



Artificial Intelligence in the Study Habits of Students

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Abstract

The study aims to evaluate and analyze the artificial intelligence in the study habits of students. Mixed methods are utilized in the study which deals on the Focus Group Discussion and triangulation for both quantitative and qualitative research design. The study comprised One Hundred Fifty (150) students from both private and public Higher Education Institutions. Results show that AI helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of students, show that AI is an important factor toward learning of students in the goal setting towards learning belief problem solving abilities, and external and inner motivation in the academic performance of the students, show that AI focuses on the process of learning collection for the insights of specific function input and output model of learning, show that AI increases and enhances literacy for students to motivate learning process, confidence, purpose, and to promote learning intelligence and ethics, and show to influence the behavior of students in the learning process such as the algorithm for the AI power in the data analysis, preference, customized news feed, curated behavior, and significant recommendation. Findings show that there is a significant agreement on the effect of artificial intelligence in the study habits of students as observed among the respondents.

Keywords: Artificial Intelligence (AI), study habit of students, learning attitude, insights in the learning process, boost student motivation, and learning behavior

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Introduction

The impact of artificial intelligence in the study habits of students offers and identifies patterns for a personalized platform in the educational system. It enhances motivation and engagement of students' benefits to provide constructive feedback and immediate education for students in the present era and intervention to school curriculum and development plan (Sultana et al., 2026). Artificial intelligence is a lifelong learning and skills of students. It possesses strong perception in the study habits of students in recognition of the learning and utilization of professional development that influences the learning level of students. It fosters the impact and importance of skills and contribution of AI in the learning acquisition of student behavior based on the various domains of learning (Dong et al., 2025). It brings transformation to the educational system and facets of life. It encompasses the application technology of diverse AI performance associated with human intelligence such as decision-making, problem solving, and learning. It advances the evolution of teaching to highlight personalized learning and advancement of artificial intelligence. It demonstrates the demand of automated systems and creativity (Vieriu & Petrea, 2025). It challenges the impact of study habits of students in pursuing higher learning. It enhances and addresses the academic experience in exploring AI applications. It aims to examine and discuss potential applications associated with artificial intelligence, especially in the study habits of student styles and concerns (Yıldızhan Bora & Şahin Kölemen, 2025). It explores the application of different AIs to research, learning, analysis, adaptive learning, and personalizing experience in the study habits of students. It identifies the limitations and risks of AI such as ethical implication, proficiency learning, cultural difference, and privacy concerns to be addressed in teaching and learning (Dogaru et al., 2025).

On the other hand, utilization of artificial intelligence in the educational system has an effect in teaching and learning. It helps students to reduce possible administrative tasks for the faculties. It offers personalized instructions to students especially on the tasks being needed in the learning process and adaptive approach theory in the educational management mechanism system (Ansari & Qamari, 2025). AI increases the power to accommodate student accessibility in the learning system. It focuses on the attention of the school sustainability management quality education which is related to AI. It analyzes the AI improvement and role in the impact and quality of education among students as centers of learning (Aballa Nkechi et al., 2024). The utilization of AI has an impact in the management of quality education since students are just relying on the advanced technology of learning. It mediates the artificial intelligence, school sustainability, and the study habits of students. It allows the machine to provide knowledge for students such as learning ability, adaptation, and critical thinking (Alghamdi, 2025). It embraces the actively transforming educational system especially in teaching and learning of students as centers of learning. This includes study habits for better academic performance from good, better, and best. It fosters simultaneously on the equity of personalized learning. It opens the frontiers and transcends borders for the utilization of artificial intelligence tools in teaching and learning (Salido et al., 2025). It identifies adoption and application teaching and learning awareness for the study habits of students. It enhances the learning experiences through AI impact and work engagement in the educational system and setting. It implements the assessment of AI method to the study habits of students as centers of learning (Ninghardjanti et al., 2025).

Moreover, artificial intelligence affects the academic performance of students in their study habits because they will just rely on the feeding knowledge provided by the advanced technology. It tutors students in the system knowledge of AI and outcome as to learning process, positive impact, highlights problem solving ability, analytical skills, and academic performance improvement. It

