

EXPLORING MOTIVATION FOR THE CONTINUOUS USE OF CHATGPT AT THE LIBRARY SCIENCE LEARNING

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Abstract

ChatGPT, as a form of artificial intelligence, has become a popular tool among students. This study aims to explore the motivations of Library Science students at Universitas Negeri Malang in continuously using ChatGPT in the context of academic learning. Using the Self-Determination Theory-ChatGPT (SDT-ChatGPT) framework, this study analyzes the motivational factors underlying students' use of technology, focusing on extrinsic motivation, intrinsic motivation, autonomy, competence, connectedness, and challenge. This study uses qualitative methods, with data collected through interviews and documentation. The results of this study indicate that students' initial use of ChatGPT is generally influenced by external factors rather than personal desire. However, as their freedom in using ChatGPT increases, their motivation becomes more internal, characterized by increased comfort in learning and a sense of attachment to the tool. Students also face challenges in its use, such as the limitations of the free version, the quality of information, and the risk of dependence on the tool.

Keywords: Motivation, Use of ChatGPT, Library Science

INTRODUCTION

ChatGPT, as a form of artificial intelligence, has rapidly become a widely used tool in higher education. Within the first five months of its launch, 71.8% of students reported using ChatGPT (Gaol and Manalu, 2023), and more than 60% of academics in Indonesia, including lecturers and students, have also adopted it (Niyu, et al. 2024). In academic contexts, ChatGPT supports students in structuring research papers, answering questions, and facilitating access to information (McGee, 2023). The widespread adoption highlights the need to understand the motivational factors that drive its continued use in learning.

Motivation is central to how students integrate technology into their studies. Strong learning motivation can lead to more effective technology use and improved academic outcomes (Rahman, 2024), while lecturers play an important role in fostering ethical and purposeful use (Wahyudin, et al. 2024). At Universitas Negeri Malang, the Library Science program has

emphasized digital competency development, including AI-based tools, to prepare students for the evolving information landscape (Az-Zahra, 2025).

Several studies have examined the use of ChatGPT in academic contexts. Asnawi (2024) explored the motivations of Library Science students at UIN Ar-Raniry Banda Aceh, finding that ChatGPT was mainly used as an aid in academic writing and learning activities. Similarly, Kurniawan (2024) analyzed students at UIN Syarif Hidayatullah Jakarta and showed that the tool was widely employed as a digital learning resource, though the study focused primarily on usage motives and impacts. Another study by Ananda (2024) investigated students of the Faculty of Adab and Humanities at UIN Ar-Raniry, emphasizing ChatGPT's role in information-seeking processes and efficiency in task completion. Qurrotul (2023) highlighted the phenomenon of students using ChatGPT to complete assignments, illustrating its growing integration into daily academic routines. Beyond Indonesia, Mamary, et al. (2024) applied the Task-Technology Fit Theory to explore factors shaping students' intentions to use ChatGPT, demonstrating that task relevance strongly influenced behavioral intentions in higher education settings.

While these studies provide valuable insights into how and why students adopt ChatGPT, they tend to emphasize descriptive patterns of use, perceived benefits, or task alignment. What remains underexplored is the psychological foundation that sustains students' continuous engagement with ChatGPT as a learning tool. This study addresses that gap by applying Self-Determination Theory (SDT), as originally developed by Ryan and Deci (2000) and further adapted into the SDT-ChatGPT framework by (Annamalai, 2025). This integrated model not only highlights intrinsic and extrinsic motivation and the fulfillment of autonomy, competence, and relatedness, but also contextualizes these psychological needs within the specific use of ChatGPT in academic settings. By adopting this framework, the study deepens the understanding of Library Science students' sustained use of ChatGPT and extends the application of SDT to the domain of digital learning technologies.

