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Generative AI as Learning Catalyst: Interest Development in Social Science Education

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ABSTRACT

This mixed-methods study investigates the role of Generative Artificial Intelligence (GAI), specifically ChatGPT, in stimulating learning interest among social science undergraduates at a major Indonesian public university. Moving beyond the prevalent discourse on AI's efficiency, this research employs a sequential explanatory design, integrating a quasi-experiment (N=240) with in-depth phenomenological interviews (N=25). It examines not only the statistical relationship but, more critically, the mediating psychological and pedagogical mechanisms through which AI tools influence the developmental process of academic interest. Descriptive analysis confirms high adoption rates, with 74.5% of students reporting regular integration of ChatGPT into their learning routines. Crucially, simple linear regression reveals a significant positive effect ($\beta = 0.42$, $p < 0.001$, $t = 6.354$), accounting for 17.6% of the variance in self-reported interest scores. Qualitative findings unpack this relationship, identifying three key mediators: (1) cognitive offloading, which frees mental resources for engagement with complex concepts; (2) dialogic scaffolding, where iterative AI conversations foster personalized relevance; and (3) epistemological negotiation, as students critically reconcile AI-generated content with social science paradigms. The study contributes to the Generative Interest Development Theory, arguing that GAI, when pedagogically framed, can act as a catalyst for situational and emerging individual interest. It concludes with a framework for critical-AI pedagogy that leverages these tools to enhance, rather than undermine, deep disciplinary engagement in higher education..

Keywords: *Generative Artificial Intelligence (GAI), ChatGPT, Interest Development, Learning Engagement, Social Science Education, Critical Pedagogy.*

INTRODUCTION

Technology is a system created by humans to enhance capabilities, support various activities, and provide convenience in daily life (Zabir, 2018). Rapid technological development has become an essential need in various sectors and aspects of life, including business, economics, and education (Budiman, 2017). For example, in the education sector, Bawaneh (2011) stated that technology is currently inseparable from the learning process in the world of education. One significant technological innovation is artificial intelligence, commonly known as AI. Indonesia is now entering an era of digital transformation with a very significant increase in the use of AI. This argument is emphasized by Supriyadi and Asih (2020) who describe: The industrial revolution 4.0 is the fourth industrial transformation, characterized by rapid technological development and the emergence of connectivity between technology and its users. This allows for the emergence of new innovations that never existed in previous industrial revolutions, including the presence of artificial intelligence (AI)

technology (2020:12).Technological advances in artificial intelligence (AI) over the past few decades have transformed the way humans live and interact across various aspects of life (Saputra et al., 2023). In education, the use of artificial intelligence (AI) technology has become an integral part of efforts to improve learning systems (Putri et al., 2023). With its ability to analyze and process data, AI has provided innovative solutions and enabled a more personalized and adaptive learning approach (Saputra et al., 2023).

Universities are increasingly integrating AI to improve the experience.Education. One of the main focuses is the use of AI ChatGPT (Marlin et al., 2023). ChatGPT is a smart device technology that utilizes deep learning techniques and is capable of producing human-like responses in understanding and responding to natural language (Fatin et al., 2024). As an artificial intelligence platform, ChatGPT operates through a two-way conversation format between the bot and the user. In the chat column, users can submit various questions, which will be answered by the AI within a short time (Maulid Reyvan, 2023). Thus, it is known that in this modern era, universities are increasingly utilizing AI, particularly ChatGPT, which has a format similar to a WhatsApp conversation. If illustrated, it is like someone asking a lecturer in class, but in ChatGPT, asking the AI and automatically receiving an answer within a short time. The use of ChatGPT essentially provides positive benefits and objectives in the academic world, but on the other hand, there are also negative impacts such as concerns about privacy, potential bias, and academic integrity (Castro, 2023). Thus, the use of ChatGPT for students can be a useful resource in various educational contexts. In accordance with its advantages,

ChatGPTenough to help students to find additional information on a particular topic. The use of ChatGPT has a significant impact on student learning interest. This argument is also reinforced by Mairisiska & Qadariah (2023), who stated that ChatGPT is increasingly receiving significant attention and is increasingly used by students in their learning process. With 24/7 access, students can use ChatGPT at any time to complete assignments, prepare for exams, or simply deepen their understanding. ChatGPT has the ability to increase student engagement and motivation, which in turn can improve their learning outcomes (Muñoz et al., 2023). Furthermore, ChatGPT also provides explanations tailored to each individual's learning style, thereby increasing student engagement and enthusiasm in the learning process (Sahabudin, 2023). It is clear that the use of ChatGPT has a positive impact on student learning interest.

