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The Effect of The Benefits of Using Artificial Intelligence Technology (GPT and Gemini) on The Entrepreneurial Interest of Students of The Faculty of Teacher Training and Education, Lambung Mangkurat University

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Abstract: *The development of Artificial Intelligence (AI) technology has brought about changes in various fields, including higher education and entrepreneurship. The presence of generative AI platforms such as ChatGPT and Gemini makes it easier for students to obtain information, complete academic assignments, develop ideas, and support the decision-making process. The research uses a quantitative approach with an associative type of research. The data was collected through the distribution of questionnaires to students who have used ChatGPT or Gemini in academic activities. The sampling technique used purposive sampling, while the data analysis was carried out using simple linear regression with the help of IBM SPSS Statistics. The results of the study show that the benefits of using AI affect students' interest in entrepreneurship. The ease of obtaining information, improving work efficiency, the ability to generate creative ideas, and support in decision-making are factors that encourage students to be more interested in starting a business. Therefore, universities are expected to optimize the use of AI technology through learning and entrepreneurship programs so that students have the ability to adapt to technological developments while being able to create business opportunities independently.*

INTRODUCTION

The development of digital technology has brought major changes in various aspects of life, including in the higher education sector. One of the innovations that is growing very rapidly is *Artificial Intelligence* (AI) generative that is able to generate text, analyze data, and help complete various tasks quickly Lee et al., (2024). The presence of ChatGPT and Google Gemini makes the use of AI more accessible to students in supporting academic activities and skill development. This transformation shows that AI is no longer seen as a mere supporting

technology, but has become part of the learning process and the development of student competencies in higher education (Dwivedi et al., 2023).

This research perceives the benefits of using Artificial *Intelligence* GPT and Gemini in students of the Faculty of Teacher Training and Education, Lambung Mangkurat University are in the good category. Students' entrepreneurial interest is also included in the high category. The results of the analysis show that the benefits of using *Artificial Intelligence* has a positive and significant effect on students' entrepreneurial interests. The greater the benefits of AI that students feel in finding information, developing ideas, and helping with business planning, the higher their interest in entrepreneurship (Sutrisno et al., 2024).

The increase in the use of AI can also be seen from its adoption trend globally. The McKinsey report shows that the adoption rate of AI in various organizations increased from around 20% in 2017 to around 50% in 2022. In addition, the HP Work Relationship Index reports that the use of AI by knowledge-based workers increased from 38% in 2023 to 66% in 2024, while in Indonesia it increased from 53% to 87% in the same period. This increase shows that the ability to utilize AI is one of the important competencies needed in facing the development of an increasingly digital world of work (Vecchiarini, M., 2023).

In the university environment, the use of AI is not only limited to completing academic assignments, but has also developed as a tool that helps students find references, summarize literature, compile reports, and develop innovative ideas Ka et al., (2023). Research Kurniawan et al., (2025) shows that students have a high interest in using Gemini AI as a support for the learning process. The results of the study show that the use of AI is increasingly accepted as part of academic activities because it is able to increase the effectiveness and efficiency of student learning.

In addition to increasing learning effectiveness, AI also plays a role in improving work efficiency, creativity, and decision-making skills. AI's ability to generate alternative ideas, develop work plans, and provide recommendations based on available information makes this technology relevant in supporting entrepreneurial activities Rinaldy et al., (2023). Research Gupta & Singh, (2024) shows that the use of AI helps students conduct market research, competitor analysis, and business idea development so that the business planning process can be carried out more systematically.

The use of AI also provides opportunities for students to develop entrepreneurial skills since they are in college. Technologies such as ChatGPT and Gemini can be used to compile *Business Plan*, make digital marketing strategies, develop product concepts, and analyze consumer needs. Abdelmagid et al., (2025) found that the use of ChatGPT is able to improve students' digital entrepreneurship skills through improving innovation skills, developing business strategies, and developing business ideas.

However, the challenges of the world of work are still a problem for university graduates, including students of the Faculty of Teacher Training and Education (FKIP). FKIP graduates are generally oriented to become educators, while job opportunities in the formal sector are increasingly competitive. This condition encourages students to have other career alternatives, one of which is through entrepreneurial activities. In this context, the use of AI can be one of the resources that help students develop businesses, especially businesses based on education and digital technology (Huang et al., 2025)

Various previous studies have shown that AI has a positive relationship with entrepreneurial intentions. Bui & Duong, (2024) prove that the use of ChatGPT has an effect on *Digital Entrepreneurial Intention* through upgrades *Digital Entrepreneurial Self-Efficacy*.

