

The Use of Artificial Intelligence (AI) to Support Student Learning Motivation in the Economics Education Study Program at Muhammadiyah University of Sampit

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Abstract

This study aims to determine the use of Artificial Intelligence (AI) in supporting the learning motivation of students in the Economics Education Study Program at Muhammadiyah University of Sampit. The study used a qualitative approach with a descriptive research type. The research informants consisted of four students who actively use AI in learning activities and one lecturer as a supporting informant. Data were collected through observation, interviews, and documentation, then analyzed using the Miles, Huberman, and Saldaña model. The results showed that AI was used by students to search for references, understand lecture material, create summaries, and assist in completing academic assignments. The use of AI provides benefits in the form of easy access to information, increased understanding of the material, efficiency of study time, and increased student self-confidence. In addition, AI contributes to increased learning motivation as demonstrated by students' perseverance, independence, and interest in learning. However, excessive use of AI has the potential to cause dependency, so it needs to be balanced with critical thinking skills and digital literacy. Thus, Artificial Intelligence can be an effective learning support tool in increasing student learning motivation.

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1. INTRODUCTION

The development of digital technology in the era of the Industrial Revolution 4.0 and Society 5.0 has brought significant changes to various aspects of life, including education. Digital transformation is encouraging educational institutions to utilize various technological innovations to improve the quality of learning. One innovation that has developed rapidly in recent years is Artificial Intelligence (AI), a technology that enables computer systems to mimic human cognitive abilities such as thinking, analyzing, problem-solving, and decision-making. The presence of AI provides new opportunities for creating learning systems that are more effective, flexible, and adaptive to students' needs (Holmes et al., 2021).

Artificial Intelligence has been utilized in various educational sectors, from elementary to higher education. This technology can facilitate the learning process by providing rapid information, providing automated feedback, and presenting more personalized materials tailored to user needs. The presence of AI-based platforms such as ChatGPT, Gemini, and Copilot allows students to access various learning resources more easily and efficiently than conventional information search methods. Furthermore, AI also

has the potential to improve the quality of learning through a more interactive and student-centered approach (Dwivedi et al., 2023; Zawacki-Richter et al., 2022).

In the context of higher education, the use of Artificial Intelligence is increasing as students' needs for fast, flexible, and easily accessible learning resources grow. Students are using AI not only to search for information but also to understand complex concepts, summarize material, develop research ideas, and assist with academic assignments. This demonstrates that AI has become a crucial part of modern student learning. AI's ability to provide rapid and relevant responses makes it a widely used technology to support the learning process in higher education (Kasneci et al., 2023).

Advances in educational technology provide opportunities to improve the quality of learning through the use of more innovative media and learning resources. Learning supported by digital technology can create a more engaging, interactive, and individualized learning experience. Students can access various information sources without the constraints of space and time, making the learning process more flexible. This can increase student engagement in the learning process and foster higher learning motivation (Pujiati et al., 2025).

Learning motivation is a crucial factor in determining a student's success in achieving their academic goals. Learning motivation serves as a driving force that directs a person to engage in learning activities consistently and sustainably. Students with high learning motivation tend to be more active in attending lectures, persevere in completing assignments, and are able to overcome various obstacles that arise during the learning process. Conversely, students with low learning motivation tend to participate less in academic activities and experience difficulties in achieving optimal learning outcomes (Uno, 2018).

According to Ryan and Deci (2020), learning motivation can be influenced by various factors, both internal and external to the individual. Internal factors include interests, needs, learning goals, and self-confidence. Meanwhile, external factors include the learning environment, social support, learning strategies, and the use of educational technology. Therefore, the use of Artificial Intelligence as part of a digital learning environment has the potential to contribute to increasing student learning motivation.

The use of Artificial Intelligence in learning not only helps students acquire information quickly but also provides a more personalized and adaptive learning experience. AI is able to present information according to user needs, allowing students to obtain explanations that are easier to understand than conventional learning resources. This convenience can increase students' confidence in understanding lecture material and encourage them to be more active in the learning process. Thus, AI has the potential to be a factor supporting increased student learning motivation (Holmes et al., 2021).

Several previous studies have shown that the use of Artificial Intelligence has a positive impact on student motivation and learning engagement. Research by Wibowo (2021) indicates that students with good AI literacy tend to exhibit higher learning motivation than those with less understanding of the technology. Furthermore, research by Dwivedi et al. (2023) explains that AI can enhance the learning experience through easy access to information, personalized learning, and rapid feedback, thereby increasing student learning interest.

