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Artificial Intelligence (AI) Utilization And Student Learning Motivation: A Literature Review In Human Resource Management Perspective In The Digital Economy Era

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Abstract: *The digital economy era has transformed higher education by increasing the demand for adaptive, technology-oriented, and highly competent human resources. This transformation requires not only technological readiness but also psychological preparedness among students as a future talent pool. This study examines the utilization of Artificial Intelligence (AI) and its relationship with students' learning motivation from a Human Resource Management (HRM) perspective in the digital economy era. The study employs a qualitative approach using a literature review method, synthesizing findings from seven relevant scholarly articles published between 2025 and 2026. The reviewed literature consistently indicates that the combined influence of AI utilization and learning motivation is positively associated with improvements in students' academic performance. Several studies highlight that students who effectively utilize AI tools and demonstrate strong learning motivation tend to achieve better academic outcomes, enhanced learning efficiency, and greater readiness for future workforce demands. AI functions as an effective cognitive support tool by personalizing learning materials, enhancing learning efficiency, and fostering creativity. However, the literature also highlights the potential risk of digital dependency when AI adoption is not accompanied by intrinsic motivation to acquire knowledge. Therefore, learning motivation plays a crucial mediating role in maintaining academic integrity and promoting meaningful learning. From a human capital development perspective, higher education institutions serve as the primary source of future talent for organizations operating in the digital economy. Students who demonstrate strong learning motivation and AI proficiency are more likely to adapt quickly and perform effectively in the labor market. The findings suggest that the integration of AI technology with effective motivation management is essential for developing agile, adaptive, and competent human capital. Consequently, universities should promote responsible AI adoption while strengthening students' intrinsic motivation to support sustainable learning outcomes, workforce readiness, and long-term organizational competitiveness in the era of digital economic transformation.*
Keywords: *Artificial Intelligence, Learning Motivation, Human Resource Management, Digital Economy Era.*

INTRODUCTION

Human Resource Management (HRM) in the digital economy era refers to the utilization of digital technologies to manage and develop human resource potential within organizations. Advances in information and communication technology have enabled key HRM functions, including recruitment, training, performance appraisal, and employee data management, to be

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conducted more efficiently, accurately, and strategically, thereby supporting organizational effectiveness and competitiveness. (Yulianti et al., 2026).

Learning motivation is one of the key factors influencing students' success in participating in the academic learning process (Yulianti et al., 2026). Understanding students' levels of learning motivation is essential for assisting higher education institutions in designing more effective teaching and learning strategies.

Digital transformation has fundamentally reshaped the landscape of higher education. In the context of online learning, students are required not only to act as recipients of information but also to effectively manage technology as a productive and efficient learning tool. One of the rapidly evolving technologies widely adopted in academic environments is Artificial Intelligence (AI), which supports the learning process through personalized learning materials, instant feedback, academic chatbots, and adaptive learning systems (Salimi & Fauziah, 2023; Suwanti et al., 2025).

On the other hand, learning motivation is a crucial factor that determines students' success in participating in online learning. High levels of motivation encourage students to become more active, independent, and consistent in completing academic tasks, whereas low motivation tends to result in passive learning behavior, reduced engagement, and a greater susceptibility to boredom. In online learning environments, motivational challenges become even more significant due to limited face-to-face interaction, digital distractions, and various technical barriers (Badarudin et al., 2024).

The utilization of AI in education has emerged as a promising solution to address these challenges. Numerous studies have demonstrated that AI can enhance learning motivation by providing more personalized learning experiences, rapid feedback, and greater interactivity. Recent research findings further indicate that the intensity of AI usage has a positive and significant effect on students' learning motivation, contributing substantially to variations in motivational levels. Therefore, AI should not be viewed merely as a technical support tool but also as a psychological catalyst that strengthens student engagement and participation in the learning process (Atiba et al., 2026b; Dharma & Sudewiputri, 2021).