Research Solórzano Solórzano et al., (2024) also shows that the acceptance of AI, particularly the perception of benefits (*perceived usefulness*), has a positive effect on *entrepreneurial intention* Students. The findings show that the benefits of AI can be a factor that drives interest in entrepreneurship. Another study conducted by Jo, (2024) explained that students tend to accept the use of ChatGPT in learning because the technology is considered to be able to increase efficiency, ease of obtaining information, and learning productivity. The positive perception of the benefits of AI encourages students to be more open in utilizing digital technology to support academic activities and skill development. Meanwhile, Lenart et al., (2025) also found that perceived usefulness and technology acceptance factors are important determinants that affect students' intentions in using generative AI technology. Another study conducted by Amofah, (2024) also explains that creativity has a positive relationship with entrepreneurial attitudes and entrepreneurial interests of students. Creativity that develops through the use of digital technology is one of the factors that strengthens students' desire to start a business.

The findings reinforce the view that the benefits perceived by users are one of the main factors in encouraging the use of AI in the university environment.However, previous research still has some limitations. Most of the research only examines the use of ChatGPT without involving other AI platforms such as Gemini, focuses on business or technology students, and discusses more technology acceptance than the influence of the benefits of AI on the entrepreneurial interest of education students Chen et al., (2024). In addition, research on the simultaneous use of GPT and Gemini in FKIP students is still very limited so it does not provide a comprehensive picture of the relationship between the benefits of AI and entrepreneurial interest (Bell & Bell, 2023).

Based on these conditions, this study aims to analyze the influence of the benefits of using Artificial Intelligence, especially ChatGPT and Gemini, on the entrepreneurial interest of students of the Faculty of Teacher Training and Education, Lambung Mangkurat University. This research is expected to provide empirical evidence on the role of AI in encouraging students' entrepreneurial interest and enriching studies on the integration of AI technology in higher education and student entrepreneurship development.

THEORETICAL FOUNDATION

Based on the journal Davis, (1993) About *Technology Acceptance Model (TAM)*, the benefits of using technology are understood as the user's belief that a technology can help improve performance and make it easier to get work done. The greater the benefits felt, the higher a person's desire to use the technology. In the context of this research, Artificial Intelligence (AI) such as ChatGPT and Gemini can provide benefits for students because they help obtain information faster, generate business ideas, develop business plans, analyze data, and complete various tasks more efficiently. When students feel that AI is able to increase productivity and support the learning process and business planning, they will tend to use this technology in academic activities and the development of entrepreneurial ideas. Thus, the perceived benefits of using AI are one of the important factors that encourage the acceptance and use of technology in supporting entrepreneurial activities.

Based on Ajzen, (1991) Entrepreneurial interest is a person's intention or desire to start and run a business which is influenced by three main factors, namely attitudes towards behavior, subjective norms, and perceptions of behavior control. Attitude shows the extent to which a person views entrepreneurship as a good and profitable option. Subjective norms are related to the support or influence of people around them, such as family, friends, and lecturers. Meanwhile,

the perception of behavioral control reflects a person's belief in his or her ability to run a business, including the ability to face challenges and utilize the resources they have. The more positive a person's attitude towards entrepreneurship, the greater the support he receives from the environment, and the higher his belief that he is capable of running a business, the stronger his interest in becoming an entrepreneur.

RESEARCH METHODS

This study uses a quantitative approach with the type of associative research. The quantitative approach was chosen because this study aims to test the effect of the benefits of using *Artificial Intelligence* (AI), especially ChatGPT and Gemini, on students' entrepreneurial interests. The research was carried out on students of the Faculty of Teacher Training and Education, Lambung Mangkurat University who have used ChatGPT or Gemini in academic activities. The research population is all active students of FKIP Lambung Mangkurat University, while sampling is proportional so that each group is fairly represented with the criteria of students who have used AI in the learning process. The number of samples was determined using *the krejcie and morgan* formula with an error rate of 5%.

Data collection was carried out using questionnaires compiled based on the indicators of each research variable. The variable benefits of using AI are measured through several indicators, namely increased efficiency, ease of obtaining information, increased creativity, and support in decision-making. Meanwhile, the variables of interest in entrepreneurship are measured through indicators of desire to start a business, interest in business activities, readiness to become an entrepreneur, and commitment to running a business. All statement items use a five-level Likert scale, ranging from a score of 1 (strongly disagree) to a score of 4 (strongly agree). Before being used in research, the instrument is tested for validity and reliability to ensure that each question item is able to measure research variables appropriately and consistently.

The data collected was analyzed using IBM SPSS Statistics software version 27. Data analysis begins with descriptive statistics to describe the characteristics of respondents and the tendencies of the answers to each variable. Next, a classical assumption test was carried out which included a normality test, as a condition for regression analysis. Hypothesis testing was carried out using simple linear regression analysis to determine the effect of the benefits of using AI on students' entrepreneurial interests. The significance level used in this study is 5% (α = 0.05), so the hypothesis is accepted if the significance value is less than 0.05.