Student learning motivation is also influenced by active involvement in the learning process, a supportive learning environment, and an internal drive to achieve academic goals. Research by Sudarmono, Apuanur, and Shidiq (2017) shows that a conducive learning environment can increase student enthusiasm and participation in academic activities. These findings suggest that learning strategies and the learning environment play a crucial role in

shaping student learning motivation. In this context, Artificial Intelligence can be viewed as part of a modern learning environment that can support student engagement in the learning process.

Despite its numerous benefits, the use of Artificial Intelligence in education also poses a number of challenges. One frequently discussed challenge is the emergence of a dependency on technology, which can diminish students' critical thinking skills if used excessively. Students who rely too heavily on AI for answers risk losing opportunities for independent analysis, reflection, and evaluation. Therefore, the use of AI needs to be balanced with digital literacy and critical thinking skills so that the technology can be optimally utilized to support the learning process (Kasneci et al., 2023).

While extensive research on Artificial Intelligence in education has been conducted, most of it focuses on learning effectiveness, learning outcomes, and student digital literacy. Studies specifically exploring how the use of Artificial Intelligence supports student learning motivation, particularly at regional universities, are still relatively limited. This situation suggests an opportunity for more in-depth research into the role of AI in supporting student learning motivation.

Based on initial observations, students in the Economics Education Study Program at Muhammadiyah University of Sampit have utilized Artificial Intelligence in various academic activities. However, it remains unclear how this use of AI affects student learning motivation. Therefore, this study was conducted to determine the use of Artificial Intelligence (AI) in supporting student learning motivation at Muhammadiyah University of Sampit's Economics Education Study Program.

2. RESEARCH METHODS

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen because it aimed to understand and describe in-depth the phenomenon of the use of Artificial Intelligence (AI) to support student learning motivation at the Muhammadiyah University of Sampit's Economics Education Study Program. Descriptive research was used to obtain detailed information regarding students' experiences, perceptions, and perspectives on the use of AI in learning activities (Hazman, 2021).

The research was conducted in the Economics Education Study Program at Muhammadiyah University of Sampit. The research location was selected based on initial observations showing that students had utilized various Artificial Intelligence platforms in their academic activities, both to search for information, understand learning materials, and assist with completing course assignments.

The subjects in this study consisted of four students in the Economics Education Study Program who actively use Artificial Intelligence in their learning activities, along with one lecturer as a supporting informant. Informants were selected using a purposive sampling technique, which selects informants based on specific considerations consistent with the research objectives. The informants were students who had previously and actively used Artificial Intelligence in academic activities, thus providing relevant information regarding the phenomenon under study (Miles et al., 2020).

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to observe the use of Artificial Intelligence in student learning activities. Through these observations, researchers gained insight into how students utilize AI technology to support their academic activities.

Interviews were conducted directly with informants to obtain more in-depth data regarding the experiences, perceptions, benefits, and challenges felt by students in using

Artificial Intelligence. The interviews used were semi-structured interviews so that the researcher had interview guidelines, but still provided the informants with the opportunity to explain their experiences more broadly and in depth (Hazman, 2021).

In addition to observation and interviews, this study also utilized documentation techniques. Documentation was conducted by collecting various supporting data related to the research, such as interview notes, photographs of research activities, and other relevant documents. Documentation was used to strengthen and supplement the data obtained through observation and interviews.

The data analysis in this study refers to the Miles, Huberman, and Saldaña model, which consists of three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2020). Data reduction is carried out by selecting, focusing, and simplifying data obtained from the field in accordance with the research objectives. Data presentation is carried out in the form of narrative descriptions to facilitate researchers in understanding and interpreting the data. Next, conclusions are drawn based on the results of the data analysis, which have been systematically compiled to obtain research findings that align with the research focus.

To ensure data validity, this study employed source and technical triangulation techniques. Source triangulation was conducted by comparing information obtained from various informants, while technical triangulation was conducted by comparing data from observations, interviews, and documentation. The use of triangulation aims to increase the credibility and accuracy of the data so that the research results can be scientifically accounted for (Miles et al., 2020).

Based on these stages, this research is expected to be able to provide a comprehensive picture of the use of Artificial Intelligence in supporting the learning motivation of students of the Economics Education Study Program at Muhammadiyah University of Sampit.