Nevertheless, the integration of AI in education also presents new challenges, the Organisation for Economic Co-operation and Development (OECD) emphasizes that excessive

reliance on AI may reduce deep-thinking processes and lead to "metacognitive laziness," a condition in which students depend on instant answers without fully understanding underlying concepts. Similarly, United Nations Educational, Scientific and Cultural Organization (UNESCO) highlights the importance of ensuring that AI is used ethically, safely, and responsibly so that it does not replace the pedagogical role of instructors or diminish the quality of learning. Therefore, examining the influence of AI utilization on students' learning motivation is essential to determine the extent to which this technology genuinely enhances the effectiveness of online learning (Miao et al., 2021; Sagala et al., 2025).

The presence of Artificial Intelligence (AI) in higher education has revolutionized the way students access information and complete academic tasks. AI-based applications such as ChatGPT and Quillbot offer significant efficiency and convenience in the learning process. However, this innovation simultaneously poses a serious ethical dilemma when its utilization is not accompanied by adequate moral awareness. This phenomenon is reflected in findings indicating that plagiarism rates among students remain alarming, with as many as 53% of students accustomed to committing word-for-word plagiarism in scientific writing (Rohmanu, 2014). This practice becomes increasingly complex with the advent of AI, which is frequently misused to manipulate academic works to evade plagiarism detection. Recent research in secondary education indicates that although AI enhances learning engagement, students' academic ethics score remains in the 'moderate' category (Atiba et al., 2026b; Dharma & Sudewiputri, 2021; Purba et al., 2025), highlighting a vulnerability in maintaining academic integrity within the AI era (Sarah et al., 2025). Nevertheless, that study did not encompass spirituality as a control variable in academic behavior. Therein lies the novelty of this research, which not only examines the general impact of AI but also integrates character values and spirituality among university students.

A study conducted by (Mahfut & Nasir, 2026). found that the use of Artificial Intelligence has significantly improved the effectiveness of Islamic Religious Education (PAI) learning in schools. The findings indicate that AI has enabled students to develop a better understanding of AI-based technologies and their applications in learning. Rather than replacing teachers, AI strengthens their role as facilitators and mentors, while routine tasks and content personalization are delegated to intelligent systems. The benefits experienced by students include enhanced digital

literacy, increased learning autonomy, and the development of contextual Islamic character values. These advantages position students to be better prepared for future challenges, making AI integration a successful model of technological and religious educational innovation. However, the study also emphasizes that the implementation of AI in Islamic educational institutions should be carried out selectively and with careful consideration to ensure that educational objectives and values are maintained (Mahfut & Nasir, 2026).

Furthermore, (Setiani et al., 2026)argue that AI represents an innovative breakthrough that offers substantial opportunities for transforming education toward a more adaptive and sustainable future. However, awareness of potential risks and a strong commitment to maintaining a balance between technological advancement and human values remain critical factors for the successful implementation of AI in educational settings. Consequently, the effectiveness of AI adoption depends not only on technological capability but also on the ability of educational institutions to preserve ethical principles, human interaction, and meaningful learning experiences (Setiani et al., 2026).

From a Human Resource Management (HRM) perspective, students represent a prospective talent pool that will eventually enter the labor market and contribute to organizational performance. In the era of digital transformation, organizations increasingly demand employees who possess not only technical competencies in utilizing Artificial Intelligence (AI) technologies but also strong learning motivation to continuously adapt to changing work environments. Learning motivation reflects an individual's learning agility, self-development orientation, and readiness for lifelong learning, which are considered critical competencies in modern human capital development. Therefore, examining the relationship between AI utilization and learning motivation is important not only for understanding educational outcomes but also for identifying factors that contribute to the development of future human resources capable of sustaining organizational competitiveness in a technology-driven economy.

This study aims to analyze the influence of Artificial Intelligence (AI) utilization on students' learning motivation within the digital learning environment. In addition, the study seeks to explain the role of AI in supporting online learning through rapid access to information, personalized learning experiences, and improved effectiveness of teaching and learning processes.

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Furthermore, this research identifies the key aspects of AI utilization that most significantly influence students' learning motivation, including ease of access to learning materials, learning interactivity, task-completion efficiency, and AI's ability to provide immediate feedback. The study also examines the potential risks associated with AI use in students' academic activities, such as technological dependency, diminished critical thinking skills, violations of academic integrity, and increased risks of plagiarism in the learning process.