RESEARCH METHOD

This study uses qualitative research methods. Qualitative research seeks to understand how people interpret their experiences and what meanings they associate with those experiences (Merriam 2009). The data in this study was obtained from direct explanations from informants selected by the researcher using the Purposive Sampling technique, in which informants are determined based on certain criteria (Sugiyono, 2019). The criteria for informants in this study included: Students from the Bachelor of Library Science Study Program, Use AI, especially ChatGPT, to support academic needs, Verify information obtained from AI and be able to explain their strategy in verifying information.

The data sources in this study were Library Science students at UM who met the specified criteria. The data collection techniques used in this study were interviews and documentation. The data analysis technique in this study was carried out in several stages (Creswell 2014): Organizing and preparing data for analysis in the form of interview transcripts, Reading and reviewing all data to obtain a general overview of the information so that the main ideas expressed by the informants can be identified. Coding all data, i.e., categorizing data by labeling it based on main ideas. Describing the results of the coding in the form of new themes, which are explanations of these themes. Determining how the descriptions of these themes will be represented. In this study, the data will be represented narratively.

RESULT AND DISCUSSION

Extrinsic Motivation

The use of ChatGPT by students was initially influenced more by external factors than personal motivation. Students began using ChatGPT because of guidance or influence from their social environment, such as lecturers, peers, and social media, rather than solely because of a personal interest in the technology. This is in line with the view that technology adoption cannot be separated from the social context that surrounds it (Arai, 2024)). An informant also expressed a similar sentiment: "I use ChatGPT because my lecturer recommended it. But before that, I also knew about ChatGPT because I saw it on Instagram Reels." (NA, 10/4/2025). This statement shows that students' decisions to use ChatGPT are often triggered by a combination of faculty influence and exposure to content on social media, rather than solely due to personal initiative.

Furthermore, according to Davis and Granić (2024), user factors are an important aspect in technology acceptance and adoption because they include individual characteristics, user enjoyment, and perceived benefits. Meanwhile, Korn (2020) emphasizes that social factors such as age, gender, education level, and previous user experience significantly influence the acceptance and comfort level in using technology. Thus, social factors play an important role in shaping students' perceptions, beliefs, and decisions to adopt ChatGPT.

When students feel incapable or afraid of failure, they tend to experience psychological pressure that affects their motivation and involvement in learning. Pressures such as fear of failure, guilt for not meeting expectations, and the desire for social acceptance drive students to seek solutions that can minimize the risk of failure. This is in line with Ladejo (2023) statement that the demand to achieve high grades causes students to experience severe anxiety, question their abilities, and neglect their basic needs in favor of assignments and exams.

For students, achieving academic excellence is the main goal during their studies. However, this goal can be hindered if they feel afraid or doubtful of their own abilities. For this reason, ChatGPT can play a role in supporting students' understanding by instantly generating high-quality responses, thereby making it easier for students to obtain explanations that are accurate and tailored to their learning needs (Huesca et al. 2024). Because of this, they feel that using ChatGPT is no longer just a shortcut to completing assignments, but has become an effective, efficient learning strategy that suits their learning style. Over time, students' use of ChatGPT in the learning process has shifted. While initially the use of this technology was driven by external factors, such as academic assignment requirements and guidance from lecturers or peers, students now consciously and deeply incorporate ChatGPT into their learning habits.

Intrinsic Motivation

The increasingly internalized use of ChatGPT shows that students truly feel the benefits and enjoyment of using it. The learning process becomes more enjoyable when students feel free to explore information according to their curiosity. ChatGPT can increase students' learning comfort and confidence (Hmoud, et al. 2024). This can encourage students to explore a subject or information more deeply. This internal motivation is also based on the fact that students feel that using ChatGPT makes it easier to access relevant information, simplifies concepts, and provides more concise and focused explanations.

