

ABSTRACT

SINDI ROMDIYANI, 2026. ***THE EFFECT OF GENERATIVE AI USAGE AND SELF-EFFICACY ON SELF-DIRECTED LEARNING AMONG STUDENTS OF THE DEPARTMENT OF ECONOMIC EDUCATION, SILIWANGI UNIVERSITY.*** Department of Economic Education, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya. Under the guidance of Ati Sadiyah, S.Pd., M.Pd. and Rendra Gumilar, S.Pd., M.Pd.

University students are required to have self-directed learning or independent learning skills, such as setting learning goals, taking initiative, and evaluating their own learning process, amid rapid technological developments. This study aims to examine the effect of Generative AI usage and self-efficacy on self-directed learning among students of the Economics Education Department of Siliwangi University. This research employed a quantitative approach using a survey method involving 558 students of the Department of Economic Education, Universitas Siliwangi, Academic Year 2025/2026 as the population, with 233 students as the research sample. The sampling technique used was proportional stratified sampling, and the data were analyzed using multiple linear regression analysis. The results showed that: (1) Generative AI usage did not have a significant effect on self-directed learning, indicated by a t-value of 0.175 which was lower than the t-table value (1.969) and a significance value of $0.861 > 0.05$; (2) self-efficacy had a positive and significant effect on self-directed learning, indicated by a t-value of 9.868 which was higher than the t-table value (1.969) and a significance value of $0.000 < 0.05$; (3) Generative AI usage and self-efficacy simultaneously had a significant effect on self-directed learning, indicated by an F-value of 75.945 which was higher than the F-table value (3.04) and a significance value of $0.000 < 0.05$.

Keywords: *Generative AI Usage, Self-Efficacy, Self-Directed Learning*