

ATTITUDES AND INTENTIONS OF CROSS-GENERATIONAL EMPLOYEES TOWARD THE UTILIZATION OF AI IN UNIVERSITIES

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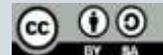
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ABSTRACT

This study examines cross-generational employees' attitudes and continuance intentions toward the utilization of artificial intelligence (AI) in universities, addressing the limited empirical evidence comparing generational responses to AI adoption within higher education institutions. Using a quantitative survey design, data were collected from 40 research department staff members and measured using a five-point Likert scale. The study applies a validated attitude scale and a continuance intention framework to assess both affective and behavioral dimensions of AI acceptance. The results indicate that attitudes toward AI were generally neutral but inclined toward positivity (mean = 3.33), while intentions to use AI were relatively high (mean = 3.55). Regression analysis demonstrates that attitudes toward AI significantly predict continuance intention, highlighting the methodological contribution of integrating attitudinal and intention-based models in a cross-generational context. No statistically significant differences were found among Generations X, Y, and Z in either attitudes or intentions, although minor variations were observed. These findings suggest that AI adoption in universities has the potential for broad cross-generational acceptance when supported by appropriate organizational strategies. Targeted training, inclusive communication, and cross-generational mentoring are therefore essential to reduce resistance and foster a sustainable, technology-inclusive workplace in higher education.

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INTRODUCTIONS

The rapid development of artificial intelligence (AI) in recent years has generated significant transformations across various sectors, including higher education. In university settings, AI is not only applied in teaching and research activities but also increasingly used to support administrative and operational efficiency. The application of

AI includes the use of chatbots for academic services, AI-based data management systems, and predictive algorithms for human resource planning, all of which aim to improve institutional performance and service quality.

Despite its growing implementation, the adoption and utilization of AI technology are not always uniform among individuals. One important factor influencing technology acceptance is age or generational background. Previous studies indicate that generational differences shape attitudes toward new technologies, including AI. Younger generations, such as Generation Z and Millennials, are generally more open to technological innovation, whereas older generations, such as Generation X, tend to demonstrate greater caution or resistance. These differences may affect the effectiveness of AI implementation, particularly in universities that employ a cross-generational workforce.

Attitudes and behavioral intentions are central constructs in technology adoption theories, including the Technology Acceptance Model (TAM) (Davis, 1989) and the Theory of Planned Behavior (TPB). Attitude reflects an individual's positive or negative evaluation of technology use, while behavioral intention represents the likelihood of actual usage. Empirical studies have consistently shown that perceived usefulness and perceived ease of use play critical roles in shaping attitudes and intentions toward technology adoption (Venkatesh et al., 2003). Similarly, the Expectation-Confirmation Theory (ECT) emphasizes the role of user evaluation in determining continuance intention toward technology use (Bhattacharjee, 2001).

In the context of AI, Schepman and Rodway developed the General Attitude toward Artificial Intelligence Scale (GAAIS), which measures both positive and negative attitudes toward AI (Schepman & Rodway, 2020). Their findings indicate that younger individuals tend to express higher enthusiasm and optimism toward AI, while older individuals often demonstrate more cautious or ambivalent responses. Complementary evidence is provided by Zarouali et al., who found that age significantly influences perceptions and intentions to use AI-based chatbots, with younger users showing higher levels of trust and comfort in interacting with AI systems (Zarouali et al., 2021).

Previous research has extensively examined technology acceptance using established models such as TAM, UTAUT (Venkatesh & Davis, 2000), and TPB across various sectors. Studies by Zhang and Dafoe and Al-Sharafi et al. further highlight the role of age, attitudes, and social norms in shaping AI acceptance (Al-Sharafi et al., 2021; Zhang & Dafoe, 2019). In the Indonesian higher education context, Pratama and Chandra found that perceived benefits and ease of use significantly influence lecturers' and educational staff's attitudes toward AI-based technologies (Pratama & Chandra, 2024). Similarly, Susanto et al. demonstrated that Generation Z exhibits the most positive attitudes and strongest intentions to continue using AI, followed by Generation Y and Generation X (Susanto et al., 2024).