This convenience makes students feel more comfortable and at ease when using ChatGPT technology, thereby increasing their desire to adopt ChatGPT (Shahzad et al. 2024). The ease provided, such as the ability to read long documents, simplify complex information,

and generate supporting visuals, has a clear and tangible function in supporting their academic tasks. This tends to develop stronger and longer-lasting learning motivation, because chatbots such as ChatGPT, especially when used to obtain information and generate ideas, show a wide and diverse pattern of use (de la Fuente et al. 2020). Functionality serves as the link between interest and engagement in using ChatGPT. Students are not only interested because ChatGPT is visually appealing or easy to use, but because its functions genuinely address their learning needs.

Autonomy

In the learning process, having the freedom to choose how to learn is an important aspect that supports student engagement and comfort. This sense of freedom arises because ChatGPT is easily accessible anytime and anywhere via a laptop or mobile phone. In line with this, Sa'adah, et al. (2025) in their research also stated that its flexibility and accessibility allow students to engage in independent learning at any time without time constraints.

Sebuah model pencarian informasi di mana pengguna mengumpulkan informasi sedikit demi sedikit dari berbagai sumber seiring waktu, dengan proses pencarian yang terus berkembang saat informasi baru ditemukan.

ini maksudnya gimana ya??

Picture 1. Prompt from students that showing autonomy of use

Autonomy can also be seen based on the picture above, which shows that students can ask for any information they don't know. This can help students who feel awkward or afraid to ask questions in class, proving that ChatGPT is a safe place to explore information without pressure or intimidation. This is in line with research conducted by Acquah, et al. (2025) which states that ChatGPT allows students to freely ask questions and comfortably explore concepts, thereby increasing engagement and perceived usefulness in learning.

Interconnected Resources: The "inside-out" model described by Dempsey highlights the importance of interconnected resources. Modern libraries act as gateways to a vast array of external information sources, including online databases, e-books, and digital archives. This interconnectedness enhances the library's role as a facilitator of knowledge, helping users navigate an increasingly complex information environment.

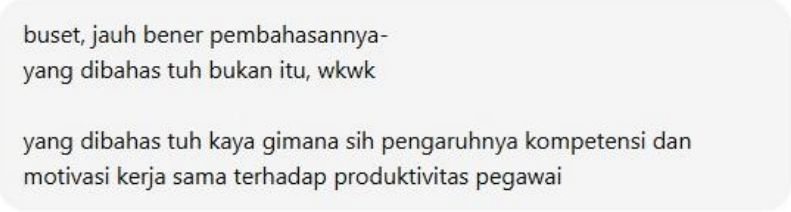
bro, dari kalimat ini, dapat gua simpulkan bahwasanya perpustakaan modern/digital itu menjadi sebuah gerbang dimana aku bisa mengakses sumberdaya selain dari perpustakaan tsb. benar kah? kalau salah tolong koreksi wak

Picture 2. Prompt from students that showing autonomy of use

However, this freedom must be accompanied by a sense of responsibility, not only in using the available technology, but also in controlling their learning behavior in accordance with applicable academic norms. As can be seen in the picture above, after students obtain information through other sources, they interpret the information using their own language and then ask ChatGPT to confirm their understanding. This is in line with research by Johnston, et al. (2024) which states that students use Generative AI technology as an alternative to understanding concepts.

Competence

Students' competence in using technology can boost their confidence. This competence may include the ability to rephrase prompts and evaluate the quality of responses received. Such competence stems from students' belief in the importance of prompting for effective interaction with platforms such as ChatGPT and other AI tools (Naamati-Schneider, 2024). Self-confidence is also related to students' critical thinking skills, where they can combine technical aspects with cognitive abilities to achieve optimal learning outcomes. Research by Tran and Tran (2023) shows that the use of ChatGPT can improve students' analytical, problem-solving, and creativity skills. Students do not just receive information, but also question the accuracy, relevance, and usefulness of that information.



buset, jauh bener pembahasannya-
yang dibahas tuh bukan itu, wkwk

yang dibahas tuh kaya gimana sih pengaruhnya kompetensi dan
motivasi kerja sama terhadap produktivitas pegawai

Picture 3. Prompt from students that showing competency in use

Based on the picture above, students have the ability to analyze information provided by ChatGPT, as evidenced by the student reaffirming the topic being discussed. The optimization strategy employed by students in the form of reaffirmation proves that students consciously and continuously optimize ChatGPT so that its use can help support their learning. This proves that students have high digital competence, marked by their ability to adapt technology to the learning context, including in terms of strategies for utilizing AI-based tools such as ChatGPT (Oates and Johnson, 2025). This means that students do not just follow the general trend of technology use, but truly understand the potential, limitations, and workings of the technology in their academic context.

