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ANALYSIS OF STUDENT'S PERCEPTIONS OF THE FACULTY OF CULTURAL SCIENCES, DIPONEGORO UNIVERSITY ON THE INFLUENCE OF THE USE OF CHAT GPT

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ABSTRACT

This study analyzes determinants of Behavioral Intention to Use ChatGPT among undergraduate students at the Faculty of Cultural Sciences, Diponegoro University using an extended Technology Acceptance Model (TAM) framework. Through quantitative approach, data were collected from 109 respondents via Google Form questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Results revealed statistically significant positive relationships between Perceived Usefulness (β=0.32, p=0.012) and Perceived Value (β=0.28, p=0.036) with Usage Intention. Interestingly, conventional TAM variables including Perceived Ease of Use (β=0.15, p=0.073), Trust (β=0.08, p=0.664), and Attitude Toward Use (β=0.07, p=0.561) showed no significant effects in this cultural studies context. The study reveals unique adoption patterns where cultural sciences students prioritize functional utility and academic value over technical simplicity or emotional factors in AI tool usage. This research provides theoretical contributions by challenging conventional TAM assumptions in cultural studies settings, while offering practical implications for AI developers and educational technologists to enhance academic content usability and optimize interaction efficiency specific to cultural studies disciplines.

Keywords: ChatGPT; Technology-Acceptance-Model; Behavioral-Intention-to-Use; cultural-sciences, higher-education.

INTRODUCTION

The rapid development of artificial intelligence (AI) has changed the face of global education, with ChatGPT as an innovation pioneer that offers efficient task completion, text analysis, and human-like discussion simulation. In Indonesia, this digital transformation is in line with the vision of Indonesia Emas 2045 which emphasizes the development of superior technology-based human resources to compete in the international arena (Hidayanto et al., 2024). However, studies (Firat, 2023) warn of the hidden risks behind this convenience: over-reliance on AI has the potential to erode students' critical abilities and trigger an academic integrity crisis through systematic plagiarism practices. This phenomenon creates a dichotomy between technological efficiency and the essence of humanities education that relies on depth of analysis and originality of thinking.

The Faculty of Cultural Sciences (FCS) Diponegoro University is a unique research locus because of its scientific characteristics that emphasize text interpretation, partiality of cultural values, and source criticism as the core of learning. An initial survey (2025) revealed a paradox: 68% of college students utilize ChatGPT for non-critical activities such as brainstorming ideas, but 72% expressed anxiety about the degradation of analytical skills if their use was not restricted (Suharmawan, 2023). This context makes it clear how the humanities face special challenges in the adoption of AI on the one hand utilizing technology for efficiency, on the other hand maintaining the purity of the intellectual processes that are the soul of this discipline.

Previous studies (Wulandari et al., 2024)on the acceptance of Chat GPT were limited to the perspective of communication science without touching on the psychosocial complexities of humanities students. Meanwhile, research proves an increase in learning motivation through technology integration (30.9%), but ignores the dimensions of value-based decisions and ethical considerations in the use of AI. This academic gap creates three critical gaps: the absence of an adoption model that is sensitive to humanities values, the neglect of the role of Perceived Value as a weighting of risks and benefits, and the lack of an operational strategy to answer the vision of Indonesia Emas 2045 in the scope of culture-based education (Arif Fadhillah Lubis, 2025).

This research is here to bridge the gap between the potential of technology and the academic value of humanities by focusing on the behavioral dynamics of FCS Undip students as end-users. The complexity of their considerations, ranging from the calculation of task efficiency to the fear of losing scientific identity, makes this case a miniature of the educational challenges in the era of AI disruption. These findings will serve as a compass for educational institutions in designing balanced policies: harnessing technological innovation without sacrificing the essential characteristics of the humanities discipline (Fahman Arbi, 2024). Furthermore, the momentum of Indonesia Emas 2045 requires alignment between technical progress and strengthening local values that are the foundation of superior human resources.