Although the existing literature provides a strong theoretical and empirical foundation for understanding AI acceptance, most previous studies have predominantly focused on general consumers (Zarouali et al., 2021), students or teaching staff (Strzelecki, 2020), and organizations in industrial, health, and financial sectors (Hasan, 2022; Shin, 2021). In contrast, non-faculty employees or administrative staff in higher education institutions—who are directly affected by AI adoption through academic information systems, document automation, and administrative services—have received relatively limited scholarly attention. This is critical, as the success of digital transformation initiatives in universities largely depends on the readiness and acceptance of this employee group.

Moreover, while generational differences in technology adoption have been widely examined in marketing and human resource management contexts, their application to AI use within higher education institutions remains limited. University employees typically represent multiple generational cohorts, including Generation X, who often occupy managerial or administrative roles, Generation Y or Millennials, and Generation Z, who are generally more technologically proficient. Each generation possesses distinct technological experiences, preferences, and levels of resistance toward AI, which may shape their attitudes and intentions to adopt AI in the workplace.

Most prior studies on AI adoption have also relied on classical models such as TAM, UTAUT, or ECT in isolation, with limited integration of general attitudes toward AI and continuance intention within a generational

framework. Few studies have incorporated the General Attitude Toward Artificial Intelligence Scale (GAAIS) or explicitly examined continuance intention (CI) toward AI use across different generational cohorts. By integrating general attitudes toward AI (GAAIS) and continuance intention (CI) within a single conceptual model that accounts for generational differences, this study extends conventional technology adoption models and provides a more comprehensive understanding of AI acceptance among university employees.

Therefore, this study aims to empirically examine cross-generational differences in attitudes and continuance intentions toward AI use among university employees in higher education institutions in Indonesia. This study is expected to contribute empirically to the literature on technology adoption and offer practical implications for the development of inclusive policies, targeted training programs, and sustainable AI implementation strategies in higher education.

METHOD

This study employed a quantitative approach using a survey design. Data were collected through a structured questionnaire distributed via Google Forms over a period of approximately one and a half months, from February to April 2025. The use of an online questionnaire facilitated efficient data collection and ensured accessibility for all respondents.

The sampling technique applied in this study was purposive sampling, focusing on university employees who had an understanding of and experience with AI in their work environment. The respondents represented three generational cohorts, namely Generation X, Generation Y (Millennials), and Generation Z. The population consisted of research department staff from one directorate within the university who had undergone an internal screening process related to AI usage. Based on the Slovin formula (Sani, 2013), the minimum sample size was determined to be 45 respondents. A total of 40 valid responses were obtained and subsequently included in the data analysis, which is considered adequate for exploratory quantitative analysis within a homogeneous population (Purwanza, 2020).

The questionnaire was designed to capture respondents' attitudes toward AI and their continuance intention to use AI-based technologies. Attitudes toward AI were measured using the General Attitude toward Artificial Intelligence Scale (GAAIS) developed by (Schepman & Rodway, 2020), which consists of two dimensions: positive attitudes (12 items; GAAI01–GAAI12) and negative attitudes (8 items; GAAI13–GAAI20). These dimensions reflect individuals' evaluative responses to AI, which are essential for understanding behavioral tendencies within the framework of the Theory of Planned Behavior.

Continuance intention (CI) was measured using an instrument adapted from (Bhattacharjee, 2001) consisting of three items that assess respondents' intention to continue using AI-based technologies, their efforts to integrate AI into daily activities, and their willingness to recommend AI applications to others. All questionnaire items were rated using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

The collected data were analyzed using SPSS software. Instrument validity was assessed using Pearson correlation analysis, while reliability was evaluated using Cronbach's Alpha to ensure internal consistency (DeVellis & Thorpe, 2022; Field, 2013). Classical assumption tests were conducted prior to regression analysis, including normality, heteroscedasticity, and linearity tests, to confirm that the data met the assumptions of the regression model (Gujarati & Porter, 2009). After all assumptions were satisfied, regression analysis was performed to examine the effect of attitudes toward AI on continuance intention.

RESULT AND DISCUSSIONS

Table 1 presents the operationalization of the research variables, including dimensions, measurement codes, and indicator statements used in this study.