3. RESULTS AND DISCUSSION

A. Intensity of Use of Artificial Intelligence in Learning

Based on interviews with research informants, it was discovered that all informants had used Artificial Intelligence (AI) in their academic activities. AI use was quite frequent, particularly when students were facing coursework, searching for references, understanding difficult material, and organizing various other academic needs. The high frequency of AI use indicates that this technology has become part of students' daily learning activities.

Students expressed that using AI makes it easier to quickly obtain the information they need. Unlike conventional search methods, which require students to access various sources separately, AI can provide immediate answers to questions. This makes students more interested in utilizing AI as a supplementary learning resource in their academic pursuits.

The research results show that the intensity of AI use is inextricably linked to the development of digital technology, which is increasingly woven into the lives of students. As a generation growing up in the digital age, students tend to utilize technology that can help them meet various needs quickly and practically. This finding aligns with the opinion of (Dwivedi et al., 2023), who explained that the development of AI has transformed the way individuals acquire, manage, and utilize information in various activities, including learning.

The high adoption of AI also demonstrates students' awareness of utilizing various available learning resources. Students no longer rely solely on textbooks or lecturers' explanations, but also utilize technology as a means to broaden their horizons and

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improve their understanding of the material being studied. According to Holmes et al. (2021), the use of AI in education can expand access to information, helping students achieve a more effective and tailored learning experience.

In addition to aiding the learning process, the high intensity of AI use indicates student motivation to continue learning and complete academic assignments. Students who actively utilize various learning resources tend to have a higher learning drive than those who passively seek information. This aligns with Uno's (2018) opinion, which states that one indicator of learning motivation is an individual's effort to achieve learning goals by utilizing various available learning resources.

Based on the research results, it can be concluded that Artificial Intelligence has become a vital part of the academic activities of students in the Economics Education Study Program at Muhammadiyah University of Sampit. The high level of AI use indicates that this technology has been accepted as a learning resource, helping students obtain information, understand material, and complete course assignments.

B. The Purpose of Using Artificial Intelligence in Learning

The research results show that students utilize Artificial Intelligence for various academic purposes. Most informants use AI to find references, understand difficult material, create summaries, develop assignment outlines, and obtain additional information related to the courses they are studying.

Students expressed that AI helped them obtain simpler explanations for material they found difficult to grasp. When faced with specific concepts in economics, students could ask AI to provide more accessible explanations tailored to their needs. AI's ability to present information flexibly made it easier for students to grasp the learning material.

In addition to aiding understanding, AI is also used to find additional resources to support academic assignments. Students find that AI can help guide them to relevant topics or concepts, making the information search process more efficient. This demonstrates that AI serves as a supportive tool, helping students manage their learning process more effectively.

The findings of this study align with those of Zawacki-Richter et al. (2022), which explains that AI has significant potential to support learning by providing fast and personalized information. AI technology enables students to have a more flexible learning experience by tailoring information to their individual needs.

According to Ormrod (2021), effective learning occurs when students have the opportunity to manage and develop learning strategies tailored to their needs. In this context, the use of AI helps students develop independent learning because they can search for information and obtain explanations independently without having to rely on others.

Thus, the purpose of using Artificial Intelligence in learning is not only limited to searching for information, but also as a means to improve understanding of the material, support task completion, and develop students' independent learning abilities.

C. Ease of Using Artificial Intelligence in Learning Activities

One factor driving students to use Artificial Intelligence is its ease of use. Interviews revealed that all informants stated that AI is easy to use, requiring only a digital device and an internet connection to access the various services available.

Students explained that AI can provide answers quickly by simply entering specific questions or commands. This process is considered more practical than searching for information through books or conventional search engines, which can take longer to find relevant information.

The ease of use of AI offers significant benefits in supporting the learning process. Students can access information whenever they need it, without being restricted by time or location. This flexibility makes learning more effective, as students can learn independently according to their individual circumstances and needs.

According to Dwivedi et al. (2023), ease of use is one of the main factors influencing technology acceptance by users. Technology that is easy to use tends to be more quickly accepted and utilized sustainably in everyday life. This is evident in the high level of AI use by students in various academic activities.

Furthermore, the ease of use of AI also has a positive impact on student learning interest. Students become more motivated to seek information and understand the material because the process of acquiring information becomes easier and more enjoyable. This finding is supported by research (Yuhani et al., 2025), which states that the use of digital technology can increase student engagement in the learning process through more interactive and engaging learning experiences.