Frame of Mind:

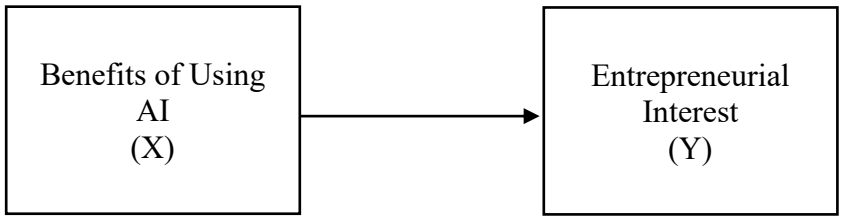


Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

The findings of this study show that the use of AI such as ChatGPT and Gemini provides benefits for students in supporting various academic activities and the development of business ideas. The ease of obtaining information, efficiency in completing work, and the ability of AI to

help generate new ideas are factors that can increase students' interest in entrepreneurship. The higher the benefits that students feel from the use of AI, the greater their tendency to have an interest in starting or developing a business. These results are in line with research Bui & Duong, (2024) which states that the use of ChatGPT can increase *Digital Entrepreneurial Intention*, as well as research Solórzano Solórzano et al., (2024) which found that the perception of the benefits of AI had a positive effect on students' entrepreneurial intentions.

The results of this study indicate that AI not only functions as a tool in learning, but can also be a technology that supports the growth of entrepreneurship among students. By utilizing AI, students can more easily search for business opportunities, develop marketing strategies, and develop business ideas more effectively. Therefore, universities can encourage the use of AI more optimally through learning and entrepreneurship programs so that students have better readiness to face the development of the world of work and create jobs independently.

This research was analyzed using the IBM SPSS Statistics application program version 27. Validity testing is carried out to ensure that each question item in the questionnaire is able to accurately measure the variables being studied. A statement item is declared valid if the calculated value r is greater than the r of the table. In this study, the r-value of the table was determined based on a significance level of 5% ($\alpha = 0.05$) with the degree of freedom (df) calculated using the formula n−2, where n indicates the number of respondents. With a total of 300 respondents, a df value of 298 was obtained, so that the r-value of the table used as a reference for validity testing was 0.1133.

Table. 1 Validity Test

Variable	Question Items	*Loading Factor*	Criteria
Benefits of Using AI	X.1	0,478	Valid
	X.2	0,674	Valid
	X.3	0,754	Valid
	X.4	0,422	Valid
	X.5	0,977	Valid
	X.6	0,597	Valid
	X.7	0,643	Valid
	X.8	0,664	Valid
	X.9	0,844	Valid
	X.10	0,847	Valid
	X.11	0,977	Valid
	X.12	0,386	Valid
Entrepreneurial Interest	Y.1	0,974	Valid
	Y.2	0,635	Valid
	Y.3	0,476	Valid
	Y.4	0,702	Valid
	Y.5	0,974	Valid
	Y.6	0,557	Valid
	Y.7	0.692	Valid
	Y.8	0,724	Valid
	Y.9	0,787	Valid

Source: Data Reprocessed by Researchers Based on SPSS (2026)

From the table. 1 It can be seen that after the validity test was carried out on 21 statements filled in by 300 respondents, showing that all the statements in this study were valid. The determination of whether or not a questionnaire item is valid is done by knowing the r-value of the table first as a basis for comparison.

Table. 2 Normality Test
One Sample of the Kolmogorov – Smirnov Test

		Non-Standard Residue
N		300
Normal Parameter [a.b]	Red	,0000000
	Std. Deviation	2,28933917
The Most Extreme Differences	Absolute	,062
	Positive	,049
	Negatives	-,062
Test Statistics		,062
Asimpa. Sig. (2 tails)		,062

Source: Data Reprocessed by Researchers Based on SPSS (2026)

From the table. 2 It is known that the significance value on the test *Kolmogorov-Smirnov* by 0.062> 0.05. Based on the test criteria, the research data were distributed normally which was reinforced by the following normal p - p plot results.

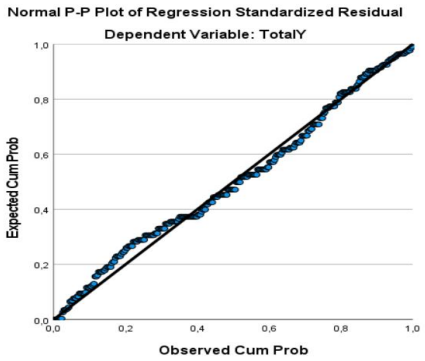


Figure 2. Normal Chart PP Plot

Source: Data Reprocessed by Researchers Based on SPSS (2026)

Based on the graphic illustration, the spread of the data is located around and follows a diagonal line, which indicates a normal distribution pattern. This shows that the regression model has met the normality requirements. On the other hand, if the data points are spread far apart and do not follow a diagonal line, then the data shows an abnormal distribution.

