

CHAPTER V CONCLUSION

This chapter elaborates the conclusion of the Data results from previous chapters regarding “The Influence of Social Media Advertising Perception and eWOM Perception on Generative Artificial Intelligence Students Use Behavior: Mediating Role of Perceived Usefulness, Ease of Use, and Risk”. In addition, this chapter discusses the theoretical and practical implications of the study as well as recommendations for future research related to generative AI technologies.

5.1 Conclusion

Based on the research results and interpretation in previous chapters, it can be concluded that the findings of this study demonstrate that eWOM is the primary driver of Google Gemini adoption, significantly shaping students’ perceptions of both usefulness and ease of use. Meanwhile, social media advertising failed to do so, and instead increased perceived risk. Regarding the perceptions relationship, ease of use significantly enhances perceived usefulness, suggesting that when students find a platform effortless to use, they are also more likely to evaluate it as academically beneficial. However, perceived risk does not significantly influence perceived usefulness, indicating that students tend to evaluate both independently, prioritizing the platform’s functional benefits over potential concerns.

Among the three mediating perceptions, ease of use proved to be the strongest directly enhancing perceived usefulness and both drive students’ behavioral intention to adopt Google Gemini. Despite recognizing risks associated with the platform, perceived risk did not significantly influence behavioral intention, suggesting that perceived benefits, such as ease of use and usefulness, outweigh risk concerns. Ultimately, behavioral intention served as the strongest predictor of actual use behavior, confirming that once Indonesian students form the intention to use Google Gemini, actual usage follows reliably and consistently.

5.2 Limitations

This study has several limitations that should be considered to explore future research options. Although this study successfully collected 150 valid respondents from various universities across Indonesia, the respondent distribution was heavily

concentrated in universities located in Java, while representation from other regions remained limited. Future research is encouraged to involve a more diverse and geographically well-proportioned sample, including both undergraduate and postgraduate students who utilize generative AI for academic purposes. Additionally, future studies may extend the proposed model by incorporating additional constructs and determinants to provide a more comprehensive understanding of generative AI adoption behavior.

5.3 Recommendations

Based on the results and conclusion, several recommendations regarding the topics are elaborated below. Theoretically, the results of the study had shown that within the variables expanded in the Technology Acceptance Model framework some are significant and some are not. Future studies may also expand this framework to more ideal explorations. Some recommendations are further also exploring additional variables related to generative AI adoption within this framework, such as trust, experience, and other marketing variables.

Based on the results, Generative AI companies should focus on strengthening positive eWOM and improving user experience, as perceived usefulness and ease of use were found to significantly influence behavioral intention and actual use behavior. Practically, companies are also encouraged to provide transparent communication regarding privacy, ethical concerns, and AI limitations to reduce users' perceived risks and build long-term trust among student users as a sustained target market.

Educational institutions and academics are encouraged to improve students' understanding of generative AI through digital literacy and responsible AI usage programs. Future academic research may also explore how students balance the benefits and risks of generative AI in academic activities, particularly regarding productivity, ethical concerns, and learning behavior.