Theoretically, this study enriches the Unified Theory of Acceptance and Use of Technology (UTAUT) model by incorporating the Value-Based Adoption (VBA) framework to map the rational calculations of humanities students (Williams et al., 2015). On a practical level, the results of the study will be an operational guide for AI developers in designing specific features, FCS lecturers in compiling ethical guidelines based on local contexts, and the government in developing national digital literacy policies that are in line with the 2045 RPJMN. Thus, ChatGPT integration is not just a technical tool, but a strategic partner in building a relevant humaniti in the digital age.

This study aims to analyze the Perception of Students of the Faculty of Cultural Sciences, Diponegoro University on the Influence of Chat GPT Use. By understanding this relationship, this study used a theoretical model to identify constructs that affect students' perception of the use of Chat GPT. The proposed theoretical model can be seen in the illustration in Figure 1.

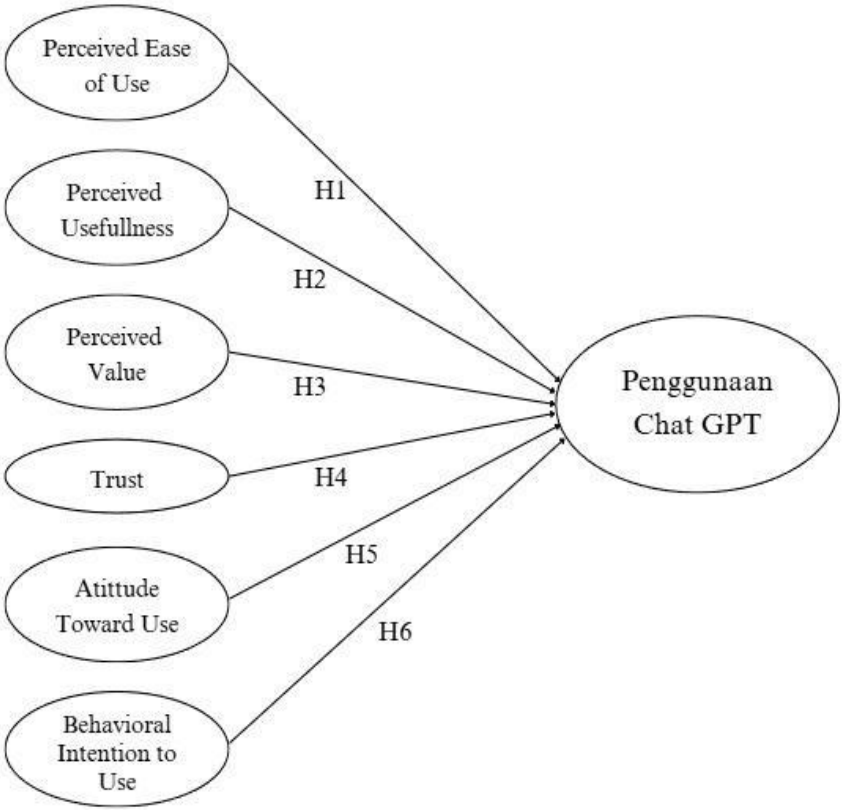

Figure 1. Theoretical conceptual framework

Figure 1 above illustrates the conceptual model of the influence of 6 independent variables, namely Perceived Ease of Use, Perceived Usefulness, Perceived Value, Trust, Attitude Toward Use, Behavioral Intention to Use, on the use of Chat GPT as a dependent variable. This scheme provides a theoretical framework that is the basis for the development of research hypotheses that aim to test the causal relationship between the variables in it.

1. Perceived Ease of Use

   Perceived Ease of Use is defined as the extent to which a person believes that the use of a certain information system or technology will not require much effort or effort. This concept reflects the user's belief that the technology used is intuitive, easy to understand, and does not pose any obstacles in its use. The higher the level of convenience perceived, the more likely users are to accept and utilize the technology consistently (istiarni, 2014). In other words, Perceived Ease of Use is an important indicator in assessing whether a technological system can support the work effectiveness of users and increase their productivity without adding burden or complexity.

   In the context of using Chat GPT, Perceived Ease of Use has a very important role in determining the level of user acceptance of this technology. Chat GPT is designed with a simple interface and a friendly user experience, so that anyone, whether students, professionals, or the general public, can easily access and use it without the need for complicated technical training. The ease of giving commands via text, as well as the system's ability to respond quickly and precisely, make ChatGPT an efficient and practical digital tool (Bello et al., 2024).