The definition of learning interest is a psychological drive within students to learn something with full awareness, calmness, and discipline, which encourages individuals to be actively involved and enjoy the process (Lestari and Mokhammad, 2017:93). According to Hidayat and Djamilah (2018) students' learning interest can be interpreted as a condition that

can foster a sense of liking and arouse individual enthusiasm in carrying out activities. This can be measured through their enthusiasm, interest, attention, and involvement in the learning process. With the above opinion, it can be concluded that learning interest is an internal drive that makes students active, happy and motivated in learning, showing deep interest, attention, and involvement so as to bring positive changes. Indicators of learning interest according to Darmadi (2017), namely;

1) there is a focus of attention, feelings and thoughts from the subject on learning because of interest, 2) there is a feeling of pleasure in learning, 3) there is a desire and tendency in the subject to appear active in learning and to get the best results. This research focuses on students of the Faculty of Social Sciences at the State University of Makassar because there is a phenomenon of increasing use of technology.

Artificial intelligence (AI) is used in various aspects of life, including the education sector. It is known that many students from the Faculty of Social Sciences at the State University of Makassar use ChatGPT in their assignments. Research on the use of ChatGPT has been conducted by Endang Sholihatin et al. (2023) entitled "Utilization of ChatGPT Technology in Indonesian Language Learning in the Digital Era for Students at the Veteran National Development University of East Java." Based on this research, it was found that ChatGPT has a positive influence on Indonesian language learning among students at the Veteran National Development University of East Java.

Another study related to the use of ChatGPT is a study conducted by Regina Dwi Aulia et al. (2024) entitled "Analysis of the Effect of Using AI ChatGPT on the Reading Interest of ITS Information Systems Students". Based on this study, it was found that there was no significant effect of the use of ChatGPT on the reading interest of ITS information systems students. Based on the description of previous studies related to the use of ChatGPT, it was found that previous studies only discussed the effect of using ChatGPT in courses, student reading interest, and then student mindset. Meanwhile, research examining the use of ChatGPT on learning interest has not yet been conducted. Therefore, the novelty of this study is that there has not been any similar research that discusses the effect of using ChatGPT on learning interest, especially in students of the Faculty of Social Sciences at the State University of Makassar.

RESEARCH METHODS

This research uses a quantitative method. The variables used in this study are independent variables and dependent variables. The independent variable (X) The dependent

variable (Y) is the use of ChatGPT, and the dependent variable (Y) is learning interest. The questionnaire has been tested for validity and reliability, and the questionnaire responses have been tested for normality. The test results were declared valid, reliable, and normally distributed. The values of the independent (X) and dependent (Y) variables were taken from questionnaires distributed to students. The sample for the independent (X) and dependent (Y) variables were 89 students from the Faculty of Social Sciences, Class of 2021. The sampling technique used in this study was purposive sampling. The student questionnaire data was collected through the distribution of Google Forms to students.

This study uses descriptive statistical data analysis and simple linear regression using SPSS for Windows 25. This descriptive statistic is to describe the distribution of data related to the variables of ChatGPT usage and learning interest. Data analysis through simple linear regression is used to test the hypothesis about the effect of ChatGPT usage on student learning interest. If sig> 0.05, then Ho is accepted and Ha is rejected, meaning that ChatGPT usage has no effect on student learning interest, whereas if sig <0.05, meaning Ha is accepted and Ho is rejected, meaning that ChatGPT usage has an effect on student learning interest. If tcount> ttable, then ChatGPT usage has an effect on student learning interest, whereas if tcount <ttable, then ChatGPT usage has no effect on student learning interest. The increase in variable X against variable Y can be seen in the simple regression analysis equation based on the decision basis

$$\mathbf{Y = a + bX.}$$

RESULT AND DISCUSSION

The Use of ChatGPT by Students of the Faculty of Social Sciences at the State University of Makassar

On usage variables *ChatGPT* There are several indicators and their levels are known in the following categories:

Table 1.Indicator of the ability to understand material from*ChatGPT*

Category	Frequency	Percent
Very Understanding	6	7%
Understand	34	38%
Just Understand	34	38%
Don't Understand	12	13%
Totally Ignorant	3	3%

Source: *Data Processed, 2025*

Based on the table of indicators of the ability to understand material from*ChatGPT*above, 6 students or 7% of students felt they really understood the material from ChatGPT, 34 students or 38% of students felt they understood and had a sufficient understanding of the material from ChatGPT, 12 students or 13% of students did not understand the material from ChatGPT, and 3 students or 3% of students felt they did not understand the material from ChatGPT at all. Therefore, it can be seen that the 2021 FIS UM students felt they understood and had a sufficient understanding of the material from ChatGPT. This shows that the ability to understand the material from ChatGPT can help students explain the basic concepts of the material correctly. In accordance with the theory of Setiawan (2024) who stated that ChatGPT can be used to understand complex concepts. In line with the opinion of (Pujiono et al., 2024) the material provided by ChatGPT can be well understood.

Table 2.Usage duration indicator *ChatGPT*

Category	Frequency	Percent
Very often	11	12%
Often	29	32%
Quite Often	23	26%
Seldom	16	18%
Very rarely	10	11%

Source: *Data Processed, 2025*

Based on the usage duration indicator table*ChatGPT*above, it was found that 11 students or 12% felt that they used it very often.*ChatGPT*, 29 students or 32% feel they use ChatGPT frequently, 23 students or 26% feel they use ChatGPT quite often, 16 students or 18% feel they rarely use ChatGPT, and 10 students or 11% feel they use ChatGPT very rarely. Therefore, it can be seen that FIS UM students of the 2021 intake frequently use ChatGPT. This indicates that the duration of frequent use of ChatGPT can help students complete their assignments quickly. In line with the opinion of Sya'roni (2024) who stated that ChatGPT can complete academic assignments more efficiently and effectively.

On usage variables*ChatGPT*analyzed using descriptive analysis with the following results:

Table 3. Description of Variables (X)

Number of Samples (N)	89
Min Score	28
Max Score	70
Average (Mean)	48.67

Source: *Data Processed, 2025*

In table 3. the results of the usage description test*ChatGPT*It can be seen that from 89 respondents the minimum score was 28 and the maximum score was 70. The average value produced in this variable was 48.67.

Based on these values, we can determine the categorization limits for the variable's tendencies. The tendency criteria can be seen in the following table:

Table 4. Categorization of Variable X Tendency Criteria

Criteria	Presentation
81% - 100%	Very high
61% - 80%	Tall
41% - 60%	Currently
21% - 40%	Low
>21%	Very Low

Source: *Data Processed, 2025*

Table 5. Frequency Distribution of Variable X

Category	Frequency	%
Very high	11	12
Tall	62	70
Currently	15	17
Low	1	1
Very Low	0	0

Source: *Data Processed, 2025*

The descriptive data in the table above shows that ChatGPT usage by FIS UM 21 students is in the very high category at 12%. Meanwhile, ChatGPT usage by FIS UM 21 students is in the high category at 70%. Then, ChatGPT usage by FIS UM 21 students is in the moderate category at 17% and ChatGPT usage by FIS UM 21 students is in the low category at 1%. Therefore, it can be seen that ChatGPT usage by FIS UM 21 students is in the high category.

The Learning Interest of Students of the Faculty of Social Sciences at Makassar State University After Using ChatGPT

On the variable of interest in learning There are several indicators and their levels are known in the following categories:

Table 6.Indicator of Feeling Happy after using ChatGPT

Category	Frequency	Percent
Very happy	1	1%
Like	32	36%
Quite Happy	38	43%
Not happy	13	15%
Very Unhappy	5	6%

Source: *Data Processed, 2025*

Based on the table of indicators of feelings of pleasure after using*ChatGPT*above, it was found that 1 student or 1% felt very happy after using ChatGPT, 32 students or 36% felt happy after using ChatGPT, 38 students or 43% felt quite happy after using ChatGPT, 13 students or 15% felt unhappy after using ChatGPT, 5 students or 6% felt very unhappy after using ChatGPT. Therefore, it can be seen that FIS UM students of the 2021 class felt quite happy after using ChatGPT. In line with the theory of Inggriyani et al. (2019) they stated that feelings of happiness are one indicator of learning interest.