Table 1. Table of Variable Operationalization

Variable	Dimension	Code	Indicator
General Attitude Toward Artificial Intelligence (GAAIS)	Positive	GAAI01	For routine transactions, I prefer interacting with the AI system rather than with a human.
		GAAI02	AI can provide new economic opportunities for Indonesia.
		GAAI03	AI systems can help people feel happier.
		GAAI04	I am impressed by what AI can do.
		GAAI05	I am interested in using AI systems in my daily life.
		GAAI06	AI can have a positive impact on human well-being.
		GAAI07	Using AI systems is very exciting.
		GAAI08	AI systems will be superior to human employees in many routine tasks.
		GAAI09	There are many useful applications of AI.
		GAAI10	AI systems can work better than humans.
		GAAI11	Most people will benefit from a future filled with AI.
	Negative	GAAI12	I want to use AI in my work.
		GAAI13	Many organizations use AI unethically.
		GAAI14	I think AI systems make a lot of mistakes.
		GAAI15	I find AI scary.
		GAAI16	AI may control humans.
		GAAI17	I think AI is dangerous.
		GAAI18	I shiver with discomfort when I think about the use of AI in the future.
		GAAI19	People like me will suffer if AI becomes more common and widely used.
		GAAI20	AI is used to spy on humans.
Continuous Intention (CI)	Positive	CI01	I intend to continue using AI-based technology and applications in the future.
		CI02	I will always strive to use AI-based technology and applications in my daily life.
		CI03	I would highly recommend others to use AI-based technology and AI-based applications.

Data Analysis

Table 2. Number of Respondents and Percentage of Respondent Profiles Based on Several Criteria

Criteria		Respondent	Percentage
Generation	X (1965-1980)	9	23
	Y (1981-1996)	18	45
	Z (1997-2012)	13	33
Gender	Female	26	65
	Male	14	35
Education	High School	4	10
	Diploma 1	2	5
	Dimploma 3	5	13

Criteria	Respondent	Percentage
Work Field	Bachelor	23
	Master	6
	Administration	12
	Finance	17
	Asset & Information	8
	System	3
	Human Resources	

Based on Table 2, a total of 40 respondents participated in this study. The largest proportion of respondents belonged to Generation Y (45%), followed by Generation Z (33%) and Generation X (23%). Female respondents constituted the majority of the sample (65%), while male respondents accounted for 35%. In terms of educational background, most respondents held a bachelor's degree (57%), followed by master's degree holders (15%). Regarding work field, respondents were primarily employed in finance (43%) and administration (30%), with smaller proportions working in asset and information systems (20%) and human resources (7%).

Table 3. Results of GAAI and CI Validity Test

Item	R Calculated	Description
GAAI01	.704**	Valid
GAAI02	.681**	Valid
GAAI03	.689**	Valid
GAAI04	.637**	Valid
GAAI05	.650**	Valid
GAAI06	.655**	Valid
GAAI07	.578**	Valid
GAAI08	.619**	Valid
GAAI09	.676**	Valid
GAAI10	.458**	Valid
GAAI11	.581**	Valid
GAAI12	.706**	Valid
GAAI13	.330*	Valid
GAAI14	.466**	Valid
GAAI15	.484**	Valid
GAAI16	.691**	Valid
GAAI17	.496**	Valid
GAAI18	.753**	Valid
GAAI19	.734**	Valid
GAAI20	.495**	Valid
CI01	.875**	Valid

Item	R Calculated	Description
CI02	.942**	Valid
CI03	.898**	Valid

As shown in Table 3, all indicators of the General Attitude toward Artificial Intelligence (GAAI) and Continuance Intention (CI) variables have correlation coefficients (R calculated) exceeding the critical value at the 5% significance level. Therefore, all items are declared valid and suitable for further statistical analysis.

Table 4. Reliability Test Results for GAAI and CI

Variable	Cronbach's Alpha	Number of Items
GAAI	0.903	20
CI	0.885	3

Table 4 shows that the Cronbach's Alpha value for the GAAI variable is 0.903 with 20 items, while the CI variable has a Cronbach's Alpha value of 0.885 with 3 items. These results indicate that both measurement instruments demonstrate high internal consistency and reliability.

