



Analysis of Generative AI Acceptance Using the Technology Acceptance Model (TAM) at Universitas Merdeka Madiun

Rhenaldi Prihat Sukoco^{*1} Harianto² Agus Wiyaka³ Asrifia Ridwan⁴

Faculty of Social and Political Sciences, Universitas Merdeka Madiun, Madiun, Indonesia

**)Corresponding Author*

rhenaldi80@gmail.com

Received : May 20, 2026; Accepted : August 18, 2026

DOI 10.25299/jiap.2026.28313

Abstract

Generative artificial intelligence has become one of the most influential technologies in higher education, with various platforms actively utilized by the academic community to support diverse scholarly activities. Despite the rapid surge in adoption within this sector, empirical evidence regarding how academic communities accept this technology within higher education institutions remains limited, leaving institutional acceptance patterns poorly understood. This study aims to analyze the acceptance of generative artificial intelligence by the academic community at Universitas Merdeka Madiun using the Technology Acceptance Model (TAM) proposed by Davis (1989) as an analytical lens, focusing on four dimensions: Perceived Usefulness, Perceived Ease of Use, Attitude Toward Using, and Behavioral Intention to Use. Employing a descriptive qualitative approach with a case study design, data were collected through direct observation, in-depth interviews, and documentation involving seven informants selected via purposive sampling. The informants consisted of one Rector, one Head of the Center for Data and Information (Pusdatin), two lecturers, and three students, all of whom possess direct experience utilizing generative AI in academic settings. The findings indicate that Perceived Usefulness is reflected in enhanced efficiency for reference searching and academic task completion. Perceived Ease of Use is manifested through intuitive user interfaces, although effective prompt engineering skills remain unevenly distributed. Furthermore, Attitude Toward Using is generally positive but accompanied by critical concerns regarding technology dependency and academic integrity. Lastly, Behavioral Intention to Use is robust yet highly dependent on further institutional support in the form of standardized guidelines and digital literacy training.

Keywords : Generative Artificial Intelligence, Technology Acceptance Model, Higher Education, Universitas Merdeka Madiun

Introduction

The state bears a constitutional mandate to provide public services across various strategic sectors, with higher education playing a central role in developing a nation's human resource capacity. In the current era of digital transformation, higher education institutions are compelled to adapt their academic services to technological advancements, particularly through the integration of digital technologies into teaching, research, and community service. Among the various forms of digital technology that have recently experienced exponential growth, generative artificial intelligence (AI) has emerged as one of the most influential innovations in higher education. This technology is increasingly being utilized to support the learning process, ranging from retrieving literature and comprehending complex academic materials to executing tasks with greater efficiency (Suryawijaya et al., 2025).

Generative AI is defined as an artificial intelligence system capable of producing new content in the form of text, images, or programming code based on user-generated prompts (Rama et al., 2023). According to (Afrita, 2023), the implementation of AI in education can optimize the efficiency and effectiveness of the learning process through accelerated information access, thereby enabling students to obtain academic references instantly, comprehend learning materials more easily, and complete assignments more effectively. Concurrently, lecturers have also begun utilizing AI to construct instructional materials and develop digital learning media (Pebrian & Farhat, 2023). Universitas Merdeka Madiun (UNMER Madiun), as a private higher education institution, has actively experienced these dynamics, wherein members of its academic community have integrated generative AI into their routine scholarly activities.

Based on the researcher's preliminary observations at UNMER Madiun, students actively utilize AI to search for journal references, compose assignments, generate summaries, translate scientific articles, and comprehend complex lecture materials, while lecturers employ similar tools to construct instructional content, develop digital learning media, and design pedagogical frameworks. Notwithstanding the intensity of this usage, empirical realities indicate that the utilization of generative AI by the academic community has not been fully supported by adequate institutional readiness, such as formal guidelines, standardized digital literacy training, or explicit policies on academic integrity. Consequently, this structural absence exacerbates the risks of technological dependency, plagiarism, and the erosion of critical thinking skills, as cautioned by (Zakiyah et al., 2024). This situation underscores that the level of AI acceptance and utilization within the academic community warrants a deeper analysis, given that the mere presence of technology does not automatically guarantee optimal and responsible exploitation.

A literature review conducted by the researcher indicates that studies on generative AI acceptance in higher education have been developed by several scholars, such as (Musliha et al., 2025), who examined the dynamics of AI utilization in the learning process across two universities using a case study approach, and (Widodo et al., 2024), who analyzed the integration of AI in personalized learning through a mixed-methods approach. However, the vast majority of previous studies predominantly employed quantitative survey methods or focused exclusively on the student perspective. Consequently, the depth of meaning regarding technology acceptance across diverse roles within the academic community ranging from university leadership to information technology managers has not been extensively explored.

To bridge this gap, the researcher selected the Technology Acceptance Model (TAM) developed by (Davis, 1989) as the analytical framework. First, TAM possesses a clear and operational conceptual structure through four core dimensions: perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use, making it highly compatible with a descriptive qualitative design that emphasizes the meaning of user experiences. Second, TAM is specifically designed to explain information technology acceptance from an individual user perspective. Third, TAM enables researchers to explore not only whether a technology is used, but also why users perceive it as useful and easy to operate, allowing findings to be directly translated into practical recommendations for university leadership. As elucidated by (Azkiya & Labibah, 2023), TAM has proven effective in analyzing user acceptance of information technology across various institutional contexts, thus its application in studying generative AI acceptance in higher education is theoretically justified.

This study is expected to enrich the discourse on the governance of emerging technologies within the higher education sector by providing empirical evidence on how the academic community accepts generative AI across multiple institutional levels. Furthermore, this research offers an analytical foundation for university leadership to formulate responsible AI policies, standardized digital literacy training, and internal academic integrity regulations that align with actual acceptance patterns observed in the field. Consequently, the insights gained from this study are not only academically relevant but also highly applicable to the practical governance of higher education.

Method

This research is a qualitative descriptive study with a case study method, which is aimed at describing in depth the meaning of *generative AI* acceptance experienced by the academic community of Universitas Merdeka Madiun. The qualitative descriptive approach was chosen because the researcher intended to understand the perceptions, attitudes, and intentions of the informants as they emerged in the natural academic setting, so that the acceptance of *generative AI* could be interpreted holistically. The case study method was applied because this study focuses on a specific phenomenon in a specific location intensively and in depth, so that the researcher acted as the main instrument who collected data directly through interviews, observation, and documentation in the campus environment (Sugiyono, 2017). This approach was considered appropriate because the phenomenon of *generative AI* acceptance cannot be captured merely through numerical measurement, and instead requires a deep interpretation of the meaning constructed by the users of the technology.