   H1: Perceived Ease of Use affects the acceptance rate of Chat GPT users.

2. Perceived Usefulness

   Perceived Usefulness refers to the extent to which an individual believes that the use of a particular system or technology can provide real benefits in improving its effectiveness, efficiency, and performance quality (Kim et al., 2024). In other words, if a person feels that the technology used is able to speed up the completion of tasks, simplify work processes, or support the achievement of goals optimally, then he will consider the technology as useful and feasible to use. This concept is an important part of the Technology Acceptance Model (TAM) framework, because the perception of usability greatly affects a person's intentions and decisions in adopting new technology. The higher the level of usability perception, the greater the likelihood that someone will continue to use the technology consistently (Siregar, 2011)

In the context of using Chat GPT, Perceived Usefulness has very strong relevance. ChatGPT, as a natural language-based AI model, is designed to provide a wide range of benefits to its users in a variety of situations. Chat GPT has been proven to be able to increase work efficiency and support individual productivity. Users who feel the ease and speed of obtaining information and solutions through Chat GPT tend to consider this technology to be a very useful tool. Therefore, the perception that ChatGPT can actually help in getting a job or task done better is a key factor in driving the adoption of this technology in various sectors, from education, business, to public services.

H2: Perceived Usefulness affects the acceptance rate of Chat GPT users.

3. Perceived Value

Perceived Value is a subjective assessment of consumers about the benefits they get compared to the sacrifices that must be made to get a product or service. This value is formed from the comparison between the quality, excellence, and satisfaction received with expectations and costs in the form of time, money, and effort that have been sacrificed by users. Perceived Value reflects the extent to which consumers are satisfied with the results obtained from using a product or service based on their previous expectations. The greater the benefits felt and the smaller the sacrifices made, the higher the value felt by consumers for the product (Sánchez-Fernández & Iniesta-Bonillo, 2007).

In the context of using Chat GPT, Perceived Value is an important indicator in assessing how much benefit is felt by users compared to the effort or cost they incur. Chat GPT offers various advantages such as quick access to information, the ability to generate text automatically, and the ease of completing various tasks, both in education, work, and daily life. Most Chat GPT services can be accessed for free or at a relatively low cost, so the value that users receive is considered very high compared to the investment required. When users feel that ChatGPT provides an effective, efficient, and expected solution without spending a lot of money and effort, the perception of value for this technology increases, driving loyalty and the desire to continue using it in the long run.

H3: Perceived Value affects the acceptance rate of Chat GPT users.

4. Trust

The accuracy and relevance of the information provided by Chat GPT are the main pillars of building trust. When users ask questions and get responses that are not only on target but also easy to understand, they are likely to find it helpful (Dewa Saputra & Mutmainah, 2025). These repeated positive experiences will progressively strengthen users' confidence in Chat GPT's capabilities.

However, behind the ease and practicality it offers, there are significant concerns about being crucial. Furthermore, trust is also influenced by perceptions of objectivity and freedom of bias from AI. If users identify bias in responses or feel that the information provided is unbalanced, this can erode trust. It highlights the importance of the development of fair and inclusive AI, which is able to represent diverse viewpoints without any particular bias.

H4: Trust affects the use of Chat GPT.

5. Attitude Toward Use

Users' attitudes towards ChatGPT are influenced by how much they feel the benefits and ease of using this technology. A positive attitude arises when users feel that Chat DPT helps complete tasks easily and effectively, as well as provides a comfortable and safe experience. This positive attitude is very important because it is the basis for the user's intention to continue using Chat GPT on an ongoing basis.

Therefore, the development of Chat GPT must focus on improving ease of use, real benefits, and data protection in order to build a positive attitude and increase the adoption rate of this technology in various fields, especially education and employment (Obenza et al., 2023).

H5: Attitude Toward Use affects the use of Chat GPT.