predicts the challenges in the academic performance of the learners due to lack of knowledge and achievement in the process of studying based on the global approach in teaching and learning (Feng & Xiao, 2024). It develops and addresses the challenges and effect of artificial intelligence mode in the student learning process and academic performance. It characterizes and defines the learning of students. It explores the techniques and predictions on the academic performance and model of students. AI applies the technology and pedagogy of learning and teaching in the educational system. It obtains a learning output and prediction model in the acquisition of knowledge performance and participation in the study habits of students (Almoslamani, 2022). It advances the ubiquity of artificial intelligence in the contemporary and transformative educational system. It focuses on the inquiry and spotlight of AI utilization in relation to the study habits of students, mental well-being, academic performance, and role in facilitating smart learning of students. It mediates the artificial intelligence and positive impact of students in their academic performance through their study habits. It amplifies the benefits of AI that contributes to the technology discourse in embracing the enhanced educational system and setting to equip with quality education framework, concept and system (Al-Abyadh & Abdel Azeem, 2022). AI transforms the teaching and learning process such as access to information, interaction, and communication. It emerges from the application of AI that offers multifaceted assessment and advantages of the study habits of students and influences in the exploration of the synergetic academic performance impact (Alyahyan & Düşteğör, 2020). Certainly, the contribution of artificial intelligence in the study habits of students offers an instance of learning in real time. It refines student's interactivity in the learning skills guidance and fosters an effective learning process (Bhardwaj et al., 2025). It influences the academic performance of students by complex factors and integration of literature in the competency of learning. It often struggles in the educational tradition to accommodate the needs of students in diverse learning outcomes to the fullest. It comprehensively aims to understand the contribution of AI strategy in learning and shaping the academic performance of students as centers of learning. It proposes the artificial intelligence integration tool for the decision support and purpose system in the educational system for quality teaching and learning especially in the study habits of students. It aims to underscore the strategy and impact of AI learning in the academic performance of students' structural strategies (Song & Cai, 2024). It leverages the AI tool and contribution framework in the study habits of students and educational system approach to cater the needs and cognition process of students. It identifies the personalized pattern and intervention of the improved outcome and academic performance of students' learning environment and management (Liu & Yuan, 2024).

It adopts and proposes a policy making to enhance better strategy and techniques in teaching to motivate students in their study habits (Subandiyah et al., 2025). It reviews the focus and core contribution of AI in the study habits of students to assess the feedback and influence student learning in the educational system. It assesses the focus and changes in the educational system especially in teaching and learning professional development (Levy-Feldman, 2025). It provides contribution in capturing the artificial intelligence and algorithm success of students as centers of learning and practices. It enhances students in the utilization of AI learning outcomes. It analyzes the advantages of the driven approaches to AI in the study habits of students' reliability, constructiveness, and assessment power for learning outcome to the fullest (Fortuna et al., 2025). Statement of the Problem: What is the effect of artificial intelligence in the study habits of the students?; How artificial intelligence enhances and measures the study habits of students towards the learning process?; Is there a significant agreement on the effect of artificial intelligence in the study habits of students as observed among the respondents?

Methods

Mixed methods are employed in the study which is the result of triangulation or Focus Group Discussion (FGD) for both qualitative and quantitative approaches. Quantitative approach measures

and quantifies the effect of artificial intelligence in the study habits of students. On the other hand, a qualitative approach evaluates how artificial intelligence enhances and measures the study habits of students towards the learning process. It is the result of FGD among the respondents. It holds the premises of the mixed methods research design on continuum and change. It enables students to gain the mixed methods design and framework in complementary insights that are valid and nuanced in the process of gathering data for artificial intelligence and the study habits of students. It entails practical challenges on both quantitative and qualitative mixed methods research and multiples. It distinguishes the mixed methods and traditional dimension of research design as to analysis, data collection, sampling, purpose, priority, timing and interpretation.

Participants of the Study

The participants of the study are the students from both public and private Higher Education Institutions (HEIs) in the National Capital Region. The selection of the participants is based on the predefined criteria set by the researcher. They are officially enrolled for the academic year 2024-2025. They are exposed to artificial intelligence in making their projects, research, and other assignments. This could validate the reliability of the study under investigation on artificial intelligence in the study habits of students. It is presented by AI technology profoundly in the conduct of the study. It integrates the emerging artificial intelligence in teaching and learning to enrich improvement of effective experience in the study habits of students. It involves the selection of the participants in artificial intelligence mechanisms.

Data Procedure and Gathering

Presenting in this section is the data procedure and gathering in the study entitled, artificial intelligence in the study habit of students which is described below: Mapping. The mapping is done through analyzing the trend of topics in research where artificial intelligence is rampant in the educational system where it affects teaching and learning to include academic performance of students; Formulation of Research Title. After the mapping is done, the researcher formulated a title that is relevant to the trend of the research process where it resulted to conduct a study on “Artificial Intelligence in the Study Habit of Students”. This can help to address issues and challenges in teaching and learning in the educational system and process; Formulation of Research Questionnaire. After the formulation of the research title, the researcher drafts the questionnaire, reviews, and finalizes to provide impact in the study. This is to provide better analysis and concrete results of the study; Validation of Research Questionnaire. The research questionnaire is being validated by the expert in both quantitative and qualitative research. They are doctorate degrees in education and psychometricians. All their suggestions, feedback and criticism have been given emphasis to improve the substance of the study; Floating of the Questionnaire. Floating of the questionnaire is done through google form for the participants to answer the questionnaire tool. Included in the google form is the waiver and consent for voluntary participation of the conduct of the study. Upon acceptance of the waiver consent, the participants can now answer the questionnaire at their own convenient; time’Statistical Analysis. The result of the google form answers will be gathered for statistical analysis of the study.