This study employs a descriptive qualitative approach with a case study design, aiming to describe in depth the underlying meaning of generative AI acceptance as experienced by the academic community at Universitas Merdeka Madiun. The descriptive qualitative approach was selected because the researcher intends to understand the informants' perceptions, attitudes, and intentions as they naturally manifest within the academic environment, thereby allowing the acceptance of generative AI to be interpreted holistically. Furthermore, the case study design was applied as this research focuses intensively and profoundly on a specific phenomenon within a specific localized context. Consequently, the researcher serves as the primary instrument, collecting primary data

directly through interviews, observations, and documentation within the campus environment (Sugiyono., 2017). This methodology is highly justified, given that the phenomenon of generative AI acceptance cannot be adequately captured through numerical measurements alone; instead, it demands a profound interpretation of the subjective meanings constructed by the technology users.

This study utilizes the Technology Acceptance Model (TAM) developed by (Davis, 1989) as the analytical framework, with the four dimensions of TAM operationalized as a reference for constructing the interview, observation, and documentation guides. Perceived usefulness is operationalized as the extent to which informants believe that generative AI can enhance the efficiency, quality, and productivity of academic tasks, such as literature searching, assignment completion, and instructional material preparation. Perceived ease of use is operationalized as the degree to which informants perceive generative AI to be easily accessible, straightforward to operate, and free of substantial technical effort, including proficiency in formulating prompts and interpreting outputs. Attitude toward using is operationalized as the informants' evaluative feelings regarding generative AI utilization, encompassing positive attitudes such as enthusiasm and negative attitudes such as concerns over academic integrity and technological dependency. Behavioral intention to use is operationalized as the informants' intention to continuously utilize and recommend generative AI in future academic activities, alongside expectations for institutional support. These four operational definitions serve as the baseline for developing field instruments, ensuring that all retrieved data can be systematically traced back to each respective TAM dimension.

This research was conducted at Universitas Merdeka Madiun, located at Jalan Serayu No. 79, Pandean Subdistrict, Taman District, Madiun City, East Java Province. UNMER Madiun was selected as the research site because the university is currently in a phase of strengthening its digital ecosystem, including the integration of artificial intelligence technologies into academic activities; thus, this location provides a highly relevant and contemporary context for identifying generative AI acceptance through TAM indicators. Fieldwork was carried out over approximately two to three months, from January 2026 to March 2026, encompassing the preparation of research instruments, data collection via observation, interviews, and documentation, as well as preliminary data analysis. This timeframe was considered sufficient to explore the meaning of generative AI acceptance as experienced by the informants, given that in qualitative research, time is inherently flexible and can be adapted according to the saturation and depth of data obtained in the field (Sugiyono., 2017).

The informants in this study were determined through a purposive sampling technique, which involves selecting informants based on specific criteria relevant to the research objectives, thereby ensuring that the retrieved data aligns closely with the research focus (Moleong, 2017). The inclusion criteria for selecting informants in this research are defined as follows: first, the informant must be an active member of the academic community at Universitas Merdeka Madiun, serving as university leadership, an information technology manager, a lecturer, or a student; second, the informant must possess direct, hands-on experience in utilizing generative AI within academic activities, such as teaching, learning, or material development; and third, the informant must be willing to participate voluntarily and provide information transparently.

Table 1. Categories and Number of Informant

No.	Category Of Informants	Number of Informant
1.	Rector of Universitas Merdeka Madiun	1. Dr. Ir. Luluk Sulistyو Budi, MP
2.	Head of the Center for Data and Information (Pusdatin)	1. Riza Rizki Armanda, S.Kom.
3.	Lecturers	1. Asrifia Ridwan, S.Sos., M.AP. 2. Dr. Pradityo Utomo, S.Kom., M.Cs.
4.	Students	1. Bintang Setiawan 2. Prisiska Dara Febriyoni 3. Hafidz Ius Ardianto

Source: Primary Data (2026)

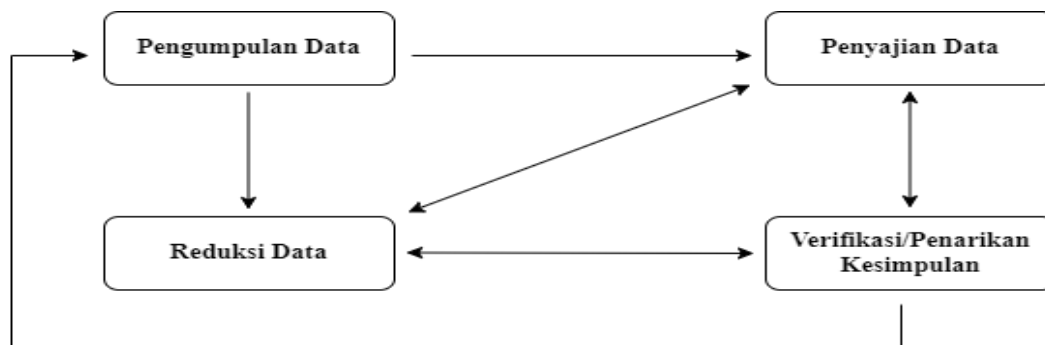
The variation of informants across these four categories is intended to capture generative AI acceptance from diverse perspectives. Consequently, the analysis is not restricted solely to the student perspective, but also encompasses the viewpoints of university leadership, lecturers as pedagogical actors, and information technology managers who are responsible for the university's digital infrastructure.

Data collection in this study was carried out through three techniques: observation, semi-structured in-depth interviews, and documentation. Direct observation was conducted within the campus environment of Universitas Merdeka Madiun to examine the academic community's activities regarding generative AI utilization, such as task preparation, reference searching, and digital visual content design. The results of these observations were recorded in the form of field notes and photographic documentation as concrete evidence of the field phenomena. Semi-structured in-depth interviews were subsequently conducted with the seven informants using an interview guide developed based on the four dimensions of TAM. This approach ensures that each question can be systematically traced back to the dimensions of perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use. Furthermore, documentation was utilized to complement the observation and interview results, comprising screenshots of AI usage by informants, photographs of academic activities utilizing generative AI, and literature review materials such as relevant journals, books, and previous studies (Creswell, 2014). The combination of these three techniques aims to generate comprehensive data, thereby ensuring that the analysis of generative AI acceptance is presented factually and credibly.