6. Behavioral Intention to Use

Behavioral Intention to Use is the main thing that determines whether a person will use and continue to use this technology in their daily lives or not. This intention arises from users towards various aspects related to Chat GPT continuously, such as the perceived benefits, ease of use, and social and environmental influences. Users who feel that Chat GPT provides significant added value, for example helping to get work done faster, simplifying the learning

process, or increasing productivity, are likely to have a strong intention to use this technology on an ongoing basis (Wang et al., 2025).

In addition, the ease of operating Chat GPT is also an important factor that reinforces this intention. If users feel that interacting with Chat GPT doesn't require extra effort, they'll be more motivated to take advantage of the technology.

H6: Behavioral Intention to Use affects Chat GPT

7. Chat GPT

Today's technological advances have produced various advanced innovations, one of which is artificial intelligence or Artificial Intelligence (AI). AI is a technology designed to mimic human cognitive abilities, such as thinking, learning, and making decisions, through complex programming and computer systems. This technology is not only impacting the industrial or business sector, but also starting to penetrate into various other areas of life, one of the real examples of the application of AI is Chat GPT, an AI-based language model developed by the OpenAI company. Chat GPT, which stands for Generative Pre-Trained Transformer, serves as a chatbot capable of responding to user feedback naturally and contextually (Setiawan et al., 2023). Chat GPT is an artificial intelligence implementation capable of processing user requests and generating analytics-based responses to textual data sets that it has learned. In practice, this technology has been used for various purposes such as study assistance, document writing, concept clarification, and self-taught learning assistance.

The emergence of Chat GPT shows how great the potential of Artificial Intelligence (AI) is to revolutionize various aspects of human life. The main advantage of this technology is its fast, accurate, and contextual response to user input. With the ability to understand conversations and process natural language, Chat GPT generates human-like interactions, making it highly effective as a support tool in many sectors (Sari & Alfansi, 2024). In the academic context, Chat GPT is able to act as a learning facilitator by assisting students in understanding material, completing assignments, and enriching knowledge independently. Regular updates of algorithms and data allow the platform to evolve from just a tool to a significant collaborative partner in optimizing efficiency, authorship, and human performance across sectors(Khoso et al., 2023)

RESEARCH METHODS

The approach used in this study is a quantitative approach, because it uses statistical calculations by distributing a questionnaire with a measurement scale and knowing how Perception of Students, Faculty of Cultural Sciences, Diponegoro University on the Influence of Chat GPT Use. Research based on its level of clarity uses associative research, that is, it aims to find out the influence or relationship between two or more variables (Sugiyono, 2011).

In this study, the type of data used is primary data. Primary Data is data that is specifically collected for ongoing research needs. Primary data is obtained from the first source, either from individuals or individuals through field surveys, not through intermediary media. Data acquisition can be done using all original data collection methods such as interview results or the results of filling out questionnaires that are usually carried out by researchers. Then there is also supporting data, namely secondary data. Secondary Data is data obtained indirectly through intermediary media, for example data that has been collected by data collection institutions and published to the public. This data can be in the form of charts, graphs, or tables. The party collecting the secondary data is not a party directly related to the research (Iriyadi, 2016).

Student perceptions of using Chat GPT were measured through a questionnaire survey designed in May 2025. There are 30 items distributed using a 5-category Likert scale. These items generate 7 constructs or dimensions of Perceived Ease of Use, Perceived Usefulness, Perceived Value, Trust, Attitude Toward Use, Behavioral Intention to Use, Chat GPT. (Table 1)