Table 5. Normality Test Results

Unstandardized Residual		
N		40
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	1,34163643
Most Extreme Differences	Absolute	0,090
	Positive	0,078
	Negative	-0,090
Test Statistic		0,090
Asymp. Sig. (2-tailed) ^c		.200 ^d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on Table 5, the Kolmogorov-Smirnov test produced an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance level of 0.05. This result indicates that the residuals are normally distributed.

Table 6. Results of the Linearity Test

			Sig.
Total_CI *	Between	(Combined)	0,042
Total_GAAI	Groups	Linearity	0,000
		Deviation from Linearity	0,673
	Within Groups		

Total

As presented in Table 6, the significance value for linearity is 0.000, while the deviation from linearity shows a value of 0.673. These results indicate that the relationship between the independent variable (GAAI) and the dependent variable (CI) is linear.

Table 7. Results of the Heteroscedasticity Test

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-7,994E-16	1,582		0,000	1,000
Total_GAAI	0,000	0,024	0,000	0,000	1,000

a. Dependent Variable: ABRESID

Table 7 shows that the significance value of the heteroscedasticity test is 1.000. This indicates that no heteroscedasticity is present in the regression model and that the variance of the residuals is constant.

Table 8. Linear Regression Test

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1,078	1,582		0,681	0,500
Total_GAAI	0,144	0,024	0,704	6,107	0,000

a. Dependent Variable: Total_CI

Based on the regression results presented in Table 8, the GAAI variable has a significant effect on CI, with a regression coefficient (β) of 0.144 and a significance value of 0.000. The regression equation obtained is $Y = 1.078 + 0.144X$. The coefficient of determination (R^2) is 0.482, indicating that 48.2% of the variance in CI is explained by attitudes toward AI.

Table 9. Frequency Distribution Test of GAAI

Code	Mean
GAAI01	4,24
GAAI02	3,78
GAAI03	3,38
GAAI04	4,05
GAAI05	3,68
GAAI06	3,65
GAAI07	3,73
GAAI08	3,10
GAAI09	4,03
GAAI10	2,98
GAAI11	3,60
GAAI12	3,70
GAAI13	2,45

Code	Mean
GAAI14	3,05
GAAI15	3,05
GAAI16	2,88
GAAI17	2,93
GAAI18	2,83
GAAI19	3,18
GAAI20	3,25
TOTAL GAAI	66,6

Based on Table 9, the total mean score for the GAAI variable is 66.60, with an average score of 3.33 per item across 20 items. The highest scores were recorded for GAAI01 (4.24), GAAI04 (4.05), and GAAI09 (4.03), while the lowest score was recorded for item GAAI13 (2.45). The median value of the total GAAI score is 65.00.

Table 10. CI Frequency Distribution Test

Code	Mean
CI01	3,65
CI02	3,48
CI03	3,53
TOTAL CI	3,55

Table 10 shows that the total mean score for the CI variable is 10.65, with an average score of 3.55 per item across three items. The median value obtained for the CI variable is 11.00.

Descriptive analysis based on generational groups shows that Millennials (Generation Y) recorded the highest cumulative scores for both GAAI and CI variables, followed by Generation Z and Generation X.

Discussion

The findings of this study indicate that attitudes toward AI are generally neutral to moderately positive (mean = 3.33) while continuance intention to use AI is relatively high (mean = 3.55). These results align with the Technology Acceptance Model (TAM), which posits that attitudes significantly influence behavioral intentions through perceived usefulness and ease of use (Wu & Chen, 2017). In this study, although respondents did not express strong positive attitudes overall, their intention to use AI remained comparatively high, suggesting that AI is perceived as functionally beneficial or necessary in the workplace. This supports prior research suggesting that even if attitudes are not fully favorable, aspects such as perceived utility or performance expectancy can still drive user intention (Rahi et al., 2019).