The data collected in this study were analyzed using the interactive analysis model developed by (Miles et al., 2018), which consists of four concurrent activities: data collection, data reduction, data display, and conclusion drawing and verification. During the data collection phase, all information retrieved from observations, interviews, and documentation was transformed into written interview transcripts and field notes, ensuring the raw data was ready for subsequent analysis. In the data reduction phase, the researcher selected,

focused, simplified, and categorized the raw data based on the four dimensions of TAM, thereby retaining only the relevant data for further analysis. In the data display phase, the

Figure 1. Components of Data Analysis



Source : Miles, Huberman, dan Saldana (2018)

reduced data were presented through narrative descriptions, matrix tables, and verbatim interview quotes organized according to each TAM dimension, enabling the researcher to grasp a comprehensive overview of generative AI acceptance within the academic community of Universitas Merdeka Madiun. In the final stage, the researcher drew conclusions by interpreting the meaning of the displayed data and continuously verified these conclusions by reviewing the interview transcripts, field notes, and documentation to ensure the resulting conclusions were valid and robust.

Results and Discussion

This section presents the empirical findings regarding the acceptance of generative artificial intelligence by the academic community at Universitas Merdeka Madiun, subsequently discussing these findings in relation to the Technology Acceptance Model (TAM) and prior scientific literature. The presentation is systematically structured around the four dimensions of TAM proposed by Davis (1989): perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use. This alignment ensures that each empirical finding can be explicitly traced back to the underlying theoretical constructs.

Results

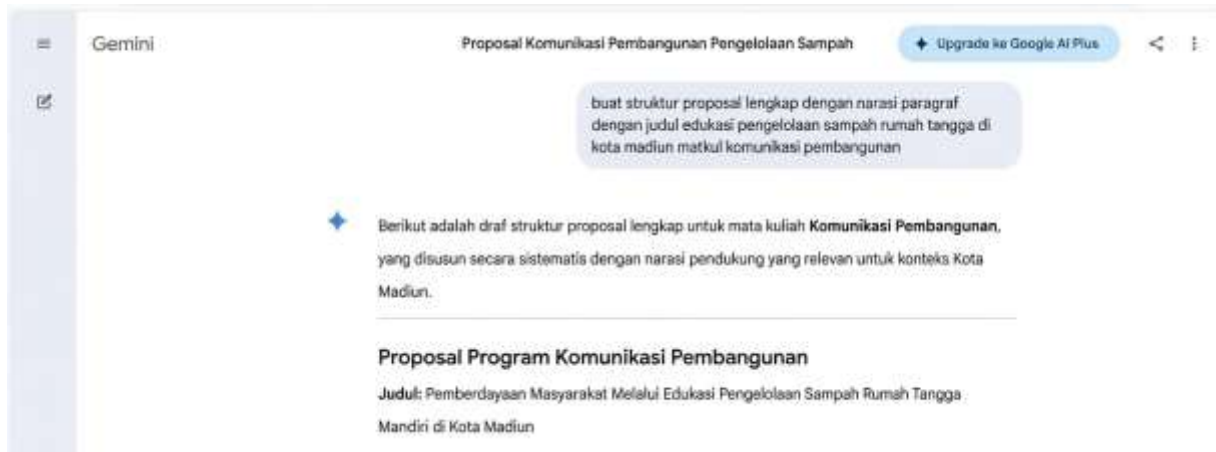
Perceived Usefulness

Perceived usefulness this dimension refers to the extent to which informants believe that generative AI can enhance the efficiency, quality, and productivity of academic activities. The interview results indicate that generative AI has delivered tangible benefits, specifically in literature searching, academic assignment completion, and instructional material preparation. From the perspective of university leadership, Mr. Luluk Sulistyo Budi, as the Rector of Universitas Merdeka Madiun, elucidated that generative AI serves as an academic accelerator that assists users in translating conceptual ideas into written narratives. He emphasized that this role does not replace human cognitive processes, as articulated in the following interview excerpt:

“The use of AI is actually very helpful because this technology is an accumulation of

various thoughts that can accelerate academic work. When someone already has a direction of thought but is slow in expressing it in writing, AI can help arrange the narrative quickly through the keywords given. Therefore, AI functions as a supporting tool for the academic work process, not as a replacement for the process of thinking.” (interview, 29 January 2026)

Figure 2. Generative AI Utilization in Assisting Academic Task Formulation



Souerce : Informants Screenshoot (2026)

A similar perspective was shared by Mr. Riza Rizki Armanda, as the Head of the Data and Information Center (Pusdatin), who emphasized that generative AI has become an essential instrument in accelerating administrative tasks and elevating the innovative quality of academic outputs, as stated in the following interview excerpt:

“In addition to increasing time efficiency, AI also contributes to improving the quality of academic activities. The development of AI in terms of data and products enables work outcomes to become more varied and innovative, such as in creating questions and presentation materials. Nevertheless, the results obtained still need to be corrected and adjusted. In general, AI helps accelerate and at the same time improve the quality of output in academic activities.” (interview, 30 January 2026)

From the faculty perspective, Mrs. Asrifia Ridwan explained that generative AI assists in overcoming mental blocks and accelerates literature searching compared to conventional manual methods, thereby rendering the scientific writing process significantly more efficient, as expressed in the following interview excerpt:

“In my opinion, AI is indeed a technology that has only recently become widely used, although its development has long been carried out by experts. In practice, AI is very helpful in academic activities, especially when someone experiences a block of ideas or loses focus, because AI can provide insight that generates new ideas. In addition, AI also accelerates the search for information by directly displaying the relevant key points, so that the academic process becomes more efficient compared to manual searching. In the context of scientific references, AI also helps find literature more quickly and in a more focused manner.” (interview, 26 January 2026)

Furthermore, Mr. Pradityo Utomo, a lecturer, elaborated on how generative AI supports the Tridharma (the Three Pillars of Higher Education), namely teaching, research, and community service. He explicitly reaffirmed the position of AI as a supporting tool rather than a substitute for the lecturer's role, as reflected in the following interview excerpt:

"I use several types of AI such as ChatGPT and Gemini, and in my opinion its utilization is very helpful in academic activities. In the field of research, AI can help arrange the framework or discussion points based on the title that has been determined. In the aspect of community service, AI can also provide suggestions related to the development of a certain case or problem. Meanwhile, in teaching, AI helps arrange learning indicators, materials, and finding relevant scientific references. However, I need to emphasize that AI functions as a supporting tool, not as a substitute for the role of the lecturer." (interview, 9 January 2026)

From the student perspective, the usefulness of generative AI is articulated in a more operational manner. Bintang Setiawan, a student majoring in Informatics Management, explained how generative AI assists him in troubleshooting programming code, thereby making the self-directed learning process more efficient.