Relatedness

In the learning process, it is not only understanding the material that students need, but also support, comfort, and a sense of companionship in facing various academic challenges. The existence of ChatGPT as a responsive, fast, and accessible learning tool provides a new experience in creating a sense of connection for students to their learning process. The presence of AI in the learning process can create a more open and interactive environment (Rozi et al. 2025). This indicates that learning support does not always have to come from humans but can also come from technology.

hehehe, aku kembali lagi! Mau tanya, tahapan-tahapan di teori Berrypicking tuh apa aja sih??

Picture 4. Prompt from students that showing relatedness

As can be seen in the picture above, students are once again using ChatGPT to discuss information they want to know because ChatGPT is considered to facilitate access to learning materials anytime and anywhere, without being bound by location limitations or the availability of physical learning resources that are usually found in conventional methods. However, this study found that some students still show interest in printed books as learning resources, especially when they have free time or when they want to obtain more in-depth and credible references. In other words, ChatGPT is not a replacement for conventional learning resources, but rather a complement that expands access to information.

Challenge

In the process of utilizing technology such as ChatGPT as a learning tool, students will inevitably encounter various obstacles. This platform offers various advantages such as ease of access, flexibility of time, and speed of response. However, in practice, the user experience is still influenced by a number of obstacles, such as inaccuracy, hallucinations, potential bias, and technical constraints (Crompton and Burke, 2024). One of the most frequently mentioned obstacles by informants in this study is the limited features in the free version of ChatGPT. Students stated that these limitations affect their flexibility in accessing advanced features, such as uploading documents, viewing references from external sources, or asking a large number of questions without being interrupted by daily limits.

The accuracy of information generated by ChatGPT is also one of the challenges that must be considered when using it as a learning tool. Although ChatGPT is known for its ability to provide quick, concise, and easy-to-understand responses, the information it generates is often not necessarily accurate or relevant to the academic context required. In line with this, in the study by Alawida et al. (2023), it is stated that texts generated by artificial intelligence can also contain errors in grammar, writing style, and vocabulary. This is due to the way ChatGPT works, which is predictive based on training data, so that the answers that appear can be generalized or even incorrect if not reviewed with other sources.

In this study, students demonstrated critical thinking by re-verifying the information they obtained from ChatGPT. This shows that students do not simply accept all information at face value. They compare the results from ChatGPT with textbooks, scientific journals, official documents, or direct clarification from lecturers. Some students mentioned that they used articles found through Google Scholar to match the information provided by ChatGPT. In some cases, students even used ChatGPT as a companion tool to check whether the information they found in other sources could be explained in a simpler way.

The widespread use of ChatGPT among students has also given rise to a new phenomenon that needs to be observed, namely concerns about dependence on this technology in the learning process. Some students have expressed their concerns because they have started to abandon conventional learning resources such as books, and feel that their critical thinking skills may decline as a result of becoming accustomed to receiving instant answers. Students recognize that if the use of ChatGPT is not accompanied by the ability to independently filter and

process information, it could weaken their thinking skills and hinder long-term cognitive development. If not addressed wisely, this has the potential to hinder the development of independent learning and critical thinking skills, which are the main foundations of higher education. Therefore, it is important to educate students about digital literacy and academic responsibility in utilizing artificial intelligence-based technologies such as ChatGPT.