Table. 3 Linearity Test

	Number of	df	Square Average	F	Sig.

			Squares				
The Benefits of Using AI to Encourage Entrepreneurship	Between	(Combined)	755,242	19	39,750	7,775	<,001
		Linearity	619,586	1	619,586	121,197	<,001
		Deviations	135,657	18	7,536	1,474	,098
	In a Group		1431,424	280	5,112		
	Quantity		2186,667	299			
	Quantity						

Source: Data Reprocessed by Researchers Based on SPSS (2026)

Based on the table. 3 The results of the linearity test analysis showed that the variable of the Benefit of Using AI (X) on Entrepreneurial Interest (Y) had a significant deviation value from linearity of 0.098 > 0.05. It can be concluded that the relationship between the variables of the Benefits of Using AI and Entrepreneurial Interest can be stated to be linear.

Table. 4 Partial test (t-test)

Models		Non-Standard Coefficients		Standard Coefficients	t	Sig.
		B	Std. Error	Beta version		
1	(Constant)	14,126	1,530		9,235	<.001
	Number X	,422	,039	,532	10,855	<.001

Sumber: Data yang Diproses Ulang oleh Peneliti Berdasarkan SPSS (2026)

Partial hypothesis testing is carried out through a t-test to determine the magnitude of the influence of the independent variable on the bound variable. Variable X produces a calculated t-value of 10.855 with a significance level of <0.001. This value is below the significance limit of 0.05, so X is proven to have a positive and significant influence on Y.

DISCUSSION

The results of the study show that the benefits of using Artificial Intelligence (AI), especially ChatGPT and Gemini, affect students' entrepreneurial interests. These findings show that the greater the benefits students feel from the use of AI, the higher their interest in entrepreneurship. Ease of obtaining information, helping to develop business ideas, improving the efficiency of job completion, and providing alternative solutions in decision-making are some of the benefits felt by students. This condition shows that AI is not only used as an academic tool, but also begins to be seen as a technology that can support business development since it is still in the university environment.

The results of this study are in line with the research of Solórzano Solórzano et al., (2024) which states that the perceived usefulness of AI technology has a positive effect on students' entrepreneurial intention. This means that when students feel that AI can help them complete various activities more easily and effectively, they tend to have greater confidence to start a business. These findings are also supported by research by Sutrisno et al., (2024) who explain that the use of ChatGPT can increase interest in entrepreneurship through innovative behavior. In

addition, Amofah, (2024) found that creativity that develops through the use of digital technology is one of the factors that encourages the formation of student entrepreneurial attitudes and interests. These results reinforce that the benefits of AI are not only related to technological aspects, but also contribute to building a more creative, innovative, and opportunity-oriented mindset.

In the context of students of the Faculty of Teacher Training and Education, Lambung Mangkurat University, the use of AI can be an alternative to increase readiness to face an increasingly competitive world of work. Students not only have the opportunity to have a career as educators, but can also use AI technology as a means of developing businesses in the field of education and other sectors. Therefore, universities need to encourage the use of AI wisely through learning, training, and entrepreneurship programs so that students are able to utilize this technology to create sustainable innovation and business opportunities. Thus, AI is not only a learning support tool, but also one of the factors that can strengthen students' entrepreneurial interests.

CONCLUSION

This study aims to analyze the influence of the benefits of using *Artificial Intelligence* (AI), especially ChatGPT and Gemini, on the entrepreneurial interest of students of the Faculty of Teacher Training and Education, Lambung Mangkurat University. Based on the discussion that has been described, the use of AI makes it easier for students to obtain information, increase the efficiency of completing tasks, develop creativity, and help the decision-making process. These various benefits show that AI not only serves as a learning tool, but also has the potential to support the development of students' attitudes and interests in the field of entrepreneurship.

The findings of this study provide an overview that the use of AI can be one of the factors that encourage the growth of students' interest in entrepreneurship in the midst of the development of digital technology. AI's ability to help with business idea development, information analysis, and business planning can give students the confidence to start considering entrepreneurship as one of their career options. Therefore, the appropriate use of AI needs to be supported through the learning process and entrepreneurial activities in higher education so that students are able to utilize technology productively and responsibly.

This research is expected to be an additional reference regarding the relationship between the use of AI and students' entrepreneurial interests, especially in the higher education environment. However, this study still has limitations because it only involves students in one faculty and focuses on one independent variable. Therefore, further research is recommended to involve a wider range of respondents, compare various study programs or universities, and add other variables such as digital literacy, entrepreneurial self-efficacy, or entrepreneurship education in order to gain a more comprehensive understanding of the factors that affect students' entrepreneurial interests.

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