"As a student of Informatics Management, in my opinion AI is very helpful in academic activities, especially in programming or coding. When I encounter difficulties, I can search for references or solutions through AI so that the problem can be solved more quickly. So, AI plays quite a role in supporting my learning process." (interview, 9 January 2026)

This consistent pattern was further corroborated by Prisiska Dara Febriyoni and Hafidz Ius Ardianto, who described the utility of generative AI in retrieving references, generating initial ideas, and supporting the preliminary stages of academic tasks. Consequently, student assignments can be accomplished with a higher level of efficiency, as reflected in the following interview excerpt:

"In my personal opinion, AI is very helpful in daily academic activities, especially when working on assignments. AI makes it easier for me to search for the references and information needed. So, the existence of AI plays quite a role in supporting my lecture activities." (Prisiska Dara Febriyoni, interview, 9 January 2026)

"In my opinion as a student, the existence of AI technology is certainly very helpful in daily academic activities. The main benefit is making the work on assignments more efficient. That is, not everything must rely on AI, but its existence can help us in the initial process such as searching for an overview, references, or basic ideas so that the work feels lighter." (Hafidz Ius Ardianto, interview, 15 January 2026)

Based on these findings, it can be concluded that the perceived usefulness of generative AI at Universitas Merdeka Madiun is high. Generative AI is perceived to accelerate the completion of academic tasks, enhance the quality of academic outputs, and alleviate the burden of manual reference searching. Nonetheless, informants unanimously emphasized that AI-generated outputs strictly require rigorous verification and adjustment to meet actual academic demands in the field.

Perceived Ease of Use

Perceived ease of use this dimension refers to the extent to which informants perceive

generative AI to be easily accessible, straightforward to operate, and free of substantial technical effort, including proficiency in formulating prompts and interpreting outputs. The interview results indicate that all seven informants consider generative AI relatively easy to use. This ease of use primarily stems from intuitive user interfaces and the availability of generative AI on personal devices such as laptops and smartphones, which eliminates the need for complex technical skills during the adoption process. Mr. Luluk Sulistyo Budi, the Rector of Universitas Merdeka Madiun, explained that the ease of using generative AI ultimately depends on the user's willingness to learn. He noted that the technology can be mastered relatively quickly due to the abundance of tutorials available on the internet, as reflected in the following interview excerpt:

"In my opinion, the use of AI is not difficult. The key is only the willingness to learn. If there is willingness, the process of understanding it is relatively fast because at present there are many media that provide clear tutorials. In the future, systematic efforts are needed so that lecturers and students increasingly understand the use of AI optimally so that its use can support the effectiveness and efficiency of academic activities. However, its use must still be accompanied by an understanding of the limits, because AI is only a supporting tool, not a substitute for the human thinking process." (interview, 29 January 2026)

Aligning with the Rector's perspective, Mr. Riza Rizki Armanda, the Head of Pusdatin, explained that the ease of using generative AI hinges on the user's ability to provide precise instructions. Consequently, the quality of the output is largely determined by the accuracy of the prompts provided, as expressed in the following interview excerpt:

"In my opinion, the level of ease of using AI depends heavily on the ability of the user. In general, AI is quite easy to use, but it is still a machine that must be directed properly. The results obtained are also greatly influenced by how the user provides instructions. Therefore, the ability of each user will determine whether the utilization of AI is optimal or not." (interview, 30 January 2026)

The lecturers also highlighted the ease of using generative AI, though this accessibility was accompanied by critical caveats regarding output accuracy. Mrs. Asrifia Ridwan reported that generative AI occasionally recommends inaccurate references; on one occasion, she even received recommendations for predatory journals, making cross-checking an absolute necessity, as reflected in the following interview excerpt:

"There are several constraints that I feel, especially related to the accuracy of the information. I once asked AI for journal references or research ideas, but the answer was not quite right and after being reconfirmed it turned out to be indeed wrong. This shows that information from AI still needs to be checked and verified again. I even once received a journal recommendation that turned out to be a predatory journal, so that I had to recheck the validity of the source. So, although AI is very helpful, the cross check process still becomes an important thing." (interview, 26 January 2026)

Mr. Pradityo Utomo emphasized that the bottleneck in the ease of using generative AI lies not within the technology itself, but rather within the user's ability to formulate specific commands. Therefore, the ease of use implies that users must develop prompt engineering skills to ensure the outputs align with academic requirements.

"The constraint that often arises is more about the accuracy in giving the prompt or command to AI. If the command given is too general, the results obtained are usually long and less specific so that they do not match expectations. Therefore, the use of AI requires the ability to arrange clear and directed instructions so that the results are optimal." (interview, 9 January 2026)

From the student perspective, generative AI is viewed as a highly practical technology because it can be accessed anytime via smartphones and features a simple user interface. However, students also recognize that excessive ease of use has the potential to diminish the intensity of independent critical thinking, as reflected in the following interview excerpt:

"In my opinion, the use of AI is quite easy, especially since many are available for free such as Gemini, ChatGPT, and Blackbox AI. In coding, if there is an error, I can copy the error message to AI and usually it will explain the cause and the solution. So, in terms of use, AI is quite practical and helpful." (Bintang Setiawan, interview, 9 January 2026)

"In my opinion, the use of AI at present is very easy and practical, especially for students. This technology can support lecture activities because it can be accessed anytime through a smartphone. But on the other side, we as students must remain wise in using it. Do not let us become too dependent on AI so that in the end we become lazy to think for ourselves." (Hafidz Ius Ardianto, interview, 15 January 2026)

