

THE ADOPTION OF GENERATIVE AI AMONG INDONESIAN UNIVERSITY STUDENTS

Azrielira Callista Syavina, Nurist Surayya Ulfa
azrielsyavina24@gmail.com

Bachelor of Communication Science Program

Faculty of Social and Political Sciences Diponegoro University

Jl. Prof. Soedarto, SH, Tembalang, Semarang Postal Box 1269 Telephone (024) 746407

Fax (024) 746504 Website: <https://fisip.undip.ac.id> / Email: fisip@undip.ac.id

ABSTRACT

The adoption of generative artificial intelligence (AI) tools has increasingly become part of Indonesian university students' academic activities. This study explores the adoption of a generative AI tool among Indonesian university students. Using a quantitative survey approach, data were collected from 150 respondents through an online survey and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine patterns in adoption behavior. The findings indicate that students' adoption of generative AI is strongly connected to how they perceive its practical role in supporting academic work. Students who develop clear intentions to use generative AI tend to translate into adoption in their academic activities. Overall, this study highlights that the adoption of generative AI among Indonesian university students reflects a growing on AI tools as part of everyday learning activities.

Keywords

Generative artificial intelligence, technology adoption, university students

INTRODUCTION

The growing usage of generative artificial intelligence has transformed how individuals perform everyday tasks, including learning and information seeking. Generative AI has become increasingly integrated into educational environments, where students utilize it to support academic activities and improve productivity. It is widely used to assist with writing, information seeking, brainstorming, and problem-solving (Črček & Patekar, 2023).

Recent surveys indicate that AI adoption has expanded substantially across sectors, including higher education where students are among the most active user groups. University students, in particular, have become active users of generative AI due to the technology's ability to support academic tasks and facilitate access to information.

As students continue to interact with generative AI, their experiences are shaped by how they evaluate its practical value in supporting learning tasks and how easily it can be integrated into their daily academic activities. These considerations collectively form the basis of how students approach the decision to adopt and consistently use generative AI in their studies.

Overall, the adoption of generative AI among Indonesian university students reflects a broader transformation in academic practices, where digital tools are increasingly becoming part of routine learning activities.

RESEARCH OBJECTIVE

This study aims to explore the adoption of generative artificial intelligence (AI)

among Indonesian university students, particularly how these technologies are integrated into their academic activities. It focuses on understanding how students consider adopting generative AI tools. This study emphasizes the broader process of adoption as it occurs within the students' academic environment.

THEORETICAL FRAMEWORK

The study is conceptually grounded in established perspectives on technology adoption, particularly those that explain how users come to accept and integrate new technologies into their daily lives. Prior literature suggests that the adoption of technology is not solely determined by the availability of tools, but also involving the process through which technologies become embedded in users' daily activities (Ren, 2026).

Building on this understanding, the adoption of generative artificial intelligence (AI) in this study is viewed as a process in which students move from awareness to adoption within the academic settings. This process is shaped by how students can incorporate them into their daily routines, and how they evaluate the technology. Together, this framework forms an overall understanding of how generative AI becomes embedded in students' academic tasks.

RESEARCH METHODOLOGY

This study employed quantitative research. Data were collected through an online questionnaire distributed to Indonesian university students who had experience using Generative AI for academic purposes. Using a convenience sampling approach, a total of 150 valid responses were obtained. The questionnaire items were adapted from

primary and secondary data and measured using a five-point Likert scale. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), enabling the examination of relationships among multiple constructs and the assessment of the proposed research model (Hair et al., 2021).

RESULT AND DISCUSSION

The findings indicate that generative AI has become increasingly integrated into the academic lives of Indonesian university students. Many students are using AI for daily tasks and academic tasks. Often, they use AI to work on academic assignments.

Students remain aware of certain considerations with generative AI, however these concerns do not significantly hinder continued usage, as students tend to prioritize practical benefits the technology provides in supporting their academic work.

CONCLUSION

This study concludes that the adoption of generative AI among Indonesian university students reflects a broader shift in how academic tasks are conducted.

The adoption process is shaped by how students experience these tools in practice, particularly in terms of technology helping students.

The study highlights that generative AI is no longer viewed as an external tool, but is gradually being normalized within higher education environments. This indicates a continuing transformation in student use behavior of generative AI.

RECOMMENDATION

Future research may further explore generative AI adoption across different

universities, academic disciplines, and educational contexts. The involvement of diverse student populations may provide deeper understanding how technologies are integrated into learning practices and how they may evolve over time.

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