

ABSTRACT

Previous research on the evaluation of Digital Literacy education at Telkom University found that students found it difficult to give up the use of ChatGPT despite being aware of the influence on critical thinking. The research requires a study of the factors that cause students' dependence on ChatGPT. Therefore, learning development is carried out by emphasizing the wise use of ChatGPT in Digital Literacy classes at Telkom University. As a benchmark, self-reflection was carried out based on James Potter's Media Literacy theory to see dependence, emotions, and information evaluation skills when using ChatGPT.

Qualitative method by conducting content analysis with NVivo tools for student reflection writings (n = 133), observation and interviews with students who gave special answers to reflection writings. The results showed that almost all students felt dependent on use with a high level of confidence in sustainability. ChatGPT provides a dominance of pleasant experiences, but not a few students feel negative emotions such as annoyance, frustration, fear, sadness, and anger in its use. Students have realized the importance of information evaluation in using ChatGPT to avoid misinformation due to fear of the lack of credibility of the information provided.

Keywords: *ChatGPT, Digital Literacy Course, Student, Self Reflection*