Furthermore, informants stated that structured institutional guidance on generative AI usage is not yet comprehensively available, although an AI-based scientific writing workshop featuring external speakers was conducted at the faculty level around 2023. This condition indicates that the ease of use experienced by informants is predominantly the result of individual user initiatives rather than systematic institutional programming, as reflected in the following interview excerpt:

"To my knowledge, at the institutional level there has not been any specific structured mentoring related to the use of AI. However, several faculties have held seminars or activities that link the material of their respective disciplines with the use of AI. This shows the effort of introduction, although not yet in the form of comprehensive mentoring." (Mr. Riza Rizki Armanda, interview, 30 January 2026)

"In my opinion, the university in general has not fully optimized the use of AI, possibly because it is still not the main priority or because there are limitations in the readiness of technology and supporting facilities. However, at the faculty level, a training on AI based scientific writing was once held around 2023, which invited a resource person from outside the university to give understanding to the lecturers regarding the use of AI in academic writing. Nevertheless, the use of AI still needs to be accompanied by rechecking so that the results are relevant and accurate." (Mrs. Asrifia Ridwan, interview, 26 January 2026)

Based on these findings, it can be concluded that the perceived ease of use of generative AI at Universitas Merdeka Madiun is relatively high. However, this ease of use remains constrained by three underlying factors: the accuracy of AI outputs, user proficiency

in prompt engineering, and the limited availability of structured institutional guidance.

Attitude Toward Using

Attitude toward using this dimension refers to the informants' evaluative feelings regarding generative AI utilization, encompassing positive attitudes such as enthusiasm and negative attitudes such as concerns over academic integrity and technological dependency. The interview results reveal that the academic community's attitude at Universitas Merdeka Madiun toward generative AI tends to be positive. However, this optimism is accompanied by strong reservations regarding academic ethics, plagiarism, and the potential decline in critical thinking skills; thus, the pattern of acceptance is characterized not by unconditional endorsement, but rather by conditional support rooted in responsibility. Mr. Luluk Sulistyo Budi, the Rector of Universitas Merdeka Madiun, stated that his support for generative AI is strictly conditional, requiring reinforcement across intellectual, emotional, and spiritual dimensions to ensure the technology is utilized ethically and morally, as reflected in the following interview excerpt:

"In principle, I tend to support the use of AI, but with the note that it must be balanced with the strengthening of IQ, EQ, and SQ aspects. Technology like AI is good and useful, but if it is not accompanied by good attitudes, integrity, and moral values, its use can be dangerous. That is why the main thing is not only the intelligence, but also the character of the user." (interview, 29 January 2026)

The Head of Pusdatin, Mr. Riza Rizki Armanda, also expressed a supportive stance, linking this endorsement to the inevitable reality of accelerating information technology development. Consequently, generative AI is viewed as an efficiency instrument that must be operationally guided, as reflected in the following interview excerpt:

"I personally support the use of AI in the campus environment because it follows the development of information technology that continues to develop. AI can increase time efficiency, help complete work, and produce more innovative output. However, its utilization still depends on the user, because AI is only a machine that must be directed properly. Although it can accelerate the process, the results of AI still need to be developed and corrected so that they match academic needs." (interview, 30 January 2026)

A more cautious attitude was displayed by Mrs. Asrifia Ridwan, who described her position as being in the middle. She noted that generative AI has the potential to threaten academic ethics through plagiarism and misuse; hence, the utilization of AI must be approached with high circumspection, as reflected in the following interview excerpt:

"My attitude is in the middle position, it can be said to lean toward doubt. I do not fully support, but I also do not reject the use of AI in the campus environment. On the one hand, there is academic ethics that must be maintained, such as the prohibition of plagiarism and other academic violations. However, on the other hand, AI is part of the development of the era that cannot be avoided. Therefore, in my opinion, its use must still be accompanied by a careful attitude." (interview, 26 January 2026)

Mr. Pradityo Utomo similarly expressed a supportive attitude but heavily emphasized the necessity of clear rules and boundaries to prevent the misuse of generative AI. Therefore, the university needs to establish operational guidelines regulating the ethics of

AI usage, as reflected in the following interview excerpt:

"I personally support the use of AI in the campus environment because it can become a useful supporting tool for both lecturers and students. However, its use must still be accompanied by clear rules and limits so that it is not misused. So, it is not just about whether it is allowed or not, but more about how to utilize it wisely." (interview, 9 January 2026)

The three student informants also expressed a supportive attitude, yet they remained fully aware of the risks of dependency. Consequently, their support is coupled with a self-awareness to maintain a critical mindset, as reflected in the following interview excerpt:

"I tend to support the use of AI because it has many positive impacts in helping to find references and complete assignments. However, I am also aware of the negative impacts such as dependency if used excessively. Therefore, in my opinion, AI must be utilized wisely." (Bintang Setiawan, interview, 9 January 2026)

"My attitude tends to support the use of AI in the campus environment. The presence of this technology is very helpful for the learning process and academic activities. However, on the other side, students must still be wise in using it and not misuse it. So my support is positive but still with awareness and responsibility." (Hafidz Ius Ardianto, interview, 15 January 2026).

Concerns regarding academic integrity were further deepened by both lecturers, who correlated the utilization of generative AI with the concepts of academic culture and institutional regulation. Thus, generative AI is treated not merely as a technical issue, but as a normative one involving research ethics, publication, and academic quality standards, as reflected in the following interview excerpt:

"In my opinion, the impact can actually improve the quality of learning because arguments and analysis can be supported by stronger data. However, academic integrity must still be maintained through the applicable rules. At the university there are already regulations related to research, learning, and violations of academic integrity. If the use of AI violates the procedure, then it is still considered an academic violation and there are sanctions. So AI helps quality, but academic responsibility still lies with humans." (Mr. Luluk Sulistyo Budi, interview, 29 January 2026)

"In my opinion, AI has two sides, namely positive and negative impacts. From the positive side, AI can help generate new ideas, accelerate work, and increase time efficiency. However, from the negative side, if used without control, AI can weaken the ability to think and has the potential to cause violations of academic ethics. In addition, the regulation regarding the limits of AI use at present is not yet as clear as the regulation regarding plagiarism in scientific work." (Mrs. Asrifia Ridwan, interview, 26 January 2026)

Based on these findings, it can be concluded that the attitude toward using generative AI at Universitas Merdeka Madiun rests on a axis of conditional positive support, which harmonizes technological enthusiasm with the responsibility to uphold academic ethics.