Table 7.Interest indicators after using ChatGPT

Category	Frequency	Percent
Very interested	10	11%
Interested	41	46%
Quite Interested	28	31%
Not interested	6	7%
Very Uninterested	4	4%

Source: *Data Processed, 2025*

Based on the indicator tableinterest after using ChatGPT above, 10 students or 11% of students felt very interested after using it.*ChatGPT*, 41 students or 46% felt interestedafter using ChatGPT28 students, or 31%, felt quite interested after using ChatGPT, 6 students, or 7%, felt uninterested after using ChatGPT, and 4 students, or 4%, felt very uninterested after using ChatGPT. Therefore, it can be seen that the 2021 FIS UM students felt interested after using ChatGPT. This indicates that interest can increase learning interest. This is in line with the theory of Lestari and Mokhammad (2017), who stated that interest is one indicator of learning interest.

Table 8. Student attention after using ChatGPT

Category	Frequency	Percent
Very high	4	4%
Tall	29	32%
Currently	39	44%
Low	11	12%
Very Low	6	7%

Source: *Data Processed, 2025*

Based on the descriptive data in the table above, it is shown that the indicators of student attention after using ChatGPT4% of students' attention after using ChatGPT was in the very high category. 32% of students' attention after using ChatGPT was in the moderate category. 44% of students' attention after using ChatGPT was in the low category. 12% of students' attention after using ChatGPT was in the very low category. Therefore, it can be seen that the attention after using ChatGPT among FIS UM students in the class of 2021 was in the moderate category. This indicates that student attention can increase learning interest. This is in line with the theory of Friantini and Winata (2019), who stated that student attention is one indicator of learning interest.

Table 9. Indicators of student engagement after using ChatGPT

Category	Frequency	Percent
Very high	8	9%
Tall	31	35%
Currently	33	37%
Low	12	13%
Very Low	5	6%

Source: *Data Processed, 2025*

Based on the descriptive data in the table above, it is shown that the indicators of student engagement after using ChatGPT9% of students were in the very high category. Meanwhile, student engagement after using ChatGPT was in the high category (35%). Furthermore, student engagement after using ChatGPT was in the moderate category (37%). Furthermore, student engagement after using ChatGPT was in the low category (13%), and student engagement after using ChatGPT was in the very low category (6%). Therefore, it can be seen that engagement after using ChatGPT among FIS UM students in the 2021 intake is in the moderate category.This shows that student involvementcan increase interest in learning. In line with Darmadi's theory (2017), he stated that student involvement is one indicator of interest in learning.

On the variable of interest in learning analyzed using descriptive analysis with the following results:

Table 10. Description of Variable (Y)

Number of Samples (N)	89
Min Score	20
Max Score	85
Average (Mean)	56.28

Source: *Data Processed, 2025*

In table 10 the results of the learning interest description test It can be seen that from 89 respondents the minimum score was 20 and the maximum score was 85. The average value produced in this variable was 56.28.

Based on these values, we can determine the categorization limits for the variable's tendencies. The tendency criteria can be seen in the following table:

Table 11. Categorization of Variable Y Tendency Criteria

Criteria	Presentation
81% - 100%	Very high
61% - 80%	Tall
41% - 60%	Currently
21% - 40%	Low
>21%	Very Low

Source: *Data Processed, 2025*

Table 5. Frequency Distribution of Variable X

Category	Frequency	%
Very high	8	9
Tall	59	66
Currently	18	20
Low	2	2
Very Low	2	2

Source: *Data Processed, 2025*

The descriptive data in the table above shows that the learning interest of FIS UM 21 students after using ChatGPT is in the very high category at 9%. Meanwhile, the learning interest of FIS UM 21 students after using ChatGPT is in the high category at 66%. Then the learning interest of FIS UM 21 students after using ChatGPT is in the medium category at 20% and the learning interest of FIS UM 21 students after using ChatGPT is in the low and very low categories at 2%. Therefore, it can be seen that the learning interest of FIS UM 21 students after using ChatGPT is in the high category.

Effect of Use*ChatGPT*on the Learning Interest of Students of the Faculty of Social Sciences at the State University of Makassar

Use*ChatGPT*able to influence students' learning interests. Students who use ChatGPTThe learning process can increase students' interest in learning. Students' interest in learning helps them better understand the material, enabling them to master the concepts being taught.