In the context of higher education, employees appear to recognize the value of AI in enhancing work processes, which may explain the observed intention to use AI despite ambivalent attitudes. Similar research in organizational settings shows that perceived performance improvements through AI are associated with more positive attitudes and reduced anxiety about its use, suggesting that practical benefits influence willingness to adopt AI technology (Dai et al., 2025). Additionally, recent global surveys indicate that many workers use AI tools regularly in their work, and intention to adopt AI can be higher than attitudes if organizational expectations or job demands encourage its use (Business Insider — KPMG global study 2025).

The regression results demonstrate that attitudes toward AI (GAAI) significantly predict continuance intention (CI), explaining nearly half of the variation in intention. This finding is consistent with not only TAM but also the Unified Theory of Acceptance and Use of Technology (UTAUT), where attitude and performance expectancy

serve as key determinants of behavioral intention, and demographic factors such as age can moderate these relationships (Dwivedi et al., 2019). The generational distribution in this study, particularly the dominance of Generation Y respondents, might reflect broader workforce patterns in higher education, where younger and middle-aged employees are more accustomed to digital technologies, reinforcing the importance of generational context in AI acceptance.

The descriptive results reveal generational differences in attitudes and intentions, with Generation Y exhibiting the highest scores, followed by Generation Z and Generation X. While these differences were not statistically significant, they reflect a trend observed in other studies of workplace attitudes toward technology: middle and younger generations tend to adopt and embrace digital innovations more readily than older cohorts (e.g., Pew Research Center reports on generational AI attitudes). This pattern may be explained by generational differences in technological self-efficacy, which refers to an individual's belief in their capability to use and adapt to digital systems (technological self-efficacy). Literature suggests that higher self-efficacy correlates with more favorable attitudes and intentions toward adopting AI and related technologies.

Despite the relatively positive tendencies found in this study, broader evidence indicates persistent skepticism and varied trust in AI across workplaces worldwide. For instance, global workforce research documents that many employees admit to using AI covertly and without adequate training, highlighting gaps between practical usage and organizational support structures, which could limit full acceptance and responsible use of AI. This scenario underscores the need for institutions to not only provide technological access but also to build trust and transparency through structured training and governance.

Moreover, the phenomenon of algorithm aversion — where individuals exhibit resistance to algorithm-based decisions despite evidence of performance benefits — provides a nuanced lens for understanding workforce hesitation toward AI (Wikipedia, n.d.). Even when AI enhances efficiency, concerns about job displacement, loss of autonomy, or ethical implications can temper positive attitudes, which supports the mixed attitudes observed among respondents.

In summary, this study's findings emphasize that while attitudes toward AI may not be strongly positive, intentions to continue using AI in the workplace are higher, likely driven by perceived usefulness and contextual demands. The generational distribution of attitudes highlights the importance of tailored approaches to AI adoption in educational institutions, considering differences in experience, self-efficacy, and expectations across age cohorts. From a practical perspective, fostering AI literacy, transparent communication, and tailored training programs can enhance acceptance and responsible integration of AI, addressing concerns revealed in broader workforce studies.

CONCLUSION

This study investigates the attitudes and intentions of employees toward AI adoption in higher education, considering generational differences. Data analysis of 40 respondents indicates that while attitudes toward AI are generally neutral to positive (mean = 3.33), the intention to use AI is relatively high (mean = 3.55). These results suggest that, although attitudes are not yet fully positive, intention to use AI remains strong, emphasizing the importance of strengthening attitudes through education, training, and communication on AI's benefits.

The findings reveal that, overall, there is a fairly good acceptance of AI technology, as reflected in the relatively high mean scores for both attitude and intention. However, generational differences (X, Y, Z) did not show statistically significant disparities in attitude or intention, although slight variations were observed. This suggests that AI adoption in higher education can be supported across generations, provided that targeted training and communication strategies are implemented. From a theoretical perspective, this study extends the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB) by highlighting the moderating role of generational differences in AI adoption. Practically, it is important for universities to develop AI adoption strategies that cater to

the specific characteristics of each generation. Training and educational efforts should focus on reducing resistance from older generations while empowering Millennials and Gen Z as change agents.

However, this study has limitations, including its small sample size and focus on a single department in a higher education institution. Future research could explore AI adoption across different departments or institutions, using larger and more diverse samples. It would also be beneficial to investigate the impact of specific training programs on generational differences in AI adoption.

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