Table 1. Questionnaire Indicators

Construct	Items
Perceived Ease of Use	ID1 = I find the process of starting to use Chat GPT easy to do ID2 = Navigation in the Chat GPT interface feels clear and not confusing D3 = I feel Chat GPT can be accessed with lancer anytime and anywhere ID4 = I can use ChatGPT to complete tasks without the need for human help
Perceived Usefulness	D1 = Chat GPT makes it easier for me to manage and organize academic assignments D2 = Since using Chat GPT, I feel like the time it takes me to complete academic work has become shorter D3 = Chat GPT helps me improve focus and workflow while self-learning D4 = I feel that Chat GPT provides explanations that help you understand difficult lecture topics
Perceived Value	D1 = Chat GPT helps me produce academic work with better quality D2 = I feel Chat GPT enriches my learning process through relevant and quick help D3 = The time I spent using ChatGPT felt commensurate with the benefits I gained D4 = I feel that using Chat GPT provides significant benefits without having to spend a lot of money or effort
Trust	D1 = I believe that the information provided by ChatGPT is generally accurate and usable D2 = I feel like I can rely on Chat GPT to help me complete my tasks or work D3 = I believe ChatGPT works well and remains stable when used D4 = I feel ChatGPT is designed to minimize the risk of errors or misuse of information
Attitude Toward Use	D1 = I feel that using Chat GPT in academic activities makes me more motivated D2 = I rate the use of ChatGPT as something that provides real benefits in my studies D3 = In general, I have a favorable view of the use of Chat GPT D5 = I prefer to use Chat GPT over traditional learning methods without technology
Behavioral Intention to Use	D1 = I plan to continue to utilize Chat GPT in my academic activities in the future D2 = I am willing to recommend Cha tGPT to my friends or colleagues D3 = I'm interested in exploring new features of Chat GPT that may appear in the future D4 = I want to make ChatGPT the main tool I rely on in completing academic assignments
Chat GPT	D1 = I don't use ChatGPT D2 = I use ChatGPT

RESULTS AND DISCUSSION

Respondents in this study are students of the Faculty of Cultural Sciences, Diponegoro University who have used ChatGPT in academic or non-academic activities. The research questionnaire consists of two parts, namely respondent identity questions and questions related to research variables. The independent variables in this study are Perceived Ease of Use (X1), Perceived Usefulness (X2), Perceived Value (X3), Trust (X4), Attitude Toward Use (X5), Behavioral Intention to Use (X6), while the dependent variable is Chat GPT (Y).

The questionnaire was distributed online through Google Forms to students of the Faculty of Cultural Sciences, Diponegoro University, with the criteria that respondents are active students who have used Chat GPT at least once in the past month. The sample was determined by purposive sampling technique, taken from five study programs at the Faculty of Cultural Sciences, namely English Literature, Japanese Literature, History, Archaeology, and Fine Arts, with an allocation of a minimum of 20 respondents per study program. A total of 122 respondents had filled out the questionnaire, but after screening, only 106 respondents met the research criteria. Data from eligible respondents were then processed for further analysis.

Research Results

Model Goodness Testing (Hosmer Test)

The Hosmer-Lemeshow test is one method to evaluate the goodness-of-fit (fit) of the logistic regression model. This test checks whether the built model is good enough to predict the results of observations by comparing the model's predictive value to the actual value.

H0: Model FIT *(p value > 0.05)*

H1: Model not FIT

Table 2. Hosmer Test

H-L Statistic	6.9204	Prob. Chi-Sq(8)	0.5452
Andrews Statistic	37.0352	Prob. Chi-Sq(10)	0.0001

The results of the Hosmer-Lemeshow test showed a *p-value* of 0.5452, greater than the significance level of α = 0.05. This indicates that the binary logistics regression model used is statistically feasible (*goodness-of-fit*). This value proves that there is no significant difference between the model prediction and the actual observational data, so the independent variable specification (X1–X6) and *the probit approach* are correct. The implication is that the results of the analysis can be relied upon to explain the dynamics of Chat GPT adoption among FCS Undip students.

Coefficient of Determination (Pseudo R Square)

Table 3. Coefficient of Determination

McFadden R-squared	0.176080
S.D. dependent var	0.377251
Akaike info criterion	0.882810
Schwarz criterion	1.058698
Hannan-Quinn criter.	0.954098
Restr. deviance	96.58443
LR statistic	17.00656

The Pseudo R^2 value of 0.176080 (17.608%) reveals that independent variables (X1–X6) are collectively only able to explain 17.608% of variations in Chat GPT use. The remaining 82,392% were influenced by external factors outside the model, such as study habits, campus policies, or intrinsic motivation of students. This low value indicates the complexity of technology adoption factors that are not yet fully represented in the model.