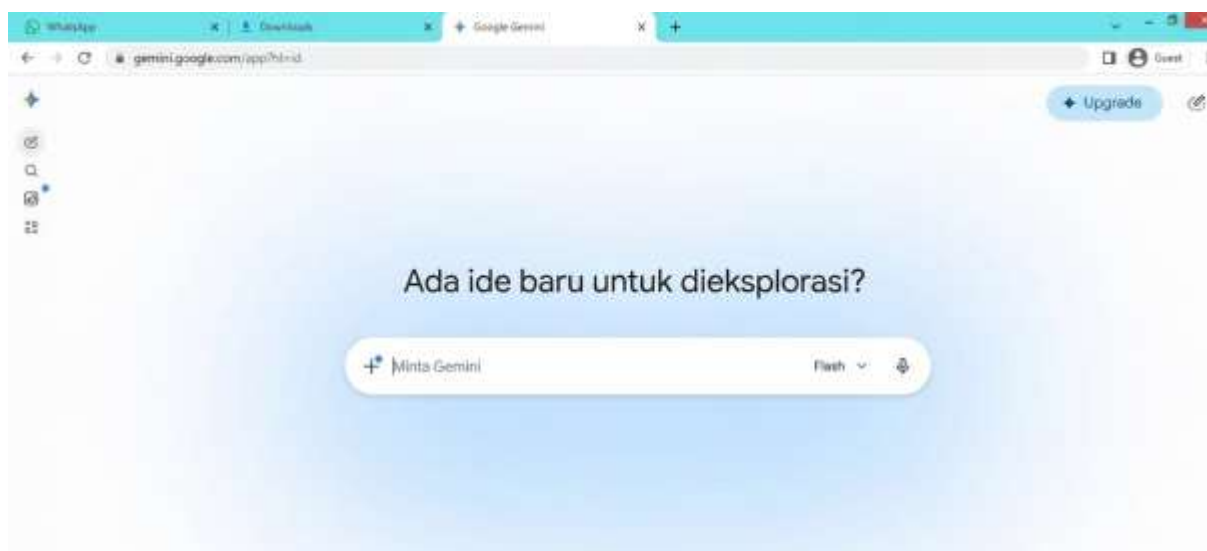
Behavioral Intention to Use

Behavioral intention to use this dimension refers to the informants' intention to

continuously utilize and recommend generative AI in future academic activities, alongside expectations for institutional support. The interview results demonstrate that informants possess a strong intention to continue using generative AI in their future academic endeavors. This intention is heavily driven by their perceived usefulness, perceived ease of use, and direct hands-on experiences, thereby indicating a sustainable pattern of technology adoption. Mr. Luluk Sulisty Budi stated that his intention to continuously utilize generative AI remains proportional and will not lead to complete dependency; thus, AI serves strictly as a supporting tool to enhance time efficiency and operational speed, as reflected in the following interview excerpt:

"I will continue to use AI, but proportionally and not fully depending on it. Basically we must still be able to arrange our own thinking framework. AI is used when needed, especially when facing time constraints or when the work demands fast results in written form. So its use is helpful in nature, not replacing the process of thinking." (interview, 29 January 2026)

Figure 3. The Simple User Interface Design of Generative AI



Source : Informants Screenshoot (2026)

Mr. Riza Rizki Armanda expressed a robust intention to continue utilizing generative AI, given its substantial support for information technology tasks within the university ecosystem. Consequently, the sustainability of its usage is directly linked to institutional productivity, as reflected in the following interview excerpt:

"Of course I intend to continue using AI because it is very helpful in work, especially those related to the IT field on campus. AI accelerates the work process and facilitates the completion of various administrative tasks. Therefore, I will continue to utilize it as a supporting tool in supporting academic activities." (interview, 30 January 2026)

Mrs. Asrifia Ridwan and Mr. Pradityo Utomo also stated their intention to continue using generative AI, correlating this intention with the inevitable process of adapting to the era of automation within the higher education sector, as reflected in the following interview

excerpt:

"I intend to continue using AI and support its utilization in academic activities. In my opinion, AI helps accelerate work and makes it easier to obtain initial ideas. Therefore, I will continue to utilize it in the future as a supporting tool in work." (Mrs. Asrifia Ridwan, interview, 26 January 2026)

"I will continue to use AI to support academic work, but only as a supporting tool, not to replace the role of humans. The development of technology, including AI, cannot be avoided because the world is currently moving toward the era of automation and artificial intelligence based systems. Therefore, we need to follow the development adaptively and wisely." (Mr. Pradityo Utomo, interview, 9 January 2026)

The three student informants similarly expressed a strong intention to continuously utilize generative AI in their future academic activities. This intention is primarily driven by the practicality and efficiency they have experienced during prior usage, as reflected in the following interview excerpt:

"I still intend to use AI in the future because the development of technology continues to run and we need to follow it. AI is very helpful in supporting academic activities. So, in my opinion it is important to continue utilizing it." (Bintang Setiawan, interview, 9 January 2026)

"Most likely I will continue to use AI in the future. That is because AI is very helpful and makes it easier in doing assignments and other activities. So, as long as it is still needed, I will continue to utilize it." (Prisiska Dara Febriyoni, interview, 9 January 2026)

"For me, AI is very helpful in the world of education so that I intend to continue using it in the future. But with the note, its use should not be excessive. If we depend too much on AI, it can make us become lazy to think and less able to develop our own capabilities." (Hafidz Ius Ardianto, interview, 15 January 2026)

In addition to their intention for continuous usage, the informants articulated a clear expectation for institutional support. They emphasized that sustainable utilization should not rely solely on individual initiatives but must be backed by institutional facilities, as reflected in the following interview excerpt:

"The support needed is mainly in the form of coaching and training for lecturers so that they can utilize AI appropriately. In addition, there needs to be regulation that governs the use of technology responsibly, so that users understand the limits of ethics and morals in its use. In this way, the utilization of AI can improve performance without ignoring the value of academic integrity." (Mr. Luluk Sulistyo Budi, interview, 29 January 2026)

"In my opinion, the support of facilities in the campus environment still needs to be improved, especially related to access to the professional version of AI services that requires a subscription fee. The paid version generally provides more maximum results compared to the free version, so that funding support is needed so that its use is more optimal. In addition, there needs to be socialization or training regarding various types of AI applications so that lecturers can recognize and utilize the technology available more widely. However, the use of AI must still be accompanied by

a wise attitude, because humans must remain the controller in the utilization of the technology.” (Mrs. Asrifia Ridwan, interview, 26 January 2026)

Based on these findings, it can be concluded that the behavioral intention to use generative AI at Universitas Merdeka Madiun is exceptionally high. However, the sustainability of this intention must be accompanied by robust institutional support, including official guidelines, standardized digital literacy training, and more comprehensive access to AI infrastructure.

