

**PENGARUH *SELF-EFFICACY* DAN *TRUST IN AI*
TERHADAP *AI DEPENDENCY* PADA MAHASISWA PENGGUNA AI**

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2026

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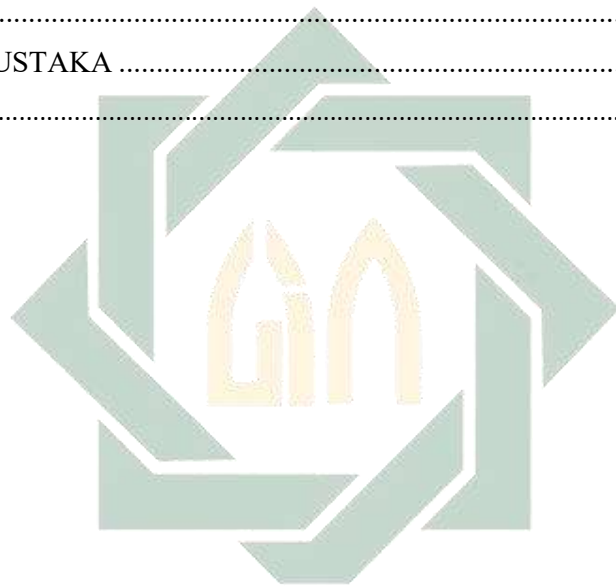
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INTISARI

Perkembangan teknologi kecerdasan buatan (*Artificial Intelligence/AI*) telah mengubah pola belajar mahasiswa, khususnya dalam penyelesaian tugas akademik, sehingga berpotensi memunculkan fenomena *AI dependency*, yaitu kecenderungan mahasiswa untuk bergantung pada AI dalam aktivitas akademik. Fenomena ini diduga dipengaruhi oleh faktor psikologis, seperti *self-efficacy* dan *trust in AI*, yang hingga kini masih menunjukkan temuan yang beragam. Penelitian ini bertujuan untuk menguji kontribusi *self-efficacy* dan *trust in AI* terhadap pembentukan *AI dependency* pada mahasiswa pengguna AI, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional, dengan subjek penelitian sebanyak 399 mahasiswa pengguna AI yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui skala *self-efficacy*, skala *trust in AI*, dan skala *AI dependency*, kemudian dianalisis menggunakan uji regresi. Hasil penelitian menunjukkan bahwa *self-efficacy* berkontribusi terhadap *AI dependency* dengan arah hubungan negatif, di mana semakin rendah tingkat *self-efficacy* mahasiswa, maka semakin tinggi tingkat *AI dependency*, sementara *trust in AI* tidak terbukti memiliki kontribusi yang signifikan terhadap *AI dependency*. Meskipun demikian, *self-efficacy* dan *trust in AI* secara simultan terbukti memiliki kontribusi terhadap pembentukan *AI dependency*. Temuan ini mengimplikasikan pentingnya penguatan *self-efficacy* mahasiswa dalam penggunaan AI agar pemanfaatan teknologi tidak berkembang menjadi ketergantungan yang berlebihan, serta menunjukkan bahwa kepercayaan terhadap AI sebagai sikap psikologis tidak selalu berhubungan langsung dengan perilaku *dependency*, sehingga diperlukan strategi literasi AI dan pengembangan regulasi diri dalam konteks pendidikan tinggi.

Kata Kunci: *AI Dependency*, *Self-Efficacy*, *Trust in AI*, Kecerdasan Buatan.

ABSTRACT

The development of artificial intelligence (AI) technology has changed students' learning patterns, particularly in completing academic assignments, potentially leading to the phenomenon of AI dependency, which is students' tendency to rely on AI in academic activities. This phenomenon is believed to be influenced by psychological factors, such as self-efficacy and Trust in AI, which to date still show diverse findings. This study aims to examine the contribution of self-efficacy and Trust in AI to the formation of AI dependency in AI-using students, both partially and simultaneously. This study uses a quantitative approach with a correlational design, with a research sample of 399 AI-using students selected using purposive sampling techniques. Data was collected using self-efficacy scales, AI trust scales, and AI dependency scales, and then analyzed using regression tests. The research findings indicate that self-efficacy contributes to AI dependency with a negative relationship, meaning the lower the students' level of self-efficacy, the higher their level of AI dependency. However, Trust in AI was not found to have a significant contribution to AI dependency. Nevertheless, self-efficacy and Trust in AI were found to contribute simultaneously to the formation of AI dependency. These findings imply the importance of strengthening students' self-efficacy in the use of AI to prevent technology utilization from developing into excessive dependence, and also show that Trust in AI as a psychological attitude is not always directly related to dependency behavior. Therefore, AI literacy strategies and self-regulation development are needed in the context of higher education.

Keywords: AI Dependency, Self-Efficacy, Trust in AI, Artificial Intelligence.

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