Model Accuracy Test

Table 4. Model Accuracy Test

	Estimated Equation		
	Dep=0	**Dep=1**	**Total**
E(# of Dep=0)	5.69	12.42	18.11
E(# of Dep=0)	12.31	75.58	87.89
Total	18.00	88.00	106.00
Correct	5.69	75.58	81.27
% Correct	31.60	85.89	76.67
% Incorrect	68.40	14.11	23.33
Total Gain*	14.62	2.87	4.86
Percent Gain**	17.61	16.88	17.24

The model's accuracy rate in predicting the use of Chat GPT is 31.60%. This figure indicates that the model is only able to correctly classify user behavior in one-third of cases. Low accuracy reflects the presence of gap between theoretical factors (such as behavioral intent) and actual practice, perhaps as a result of contextual barriers such as the availability of infrastructure or ethical considerations.

Simultaneous Tests

H0: model not fit/ no influencing variables

H1: fit model/ at least 1 influential independent variable

Table 5. Simultaneous Tests

McFadden R-squared	0.176080
S.D. dependent var	0.377251
Akaike info criterion	0.882810
Schwarz criterion	1.058698
Hannan-Quinn criter.	0.954098
Restr. deviance	96.58443
LR statistic	17.00656

Simultaneous tests produce value *p-value* 0.009259 (< 0.05), which rejects H0 and accepts H1. This means that at least one independent variable has a significant effect on the use of Chat GPT. These results are consistent with the theory Unified Theory of Acceptance and Use of Technology (UTAUT) which affirms that technology adoption always involves multidimensional interactions. These findings reinforce the overall validity of the model.

Hypothesis Test

H1: Perceived Ease of Use affects Chat GPT
H2: Perceived Usefulness affects Chat GPT
H3: Perceived Value affects Chat GPT
H4: Trust affects Chat GPT
H5: Attitude Toward Use affects Chat GPT
H6: Behavior Intention to Use affects Chat GPT

Table 6. Hypothesis Test

Variable	Coefficient	Std. Error	z-Statistic	Prob.
C	4.036436	3.252247	1.241122	0.2146
MX1	0.714762	0.398440	1.793901	0.0728
MX2	-1.013971	0.405309	-2.501727	0.0124
MX3	-0.707975	0.338385	-2.092216	0.0364
MX4	-0.167044	0.384896	-0.433998	0.6643
MX5	-0.210114	0.361633	-0.581015	0.5612
MX6	0.620357	0.277027	2.239337	0.0251

The results of the test of the influence of independent variables on dependent variables are as follows:

1. The prob value of Perceived Ease of Use (X1) is 0.0728 > 0.05, then H1 is rejected, meaning that Perceived Ease of Use has an effect on the use of Chat GPT but is not significant
2. The prob value of Perceived Usefulness (X2) is 0.0124 < 0.05, then H1 is accepted, meaning that Perceived Usefulness affects the use of Chat GPT
3. The prob value of Perceived value (X3) is 0.0364 < 0.05, then H1 is accepted, meaning that the perceived value affects the use of Chat GPT
4. The prob trust value (X4) is 0.6643 > 0.05, then H1 is rejected, meaning that trust has no effect on the use of Chat GPT
5. The prob attitude toward use (X5) value is 0.5612 > 0.05, then H1 is rejected, meaning that attitude toward use has no effect on the use of Chat GPT
6. The prob value of Perceived Usefulness (X2) is 0.0251 < 0.05, then H1 is accepted, meaning that Perceived Usefulness affects the use of Chat GPT

Discussion

Discussion of the influence of variables

1. Perceived Usefulness (X2)
   Significant (*p* = 0.0124) with a negative coefficient (-1.019971). This negative influence is counterintuitive but can be explained through the context of FCS: students may limit the use of ChatGPT even though they find it useful due to concerns of plagiarism or decreased analytical skills. These findings are different from those that reported insignificant Performance Expectancy (*p* = 0.274).(Wulandari et al., 2024)
2. Perceived Value (X3)
   Significant (*p* = 0.0364) with a negative coefficient (-0.707975). Negative values indicate that the higher the perception of value (e.g., task efficiency), the lower the intensity of use. This may be due to the priority of high-value assignments at FCS which requires students to refer to human sources (lecturers, books) instead of AI.
3. Behavioral Intention to Use (X6)
   Significant (*p* = 0.0251) with a positive coefficient (0.620357). According to the Theory of Planned Behavior, behavioral intent is the strongest predictor of actual use. This means that students who plan to use Chat GPT are more likely to implement it.