Autonomy-Competence

The autonomy to use ChatGPT by students can support their competence in using ChatGPT. This is in line with the theory in this study, which is that the use of ChatGPT without time and place restrictions can improve proficiency in exploring the functions, inputs, and outputs of the system (Annamalai, 2025). When students are given freedom in using ChatGPT, they have the opportunity to demonstrate and develop independence in learning. However, freedom without digital literacy and the ability to optimize usage strategies is insufficient, as the existing freedom may lead to unwise use or even dependency. From the above, the aspect of competence plays an important role, where with digital skills, students will be able to utilize the available freedom more wisely. Students will not be careless in using ChatGPT; they will use their competence in carefully devising optimization strategies to support the library science learning process.

Relatedness-Competence

Interactions between students and ChatGPT foster a sense of connection, where students feel they have a study buddy and become attached to ChatGPT. This is in line with the theory in this study, which states that ChatGPT's ability to help users explain information, compose texts, and engage in discussions creates cooperation and attachment (Annamalai, 2025). When students perceive ChatGPT as a fun study companion that is easily accessible at any time, capable of fostering a sense of connection, and providing information tailored to their needs, they develop trust and comfort in interacting with the technology. These feelings are also closely related to students' ability to use ChatGPT. With freedom of use, students can continuously use this tool until they eventually feel connected to ChatGPT. Along with that, this sense of connection can motivate students to optimize their strategies in using ChatGPT. Thus, student competence is formed because of the drive for connection between students and ChatGPT technology.

CONCLUSION

This study explores the motivation of Library Science students at Universitas Negeri Malang in relation to the continuous use of ChatGPT for learning. The results of the study show that student motivation in using ChatGPT is influenced by several factors, including extrinsic, intrinsic, autonomy, competence, connectedness, and challenges. Students' initial use of ChatGPT was based on external factors such as imitating friends, recommendations from lecturers, and seeing it on social media. Students also mentioned that they continued to use ChatGPT because of the need to complete assignments, fear of falling behind in lectures, and fear that their assignments would not meet lecturer standards.

After using ChatGPT based on external encouragement, the longer students use ChatGPT, the more internalized it becomes or the more it leads to intrinsic motivation. The motivation to use ChatGPT has begun to arise based on personal awareness due to several things offered by

ChatGPT, such as convenience in learning and assistance in exploring information more deeply, which has an effect on increasing students' motivation to learn. In addition, ChatGPT's functions that can support student learning, such as file uploads, also underlie the use of this tool that arises within students.

Factors such as freedom in accessing ChatGPT, including no time or location restrictions, also influence students' motivation to continue using this AI tool. Access to this tool is also not restricted by the students' educational institution, in this case, Universitas Negeri Malang. However, students admit that lecturers continue to remind them about plagiarism. Additionally, students are also aware of the need to prioritize ethics when using ChatGPT, such as not directly using or copying information obtained from the tool.

Autonomy in accessing ChatGPT and continuous use foster competencies in students in the form of digital skills and the ability to optimize the use of ChatGPT. When students are able to optimize the use of ChatGPT to support learning, they become not only passive users, but also active in developing more adaptive and independent learning strategies. Continuous use and optimization capabilities intensify the interaction between students and ChatGPT, fostering a sense of social-emotional connection. Students feel they have a discussion partner with the presence of ChatGPT. However, this continuous use presents challenges for students, such as the limited features of the free version of ChatGPT and the quality of information produced by the tool. Not only that, the tendency to rely on ChatGPT is also a challenge that students must be aware of.

SUGGESTION

For library science students:

- a. ChatGPT should only be used as a supporting tool, not as the sole source of learning. Therefore, scientific literature, discussions with lecturers, and other more credible sources of information should still be utilized.
- b. Maintain academic ethics by not copying answers from ChatGPT verbatim, but rather combining them with scientific sources.
- c. Develop digital skills by learning to create effective prompts for more optimal use.
- d. Set limits for yourself regarding the use of ChatGPT to avoid dependency.

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