, *Format*, *Timeliness*, dan *Ease of Use*. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pengumpulan data melalui kuesioner berbasis skala Likert. Data yang diperoleh dianalisis menggunakan IBM SPSS Statistics 23 dengan tahapan uji validitas, uji reliabilitas, uji asumsi klasik, serta analisis regresi linear berganda yang mencakup uji t, uji F, dan koefisien determinasi ( $R^2$ ). Hasil penelitian menunjukkan bahwa secara simultan seluruh variabel EUCS berpengaruh signifikan terhadap kepuasan mahasiswa. Secara parsial, variabel *Content* dan *Ease of Use* berpengaruh signifikan terhadap kepuasan mahasiswa, sedangkan variabel *Accuracy*, *Format*, dan *Timeliness* tidak menunjukkan pengaruh signifikan. Nilai koefisien determinasi sebesar 0,674 menunjukkan bahwa 67,4% variasi kepuasan mahasiswa dapat dijelaskan oleh variabel dalam model EUCS.

Kata kunci: *End User Computing Satisfaction* , Kepuasan Mahasiswa, *Artificial Intelligence*, *ChatGPT*.

## **ABSTRACT**

*The utilization of Artificial Intelligence (AI) in the field of education has continued to grow, one of which is through the use of ChatGPT as a supporting tool in programming projects. This study aims to analyze student satisfaction with the utilization of Artificial Intelligence as a supporting tool for programming projects using the End User Computing Satisfaction (EUCS) method. The research was conducted on students of the Faculty of Computer Science at Universitas Amikom Purwokerto who have used ChatGPT. The variables analyzed include Content, Accuracy, Format, Timeliness, and Ease of Use. This study employed a quantitative approach with data collected through Likert-scale questionnaires. The collected data were analyzed using IBM SPSS Statistics 23 through validity testing, reliability testing, classical assumption testing, and multiple linear regression analysis, including t-tests, F-tests, and the coefficient of determination ( $R^2$ ). The results indicate that simultaneously all EUCS variables have a significant effect on student satisfaction. Partially, the Content and Ease of Use variables have a significant effect on student satisfaction, while the Accuracy, Format, and Timeliness variables do not show a significant effect. The coefficient of determination value of 0.674 indicates that 67.4% of the variation in student satisfaction can be explained by the variables in the EUCS model.*

*Keywords: End User Computing Satisfaction , Student Satisfaction, Artificial Intelligence, ChatGPT*