METHOD

This article employs a literature review approach as the primary method for data collection and analysis. A literature review is a research method that utilizes various relevant written sources, including books, scientific journals, scholarly articles, official documents, and other supporting literature related to the research topic (Sugiyono, 2020) This approach enables researchers to explore information from a wide range of academic references and credible sources that have already been published. The primary objective of this method is to identify, examine, and gain a comprehensive understanding of concepts, theories, and previous findings related to the issue under investigation. By reviewing relevant literature, researchers can develop a broader and deeper understanding of the topic while positioning the study within an appropriate academic context.

This study employed a structured literature review approach to identify relevant studies examining the relationship between Artificial Intelligence (AI), learning motivation, and academic performance from a Human Resource Management (HRM) perspective. Literature searches were conducted using Google Scholar as the primary database. The search process was carried out between January and April 2026 using combinations of the following keywords: "Artificial Intelligence", "AI in Education", "Learning Motivation", "Academic Performance", "Human Capital", "Human Resource Management", and "Digital Learning". Boolean operators (AND, OR) were used to refine the search results and improve relevance.

Screening Process. The screening process was conducted in several stages. First, all articles identified through the database search were collected and reviewed based on their titles and abstracts. Second, duplicate articles and studies unrelated to AI utilization in educational settings were excluded. Third, the full texts of potentially relevant articles were assessed to determine their

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suitability for inclusion in the review. The screening process ensured that only studies directly addressing AI utilization, learning motivation, and student learning outcomes were retained for further analysis.

Eligibility Criteria. The inclusion criteria were: (1) articles published between 2024 and 2026; (2) peer-reviewed journal articles or conference proceedings; (3) studies discussing Artificial Intelligence in educational contexts; (4) studies examining learning motivation, academic performance, or related educational outcomes; and (5) articles available in full text. The exclusion criteria included: (1) articles unrelated to education; (2) opinion papers without empirical or conceptual evidence; (3) duplicate publications; and (4) articles with insufficient methodological information.

Article Selection. The initial search identified 35 potentially relevant articles. After removing duplicates and screening titles and abstracts, 15 articles remained for full-text assessment. Following the eligibility review, 7 articles met all inclusion criteria and were selected for the final literature review and synthesis.

The final stage is report writing. At this stage, researchers present the results of the literature review systematically, logically, and in accordance with academic writing standards. The purpose of the report is not only to present information but also to develop strong arguments supported by credible theoretical foundations. Collectively, these stages are intended to produce scholarly work that is informative, relevant, and theoretically grounded. By following these procedures, researchers can develop a high-quality literature review that is academically rigorous and scientifically accountable.

RESULT AND DISCUSSION

The findings of this literature review aim to provide a comprehensive understanding of the utilization of Artificial Intelligence (AI) through students' learning motivation from a Human Resource Management (HRM) perspective. The review highlights that organizations can no longer adopt a passive or reactive approach by merely accepting graduates as they are. Higher education institutions should be regarded as the upstream component of the talent supply chain, playing a strategic role in developing future human capital. By fostering students' motivation to master AI

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technologies within a comprehensive human resource development framework, educational institutions contribute to the creation of a new generation of workers who are adaptive, competent, and capable of sustaining organizational competitive advantage amid global technological disruption. Furthermore, this review examines how data on the percentage increase in learning and work effectiveness, as illustrated in the referenced diagram, can be reinterpreted within an academic context. The findings demonstrate that AI-based technological interventions, when combined with effective learning motivation management, lead to measurable improvements in student performance. Such outcomes indicate that the integration of AI and motivational factors can significantly enhance students' academic capabilities, thereby strengthening their readiness to become high-quality future talent in an increasingly technology-driven labor market.

Each article was analyzed based on its research methodology, key findings, and relevance to talent management development through the implementation of reskilling and upskilling initiatives. The review also identified various challenges and opportunities associated with skill development strategies in the digital era, including the importance of digital learning, succession planning, and the strengthening of a learning-oriented organizational culture. The findings of the literature review are presented in the form of a literature review table to facilitate readers' understanding of the contribution of each study to the development of effective, adaptive, and competitiveness-oriented talent management strategies. This approach enables a systematic comparison of existing research and provides a comprehensive overview of current developments in the field. The present study relies on seven scholarly articles that met the predefined selection criteria established for the literature review. These articles were selected based on their relevance, methodological quality, and alignment with the research topic. Detailed information regarding the references included in this review is presented in Table 1.