Discussion

The empirical findings regarding perceived usefulness demonstrate that generative AI has evolved into an essential efficiency instrument for the informants. Theoretically, this aligns with (Davis, 1989) fundamental argument that technology will be widely accepted if users perceive that it significantly enhances their job performance. Consequently, the high level of perceived usefulness observed at Universitas Merdeka Madiun can be understood as a rational response from the academic community toward the utilitarian value and efficiency offered by generative AI. This finding is also consistent with the study by (Afrita, 2023), which asserts that AI implementation in education optimizes the efficiency and effectiveness of learning processes, as well as the insights of (Widodo et al., 2024), who emphasized that AI elevates instructional effectiveness and systematically facilitates the provision of academic feedback.

Furthermore, these findings corroborate the research by (Musliha et al., 2025), which reported that generative AI is heavily utilized for material comprehension, assignment preparation, and visual creativity. Regarding the perceived ease of use dimension, the findings indicate that generative AI exhibits a relatively high level of user accessibility; however, this ease of use is critically constrained by two underlying factors: output accuracy and user proficiency in prompt formulation. Theoretically, these findings suggest that perceived ease of use does not merely pertain to the simplicity of the user interface. Instead, it inherently involves a cognitive dimension requiring the skill to translate academic needs into actionable instructions that the AI can effectively process.

These findings underscore the critical importance of digital literacy, which should not be limited merely to the operational capacity of handling hardware or software, but must comprehensively encompass the ability to verify AI outputs, identify the risks of misinformation, and detect inaccurate sources. This necessity is clearly reflected in the empirical experience of Mrs. Asrifia Ridwan, who unexpectedly received predatory journal recommendations from the AI. This condition aligns with the findings of (Halifatul et al., 2025), who emphasized that the challenges of AI implementation in higher education include algorithmic bias and data inaccuracies, thereby establishing the enhancement of digital literacy as a primary institutional strategy.

The findings regarding the attitude toward using dimension demonstrate that the academic community's stance at Universitas Merdeka Madiun toward generative AI rests on an axis of conditional positive support, which harmonizes technological enthusiasm with a profound concern for academic integrity and plagiarism. This finding aligns with the research by (Rifky, 2024) and (Zakiyah et al., 2024), which asserts that AI operates as a double-edged sword, it presents a positive dimension that enhances learning alongside a negative dimension characterized by the risk of dependency, the erosion of critical thinking,

and potential violations of academic ethics. Furthermore, this attitude reflects (Davis, 1989) argument that a positive attitude toward technology acts as a critical mediator between perceived usefulness and behavioral intention to use. Consequently, the positive attitude paired with strong reservations observed within the academic community at Universitas Merdeka Madiun serves as an essential indicator that generative AI acceptance has entered a mature phase, wherein users are highly capable of distinguishing between legitimate use and technological misuse.

The findings regarding the behavioral intention to use dimension reveal that all seven informants possess a robust intention to continuously utilize generative AI. However, this intention is firmly coupled with distinct expectations for institutional support, including official operational guidelines, standardized digital literacy training, institutional funding for premium AI subscriptions, and broader access to comprehensive AI infrastructure. Theoretically, this finding reaffirms (Davis, 1989) core argument that behavioral intention is a direct outcome of perceived usefulness and perceived ease of use; thus, all four TAM dimensions evaluated in this study demonstrate an internally consistent pattern. Nonetheless, these findings also expose a critical gap between strong individual adoption and limited institutional readiness. Consequently, the sustainability of AI adoption at the university heavily hinges upon the responsiveness of university leadership in providing strategic structural support.

In a broader context, this study is expected to contribute to the literature in two significant ways. First, it enriches the discourse on the governance of emerging technologies within the higher education sector by providing empirical evidence that individual generative AI adoption patterns have outpaced institutional readiness. Consequently, university leadership must transition from a reactive stance to a proactive approach through the formulation of AI governance policies. Second, this study provides an analytical foundation for university executives to develop responsible AI policies, standardized digital literacy training, and internal academic integrity regulations grounded in the actual acceptance patterns of the academic community. This ensures that the formulated policies do not merely exist as nominal mandates on paper, but resonate profoundly with empirical realities on the ground.

Furthermore, this study extends the application of the Technology Acceptance Model (TAM) by demonstrating that a qualitative implementation of TAM within the Indonesian higher education context can uncover deeper meanings of technology acceptance across multiple levels of the academic community. This spectrum ranges from the Rector as the strategic leader, to the Head of Pusdatin as the information technology manager, and down to lecturers and students as front-line users. This multi-level approach constitutes a distinctive contribution, as the vast majority of prior studies evaluating generative AI acceptance through TAM have predominantly employed quantitative survey methods limited to student samples, thereby leaving the broader institutional dimension largely unexplored.

Conclusion

Based on the research findings and comprehensive discussions, this study concludes that the acceptance of generative artificial intelligence by the academic community at Universitas Merdeka Madiun evaluated through the four dimensions of the Technology

Acceptance Model (TAM) proposed by (Davis, 1989) stands at a highly positive level. However, this acceptance is strictly accompanied by critical reservations regarding academic ethics, digital literacy, and institutional governance readiness. This overarching conclusion is delineated across the four core TAM dimensions as follows:

First, within the perceived usefulness dimension, generative AI is perceived to deliver tangible benefits, namely enhancing efficiency in reference searching, accelerating the completion of academic tasks, and elevating the quality of academic outputs. These benefits are uniformly experienced across all strata, including the university executive leadership, the Head of Pusdatin, faculty members, and students. Nonetheless, informants unanimously emphasized that AI-generated outputs strictly require rigorous verification to align with actual, on-the-ground academic demands.