The convenience offered by AI demonstrates that this technology has significant potential to support learning in higher education. With easy access and the ability to provide information quickly, AI can be a tool that helps students improve the quality of their learning process.

D. The Benefits of Artificial Intelligence on Student Learning Motivation

Based on research findings, Artificial Intelligence provides various benefits directly experienced by students in their learning activities. These benefits include ease of access to information, improved understanding of the material, efficiency of study time, and increased student confidence in attending lectures. All informants stated that AI helped them resolve various academic challenges that previously required more time to overcome.

Students stated that one of the main benefits of AI is its ability to provide explanations for difficult-to-understand material. In several courses that cover complex economic concepts, AI is able to present explanations in simpler language, making it easier for students to grasp the material. This ease of understanding prevents students from giving up easily when faced with learning difficulties.

Besides aiding understanding, AI also makes it easier to access academic references. Students can gain a preliminary overview of a topic before conducting further research in books, journals, and other academic sources. This saves time searching for information, allowing them to focus more on their studies and completing assignments.

AI's rapid response capabilities also positively impact student learning effectiveness. The rapid availability of information allows students to make optimal use of their study time. This efficiency makes it easier for them to manage their busy academic schedule.

The findings of this study align with those of Holmes et al. (2021), who explain that artificial intelligence can improve the quality of the learning experience by providing fast, personalized, and tailored information to students' needs. With this technological support, students can receive more flexible learning support than with conventional learning methods.

Another benefit experienced by students is increased self-confidence in participating in learning. Students feel better prepared for lectures because they have gained a basic understanding of the material to be covered. This increased self-confidence makes students more active in discussions, asking questions of lecturers, and expressing opinions throughout the learning process.

According to Bandura (2018), an individual's belief in their ability to complete a task is closely related to their motivation to achieve a specific goal. In the context of this

research, AI helps increase students' confidence in their academic abilities, thus encouraging them to be more active in the learning process.

The research also shows that AI helps students learn more independently. Students can determine the material they want to study, search for information as needed, and obtain additional explanations without always having to rely on lecturers or peers. This demonstrates that AI can support the development of students' learning independence.

Research (Pujiati et al., 2025) explains that the use of digital technology in learning can increase student engagement and motivation. The greater the student's engagement in the learning process, the greater the likelihood of developing strong learning motivation. These research findings reinforce the view that AI can serve as a supporting tool to help students develop positive learning motivation.

Based on the research results, it can be concluded that Artificial Intelligence provides significant benefits in supporting student learning motivation. These benefits are evident in increased understanding of the material, learning efficiency, self-confidence, and independence in managing their learning process.

E. Reliance on Artificial Intelligence in Learning

Despite its numerous benefits, this study also found a tendency for some students to become dependent on Artificial Intelligence. This dependence arises because AI can provide quick, practical, and easy-to-understand answers, leading students to use it repeatedly in various academic activities.

Several informants revealed that they frequently use AI when facing coursework or struggling to understand the material. This practice is considered helpful because it can speed up the process of completing assignments. However, excessive use has the potential to lead to dependency if students no longer seek information from other sources independently.

Students who rely too heavily on AI risk experiencing a decline in their ability to analyze and evaluate the information they receive. This occurs because they tend to accept AI-provided answers without further verifying the information's truthfulness and accuracy.

This finding aligns with Kasneci et al.'s (2023) opinion, which explains that the use of generative AI in education offers significant benefits, but also poses challenges in the form of potential technology dependency and reduced critical thinking skills if used disproportionately. Therefore, the use of AI must be balanced with the ability to analyze the information obtained.

However, research results indicate that not all students experience a high level of dependence on AI. Most informants admitted to double-checking the information they obtain by comparing it with books, scientific journals, and materials provided by lecturers. This step is taken to ensure that the information used is accurate and academically sound.

The ability to verify information is a crucial part of digital literacy that students must possess in today's technologically advanced era. According to Wibowo (2021), AI literacy encompasses not only the ability to use technology but also the ability to understand, evaluate, and utilize information critically and responsibly.

Furthermore, lecturers also play a crucial role in guiding students in the wise use of AI. Lecturers can provide an understanding of the limitations of AI use and the importance of critical thinking skills in academic activities. This way, students can utilize AI as a learning tool without losing their ability to analyze and solve problems independently.