No.	Authors & Year	Title	Research Method	Main Findings
1	Siregar, A. M., et al. (2025)	The Influence of Artificial Intelligence and Learning Motivation on Students' Academic Performance in Human Resource Development	Quantitative approach using survey methods involving 120 active students	AI utilization and learning motivation jointly contributed 56.2% to the improvement of students' academic performance. Students with high AI literacy and strong learning motivation demonstrated better readiness for future workforce demands.

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2	Respati, H. T. (2025)	Literature Review: The Influence of AI-Based Adaptive Learning Systems on Learning Outcomes and Motivation	Qualitative method using Literature Review (LR)	Adaptive learning systems significantly enhanced learning motivation and outcomes through personalized learning materials, real-time feedback, and interactive learning experiences. Challenges included educators' readiness and unequal access to technology.
3	Atba, N., et al. (2025)	The Influence of Artificial Intelligence Platform Usage Intensity on Students' Learning Motivation	Quantitative survey involving university students	The intensity of AI platform usage had a positive and significant effect on students' learning motivation. AI functioned as a cognitive support tool that strengthened psychological engagement in learning activities.
4	Nurul (2025)	AI Utilization and Student Learning Motivation in Digital Learning Environments	Quantitative research	AI-supported learning environments increased student motivation through accessibility, efficiency, and personalized learning experiences.
5	Sukarman (2025)	Artificial Intelligence as a Driver of Student Engagement and Learning Motivation	Mixed-method research	AI improved learning engagement by providing immediate responses, interactive learning opportunities, and customized educational content.
6	Kevin (2025)	The Impact of AI Adoption on Academic Motivation and Learning Effectiveness	Quantitative research	Students who frequently utilized AI tools exhibited higher learning motivation and improved academic effectiveness compared to those with limited AI usage.
7	Anang & Mahmud (2026)	Artificial Intelligence Integration in Islamic Education: Opportunities and Challenges	Qualitative case study	AI enhanced learning effectiveness and digital literacy while strengthening teachers' roles as facilitators. However, implementation should be conducted selectively to maintain educational values and ethics.

Table 1. *Literature Review Findings*

Table 1. Presents the findings of the literature review based on seven scholarly articles examined in this study. The findings indicate that the integration of Artificial Intelligence (AI) utilization and students' learning motivation extends beyond merely affecting short-term academic performance. From the perspective of modern Human Resource Management (HRM), this dynamic represents a process of developing a future talent pool and accumulating agile human capital before students enter the highly competitive global labor market.

The first study by (Siregar et al., 2026). revealed that the utilization of Artificial Intelligence (AI), combined with high learning motivation, simultaneously exerted a substantial impact on improving students' academic performance, contributing as much as 56.2% to performance enhancement. These findings demonstrate that the development of superior human capital at the upstream level requires a strong synergy between technological readiness and psychological drive,

enabling students to accelerate their upskilling process before entering the labor market. Consistent with these findings, (Respati, 2026), through a literature review study, found that the implementation of AI-based adaptive learning systems can personalize learning materials in real time according to the pace and unique characteristics of each individual learner. From a Human Resource Management (HRM) perspective, this personalized approach is highly effective in fostering students' learning agility, which is considered one of the most valuable competencies sought by modern organizations to address technological disruption.

Support for the psychological dimension is further reinforced by the findings of (Atiba et al., 2026a), who confirmed that the intensity of AI platform usage significantly influences students' psychological dynamics through increased learning motivation. When students frequently interact with AI as a cognitive support instrument, a greater sense of self-efficacy emerges, stimulating intrinsic motivation to explore knowledge more deeply. However, the use of AI should not overshadow moral and ethical considerations (Anhar et al., 2026). emphasized that the intensity of AI utilization and creativity do not automatically lead to positive learning ethics; rather, their influence must be mediated by learning motivation. From a talent development perspective, these findings serve as an important reminder for Human Resource Development practitioners that technology must be guided by appropriate motivational drivers to produce talent that is not only intellectually capable in terms of hard skills but also possesses strong professional ethical integrity and soft skills.