Second, regarding the perceived ease of use dimension, generative AI is considered easily accessible and straightforward to operate via laptops and smartphones. However, this ease of use is critically constrained by AI output accuracy, user proficiency in formulating prompts, and the limited availability of structured institutional guidance. Consequently, digital literacy and prompt engineering capabilities emerge as the pivotal factors determining actual ease of use.

Third, within the attitude toward using dimension, the academic community's stance tends to be conditionally positive. This perspective harmonizes technological enthusiasm with profound concerns regarding academic integrity, plagiarism, and the potential erosion of critical thinking skills. As a result, the endorsement of generative AI is strictly coupled with urgent demands for institutional regulations that guarantee ethical utilization.

Fourth, within the behavioral intention to use dimension, the intent to continuously utilize generative AI remains exceptionally strong among all informants. However, this intention is firmly coupled with explicit expectations for institutional support in the form of official operational guidelines, standardized digital literacy training, funding for premium AI subscriptions, and broader access to comprehensive AI infrastructure. Consequently, the long-term sustainability of AI adoption heavily hinges upon the responsiveness of university leadership.

Overall, this study concludes that generative AI acceptance within the academic community at Universitas Merdeka Madiun has entered a mature phase at the individual adoption level. However, the university's institutional readiness is not yet fully aligned with this rate of adoption. This mismatch creates a critical gap between personal usage patterns and formal governance capacity a divide that urgently needs to be bridged through comprehensive, well-structured AI policies. To bridge this gap, this study formulates several strategic and actionable recommendations for stakeholders to realize responsible technology governance. For the executive leadership of Universitas Merdeka Madiun, the primary urgency lies in the codification of formal AI governance policies that regulate the ethical boundaries of technology usage and mandate disclosure mechanisms for AI-generated content in academic works, alongside strengthening digital infrastructure by providing access to premium/professional AI services. These policies should be implemented in parallel with standardized digital literacy programs that focus heavily on advanced prompt engineering techniques, rigorous cross-referencing of sources, and the mitigation of predatory journal risks.

Furthermore, faculty members are expected to assume a central role as adaptive

pioneers and facilitators who systematically integrate discussions on the moral and ethical values of AI into pedagogical processes, while simultaneously optimizing AI to enhance instructional efficiency. For students, the utilization of generative AI must be proportionally positioned as an intellectual stimulator or a baseline for initial conceptual exploration rather than an ultimate answer, thereby safeguarding critical thinking independence and protecting the institution's internal data confidentiality. Lastly, for future researchers, the inherent limitations of this qualitative case study which focused on seven informants within a single private higher education institution present a compelling opportunity for research expansion through mixed-methods approaches to quantitatively measure and generalize the acceptance rates on a broader scale.

References

- Afrita, J. (2023). Peran artificial intelligence dalam meningkatkan efisiensi dan efektivitas sistem pendidikan. *COMSERVA: Jurnal Penelitian dan Pengabdian Masyarakat*, 2(12), 3181–3187.
- Azkiya, S. R., & Labibah. (2023). Analisis Penerimaan Aplikasi iKalsel Menggunakan Teori Technology Acceptance Model (TAM). *UNILIB Jurnal Perpustakaan*, 14(1), 21–31. <https://doi.org/10.20885/unilib.Vol14.iss1.art3>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.).
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarter*, 13(3), 319–340.
- Halifatul, A., Sarma, A., Setiawati, S., & Hadi, M. Y. (2025). PEMANFAATAN ARTIFICIAL INTELLIGENCE (AI) DALAM Mendukung TATA KELOLA PENDIDIKAN YANG ADAPTIF DAN INKLUSIF. *JURNAL MANAJEMEN PENDIDIKAN ISLAM*, 2(02), 100–114.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Musliha, S., Bahrudin, B., & Diharjo, R. F. (2025). DINAMIKA PEMANFAATAN ARTIFICIAL INTELLIGENCE (AI) DALAM PROSES PEMBELAJARAN DI PERGURUAN TINGGI (STUDI KASUS UNIVERSITAS ISLAM ZAINUL HASAN GENGONG DAN UNIVERSITAS PANCA MARGA). *Jurnal Teknologi Pembelajaran Indonesia*, 15(2), 142–158. https://doi.org/DOI : 10.23887/jurnal_tp.v15i2.5929.
- Pebrian, Y., & Farhat, M. F. (2023). Pemanfaatan artificial intelligence dalam dunia pendidikan. *Abdi Jurnal Publikasi*, 2(2), 84–87.
- Rama, B. G. A., Prasada, D. K., & Kadek, J. M. (2023). URGENSI PENGATURAN ARTIFICIAL INTELLIGENCE (AI) DALAM BIDANG HUKUM HAK CIPTA DI INDONESIA. *JURNAL RECHTENS*, 12(2), 209–224. <https://doi.org/https://doi.org/10.56013/rechtens.v12i2.2395>
- Rifky, S. (2024). Dampak Penggunaan Artificial Intelligence Bagi Pendidikan Tinggi. *Indonesian Journal of Multidisciplinary on Social and Technology*, 2(1), 37–42.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suryawijaya, M. R., Praptodiyono, S., & A'kaasyah, S. N. (2025). Peran Artificial Intelligence dalam Mengembangkan Kompetensi dan Meningkatkan Motivasi Belajar Mahasiswa. *JURNAL INFORMATIK*, 21(2), 155–165.

<https://doi.org/https://doi.org/10.52958/iftk.v21i2.11115>

Widodo, Y. B., Sibuea, S., & Narji, M. (2024). Kecerdasan Buatan dalam Pendidikan: Meningkatkan Pembelajaran Personalisasi. *Jurnal Teknologi Informatika Dan Komputer*, 10(2), 602–615.

Zakiyah, N. U., Ameera, V., Ritonga, A. E., Aisah, N., Lingga, S. A., & Akmalia, R. (2024). Penggunaan AI dalam dunia pendidikan. *MAHIRA: Journal of Arabic Studies*, 4(1), 1–16. <https://doi.org/https://doi.org/10.55380/mahira.v4i1.557>