4. Perceived Ease of Use (X1)
   Insignificant (*p* = 0.0728). Ease of use is not a determinant of adoption, presumably because Chat GPT's interface is already considered universally intuitive. Consistent with the findings that Perceived Ease of Use has no impact on User Experience.(Wulandari et al., 2024)
5. Trust (X4) dan Attitude Toward Use (X5)
   Neither was significant (*p* = 0.6633 and *p* = 0.5612). Confidence in AI accuracy and positive attitudes does not guarantee actual use, perhaps because FCS students:
   a. Independently verify the output of Chat GPT.
   b. Experiencing external obstacles such as the phenomenon of attitude behavior gap

Analysis of Correlation and Dynamics Between Variables

The results of the partial test reveal the complex correlation dynamics between variables. Perceived Usefulness (X2) and Behavioral Intention to Use (X6) form a significant chain causal relationship, in harmony with the framework Technology Acceptance Model (TAM), where the perception of benefits drives behavioral intent before it leads to actual adoption. Significance Perceived Value (X3) shows students making rational calculations between practical benefits (task efficiency) and potential risks (such as plagiarism issues), confirming their role as critical mediators. This pattern reinforces the theoretical proposition Value-Based Adoption which emphasizes the evaluation of profit-loss in technology adoption.

On the other hand, it is insignificant Trust (X4), Attitude Toward Use (X5), and Perceived Ease of Use (X1) indicates the unique characteristics of Chat GPT adoption in academic contexts. Confidence in the accuracy of AI is not a major consideration, perhaps because students utilize it for non-critical tasks such as initial brainstorming. Attitude insignificance reflects the influence of external factors such as campus policies, while ease of use is considered as given so that there is no differentiation in decision-making. These findings highlight the need for a contextual approach in mapping the adoption of generative technologies.

Theoretical and Contextual Discussions

Dominance of the influence of functional variables (Usefulness, Valueand Behavioral Intention) reflects the pragmatic approach of FCS students who are oriented towards Outcome. This phenomenon is in line with the theory Task-Technology Fit, where ChatGPT was adopted insofar as it supports the completion of specific tasks in the field of humanities (Rosita et al., 2024). Low significance Trust can be explained by the nature of its use as an initial aid, not a substitute for the student's analytical capacity. The scientific characteristics of the humanities that emphasize originality and criticism of sources also explain implicit skepticism about the output of AI even though it is still used strategically.

Attitude behavior gap on the X5 variable invites an in-depth analysis based on Theory of Planned Behavior. Positive attitudes that do not convert into consistent behaviors may be triggered by perceived behavioral control such as academic rules that limit the use of AI or ethical dilemmas. The socio-academic context of Diponegoro University, especially FCS with a focus on cultural studies, also forms this adoption pattern, where functional considerations override technical-psychological aspects. These findings reinforce the thesis that the adoption of technology in higher education is strongly influenced by the alignment between technological features and the logic of the discipline.

CONCLUSION

The results of binary logistics regression analysis revealed that only three of the six independent variables had a significant effect on the use of Chat GPT. Perceived Usefulness and Perceived Value showed a significant negative influence (*p* = 0.0124 and *p* = 0.0364), while Behavioral Intention to Use had a significant positive impact (*p* = 0.0251). Instead Trust, Attitude Toward Use and Perceived Ease of Use is not statistically significant. These findings indicate that although college students recognize the benefits of ChatGPT, they limit their use due to academic risk considerations such as plagiarism. The research model has limitations in predicting actual behavior, with a determination coefficient (Pseudo R^2) of only 17.6% and classification accuracy of 31.6%. This confirms that 82.4% of the variation in Chat GPT use is influenced by external factors outside the model, such as campus policies, study habits, or intrinsic motivation. The unique characteristics of FCS students such as the emphasis on originality in the humanities discipline and the need to refer to human sources (lecturers/books) are the key explanations why Trust and Attitude insignificant.

Phenomenon attitude behavior gap were also identified, where positive attitudes do not automatically drive adoption due to contextual barriers.

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