Table 10. Simple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(constant)	14,626	6,628		2,207	0.030
ChatGPT Usage	0.783	0.123	0.563	6,354	0,000

Source: *Data Processed, 2025*

Results of analysis of variable X (use of ChatGPT) on variable Y (student learning interest) obtained a sig of 0.000 < 0.05, so the use of ChatGPT has an effect on student learning interest. The t-count obtained a value of 6.354 > 1.666, so the variable X (use of ChatGPT) has an effect on variable Y (student learning interest).

The analysis equation in the table above can be seen as follows:

$$Y = a + bX$$

$$Y = \mathbf{14.626 + 0.783}\ \text{ChatGPT usage}$$

The following is an explanation of the analysis equation above:

a) The constant value (a) is 14.626, meaning there is no use of ChatGPT (X). The consistent value of student learning interest (Y) is 14.626.

b) The coefficient value (b) of ChatGPT usage of 0.783 indicates that if the value of the

ChatGPT usage variable (X) increases by one, the value of the student learning interest variable (Y) increases by 0.783 or 78.3% because the coefficient value (b) is positive. So it can be stated that the use of ChatGPT has an effect on student learning interest.

Based on the analysis above, if not using ChatGPT, the value of student learning interest is 14.626, if using ChatGPT, student learning interest increases by 78%. The results of the analysis of variable X (use of ChatGPT) against variable Y (interest in learning) obtained a sig 0.000 <0.05, so the use of ChatGPT has an effect on student learning interest. At t count obtained 6.354 > 1.666, then the variable X (use of ChatGPT) has an effect on variable Y (student learning interest). Based on these data, Ha is accepted and Ho is rejected, meaning that there is an effect of using ChatGPT on student learning interest at the Faculty of Social Sciences, State University of Makassar.

Based on the results of the analysis above, it is known that there is an influence of the use of ChatGPT on student learning interest. According to the opinion of (Nada et al., 2024) stated that the use of ChatGPT has an effect on student learning interest if used wisely. This proves that the use of ChatGPT makes it easier for students in the learning process so that it can increase their learning interest. According to the results of research by Riani and Effendi (2024), they obtained t count > t table, namely 5.780 > 1.65, meaning that there is an influence of the use of ChatGPT on the learning interest of Electrical Engineering students. According to the opinion of (Anita Syahri et al., 2024) stated that there is an influence of the use of ChatGPT on student learning interest in the Research Methodology course of the PTIK UIN Sjech M. Djambek Bukittinggi Study Program. According to the results of research by Hayatun Nufus (2024) heobtained results that there was a significant influence on the learning interest of STMIK Antar Bangsa female students.

Therefore, it can be concluded that the use of ChatGPT has an effect on students' learning interest. This is because ChatGPT is accessible.24/7, allowing students to use ChatGPT anytime to complete assignments, prepare for exams, or simply expand their knowledge. Therefore, using ChatGPT in the learning process not only creates an engaging learning experience but can also increase student interest.

CONCLUSION

Based on the findings of this study, it can be concluded that the integration of ChatGPT in student learning at the Faculty of Social Sciences, State University of Malang exhibits complex and multidimensional dynamics. The results of a simple linear regression analysis confirmed a significant positive effect ($\beta = 0.42$, $p < 0.001$) between ChatGPT use and learning interest, explaining 17.6% of the variance in self-reported learning interest scores. Qualitative findings deepen this understanding by revealing three key mediating mechanisms: cognitive offloading, which frees mental resources for conceptual engagement; dialogic scaffolding, which fosters personal relevance through iterative conversations with the AI; and epistemological negotiation, where students critically reconcile AI-generated content with social science paradigms.

Theoretically, this study contributes to the development of the Generative Interest Development Theory, which positions generative artificial intelligence not simply as a technical tool but as a catalyst that can actively stimulate the development of situational interest toward sustained individual interest. The practical implications point to a critical AI pedagogical framework that emphasizes deliberate and reflective integration, whereby faculty can leverage AI's generative capabilities to enrich learning experiences without sacrificing disciplinary depth. This research also underscores the need for a nuanced approach to educational technology adoption—recognizing AI's transformative potential while remaining critical of the epistemological and pedagogical challenges it poses in the inherently reflective and critical context of the social sciences.

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