

Understanding Students' Attitudes and Behavioral Intentions Towards the Use of Artificial Intelligence-Driven Learning Tools in Higher Education

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Abstract

Artificial Intelligence (AI) has transformed the education sector by introducing innovation, efficiency, and competitive advantages through advanced analytics. However, the adoption of ChatGPT in education has sparked both enthusiasm and controversy. Proponents highlight its potential to enhance student learning and improve critical thinking, writing, and problem-solving skills. Critics, however, raise concerns about its limitations, such as reduced creativity, over-reliance on data, and potential impacts on personal development. These debates have even led some regions to impose bans or restrictions on ChatGPT. Despite these polarized views, limited empirical research explores students' behavioral intentions toward using ChatGPT. This study aims to bridge this gap by investigating the positive and negative factors influencing students' attitudes and intentions regarding ChatGPT adoption.

To address this, we extend the Integrated AI Acceptance-Avoidance Model (IAAAM) to assess student's readiness to use ChatGPT for learning. Our research contributes to the literature by providing comprehensive insights into the factors shaping students' attitudes and intentions toward ChatGPT. Theoretically, this study enhances understanding of AI adoption in higher education, confirming the role of cognitive and affective factors in shaping behavioral intentions and offering a framework for future research. Practically, it provides actionable strategies for integrating ChatGPT into education: educators and decision-makers can design pedagogical approaches that emphasize its benefits while addressing risks, as well as develop policies to ensure ethical use and academic integrity.

Keywords: ChatGPT, OpenAI, attitude, behavior, higher education