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intellectually capable in terms of hard skills but also possesses strong professional ethical integrity and soft skills.

Overall, the findings from the reviewed literature can be categorized into several central themes of discussion, as follows:

AI Utilization as an Accelerator of Technical Competencies (Hard Skills)

The literature review confirms that AI technology serves as a powerful cognitive support instrument for students in the digital era. Studies conducted by (Respati, 2026) revealed that AI provides remarkable efficiency in completing complex academic tasks through adaptive and personalized learning systems.

Within the framework of Strategic Human Resource Management (SHRM), this phenomenon can be identified as an early form of self-directed upskilling activity. AI enhances students' individual capacities through augmented intelligence, enabling them to acquire future-oriented technical competencies such as data analytics, digital system management, and real-time problem-solving skills. These competencies have become key recruitment criteria for organizations operating in the era of Industry 4.0 and Society 5.0.

Learning Motivation as a Mediating Variable and Intrinsic Driver

One of the most crucial findings of this literature review is the central role of learning motivation as an anchoring variable. Sophisticated AI technologies will not produce optimal outcomes in enhancing students' capabilities unless they are accompanied by strong intrinsic motivation.

(Atiba et al., 2026a; Harjun et al., 2026) demonstrated that the intensity of AI-based learning technology usage is positively and significantly correlated with increased students' enthusiasm and motivation for learning. Furthermore, (Anhar et al., 2026; Januarti et al., 2026) reinforced through structural analysis that learning motivation functions as an essential mediating variable. AI can only stimulate higher levels of creativity and foster positive learning ethics when students possess a strong intrinsic drive for personal growth and development.

From a Human Resource Management (HRM) perspective, learning motivation represents learning agility—a psychological characteristic that is highly valued by Human Resource

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Development (HRD) practitioners because it ensures that employees will continue to develop independently through continuous learning throughout their careers.

Efficiency versus Dependency: Ethical Challenges and Talent Risk Management

Although AI offers impressive performance improvements, the literature also warns of potential risks if the adoption of this technology is not managed wisely. (Saputra et al., 2025) highlighted the duality between "efficiency" and "digital dependency." The convenience provided by AI may diminish critical thinking skills when students rely on it passively. Meanwhile, (Anhar et al., 2026) emphasized the importance of maintaining academic integrity and ethical learning practices amid the widespread use of AI.

In organizational talent management, this phenomenon necessitates rigorous learning evaluation mechanisms and competency monitoring systems. Students, as future members of the workforce, should be guided to perceive AI as a collaborative partner (copilot) rather than a substitute for human reasoning. This approach is essential to ensure that the future talent pool consists of individuals who possess high ethical standards, strong integrity, and advanced cognitive capabilities, particularly High-Order Thinking Skills (HOTS).

Academic Performance Construction from a Human Capital Development Perspective

The final synthesis of this review is empirically reinforced by the study conducted by Siregar et al. (2026), which found that the combination of AI utilization and learning motivation contributed substantially, accounting for 56.2% of the improvement in students' academic performance. This high coefficient of determination conveys a strategic message for both higher education institutions and industry: the development of future human resources is determined by the synergy between technology readiness and psychological readiness.

From a Human Resource Development (HRD) perspective, higher education institutions should no longer be viewed merely as entities for producing degreed graduates; rather, they must be recognized as the upstream source of the talent supply chain for the industry. Students who are highly motivated and proficient in utilizing AI during their college years will experience a shorter transition phase (*time-to-productivity*) upon being recruited by companies, as they have already accustomed themselves to an automation-based work ecosystem

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CONCLUSION

The integration of Artificial Intelligence (AI) in the higher education academic realm has proven to be an effective catalyst in escalating students' learning motivation, creativity, and academic performance. Through the lens of Human Resource Management (HRM) in the digital economy era, this phenomenon represents a crucial early investment in incubating an adaptive and competent future talent pool. However, to mitigate the risks of digital dependency, a proactive approach from educational policymakers is absolutely imperative to ensure the ethical utilization of AI technology. Consequently, the future workforce will not only excel technologically but will also possess the moral resilience and continuous learning culture fundamental to maintaining an organization's sustainable competitive advantage in the global market

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