According to Ormrod (2021), effective learning is characterized not only by the ability to acquire information but also by the ability to process, understand, and apply that information in various situations. Therefore, the use of AI should be positioned as a learning support tool, not a substitute for students' thinking processes.

Based on the research results, it can be concluded that reliance on AI is a challenge that needs to be addressed in the use of educational technology. While AI makes it easier to access information, its use must be balanced with critical thinking skills, digital literacy, and information verification skills to ensure the benefits can support the development of students' academic competencies.

F. Artificial Intelligence in Improving Student Learning Motivation

The research results show that Artificial Intelligence has a positive contribution in increasing the learning motivation of students in the Economics Education Study Program at Muhammadiyah University of Sampit. This influence is evident in increased learning persistence, learning independence, and student interest and enthusiasm in participating in the learning process.

In terms of learning persistence, students expressed that AI helped them overcome various academic difficulties they encountered during their studies. When they encountered obstacles in understanding the material, they could use AI for additional explanations, which helped them stay motivated to continue their learning. AI's ability to provide prompt assistance prevented students from giving up easily when faced with academic challenges.

According to Uno (2018), persistence is one of the main indicators of learning motivation. Individuals with high learning motivation will persist in completing tasks and overcome difficulties. Research findings indicate that AI helps students maintain this persistence through easy access to information and learning resources.

From the perspective of independent learning, AI provides students with the opportunity to manage their learning process more independently. Students can determine the material they wish to study, find relevant sources of information, and obtain additional explanations tailored to their individual needs. This demonstrates that AI supports the development of self-regulated learning skills in students.

These findings align with Panadero (2021), who explains that self-regulated learning is an individual's ability to regulate and control their own learning process. Students who demonstrate independent learning skills tend to exhibit higher motivation because they have control over their learning goals and strategies.

In addition to improving persistence and independence in learning, AI also increases student interest and enthusiasm in learning. Information presented quickly and easily understandably makes students more interested in learning material previously considered difficult. This positive learning experience encourages students to be more active in academic activities.

Ryan and Deci (2020) explain that learning motivation increases when individuals feel competent, have freedom to learn, and receive support tailored to their needs. In this study, AI provides this support through easy access to information and flexibility in the learning process.

Research by Schunk et al. (2022) also explains that learning motivation is influenced by the successful experiences individuals gain during the learning process. When students successfully understand material or complete assignments with the help of AI, they feel more confident and motivated to continue learning.

The findings of this study also support the findings of research (Yuhani et al., 2025), which showed that the use of digital technology can increase student engagement in the

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learning process. High engagement will result in increased learning motivation because students feel more active and involved in academic activities.

Overall, the research results show that Artificial Intelligence plays a significant role in supporting student learning motivation. This influence is evident in increased student persistence, independence, interest, and enthusiasm for learning. With appropriate and responsible use, AI can be an effective learning support tool that improves the quality of the learning process in higher education.

4. CONCLUSION

Based on the research findings, it can be concluded that Artificial Intelligence (AI) plays a significant role in supporting the learning motivation of students in the Economics Education Study Program at Muhammadiyah University of Sampit. Students have utilized AI in various academic activities, such as searching for references, understanding lecture material, creating summaries, and assisting with assignments. The high level of AI use indicates that this technology has become an integral part of student learning in the digital age.

Research shows that the use of AI offers various benefits for students, including facilitating access to information, improving comprehension of learning materials, saving study time, and increasing self-confidence in participating in academic activities. The convenience provided by AI also encourages students to be more active and independent in seeking out learning resources that meet their needs.

In addition to providing benefits in the learning process, AI also contributes to increased student motivation. This impact is evident in increased learning persistence, learning independence, and student interest and enthusiasm in attending lectures. Students become more motivated to complete assignments, seek additional information, and understand difficult material through the assistance of AI technology.

However, this study also found a tendency toward AI dependency among some students. Therefore, the use of AI must be balanced with critical thinking skills, digital literacy, and the ability to verify the information obtained. With wise and responsible use, Artificial Intelligence can be an effective learning support tool that increases student motivation without compromising the analytical and problem-solving skills that students must possess.

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It is hoped that the results of this research can provide benefits for the development of science, especially in the field of education and the use of Artificial Intelligence in supporting student learning motivation.

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