Results and Discussion

What is the effect of artificial intelligence in the study habits of the students?

Table 1. The Effect of AI in the Study Habit of Students

Indicators	WM	I	R
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1. It adapts personalized AI powered learning needs in addressing the individual immediate feedback, guidance, and supplement interaction process.	3.82	A	8
2. It motivates students' mechanisms and features of AI exploration behavior and curiosity to boost students in their learning habits to the fullest.	4.05	A	4.5
3. It influences the behavior of students in the learning process such as the algorithm for the AI power in the data analysis, preference, customized news feed, curated behavior, and significant recommendation.	3.71	A	10.5
4. It provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the lesson.	4.20	SA	2
5. It is an important factor toward learning of students in the goal setting towards belief problem solving abilities and external and inner motivation in the academic performance of the students.	3.93	A	7
6. It mimics the learning behavior of students as basic knowledge for extensive data and examples for AI systems and processes.	3.50	A	15
7. It helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of students.	4.23	SA	1
8. It focuses on the process of AI learning collection for the insights of specific function input and output models of learning.	4.00	A	6
9. It utilizes and enhances AI for student learning and accessibility for their projects, assignment, research, and other task needed in the learning process.	3.60	A	13
10. It provides learning behavior support in automating instructions, adaptive powering assessment, routine tasks, and opportunity for the promising AI.	3.38	M A	16
11. It influences the factors of student learning attitude toward AI expectancy and performance condition facilitation such as acceptance, attitude, perception, and knowledge.	3.58	A	14
12. AI provides change in the learning behavior of students such as new skills, behavior, customized information, and feedback.	3.71	A	10.5
13. It is based on the learning process and insights in the educational system that leads to activities and greater understanding for the success of students.	3.67	A	12
14. It provides an impact for the AI process of teaching and learning such as interactive, support tools, tasks, and personalized instruction learning experience.	4.12	A	3
15. It increases and enhances AI literacy for students to motivate learning process, confidence, purpose, and to promote learning intelligence and ethics.	3.80	A	9
16. AI provides an impact for student positivity and intention in the academic performance and goals in the learning attitude and process.	4.05	A	4.5
Average Weighted Mean	3.83		
Standard Deviation	0.258		

Table 1 presents the weighted mean and the corresponding interpretation on the effect of artificial intelligence in the study habit of the students. It shows that rank 1 is "It helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of

students”, with a weighted mean of 4.23 or Strongly Agree which means that AI in the study habits of students is highly observed. Rank 2 is “It provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the lesson”, with a weighted mean of 4.20 or Strongly Agree which means that AI in the study habits of students is highly observed. Rank 3 is “It provides an impact for AI process of teaching and learning such as interactive, support tools, tasks, and personalized instruction learning experience”, with a weighted mean of 4.12 or Agree which means that AI in the study habits of students is observed. The least in rank is “It provides learning behavior support in automating instructions, adaptive powering assessment, routine tasks and opportunity for the promising AI”, with a weighted mean of 3.38 or Moderately Agree which means that AI in the study habits of students is limited. The overall average weighted mean is 3.83 (SD=0.258) or Agree on the effect of artificial intelligence as observed in the study habits of the students.

How artificial intelligence enhances and measures the study habits of students towards the learning process?

Presented here is the thematic analysis on how artificial intelligence enhances and measures the study habits of students towards the learning process. This is done through Focus Group Discussion (FGD) or triangulation on the analysis of the study based on the questionnaire posited among the respondents. The response of the respondents is being categorized as follows: 5:00-4.20=Strongly Agree, 4.19-3.40=Agree, 3.39-2.60=Moderately Agree, 2.59-1.80=Disagree, and 1.79-1.00=Strongly Disagree. Text verbatim is included as a basis on the FGD result and analysis of the ideas in the study.

Table 2. Thematic Analysis and Core Ideas on the AI in the Study Habit of the Respondents

Themes	Response of the Respondents	Core Ideas
1. Learning attitude	Agree	● learning belief of the students ● performance condition ● student positivity and intention ● motivation benefits of students
2. Insights in the learning process	Agree	● input and output model learning ● supplement interaction process ● educational system activities ● personalized experienced learning
3. Boost students' motivation in learning	Agree	● motivate learning process ● enhances AI for student learning ● AI exploration behavior ● personalized instruction learning
4. Learning behavior	Agree	● influences behavior of students ● provides mimic learning ● change learning behavior ● opportunity for the promising AI

Learning attitude

Learning attitude provides a positive AI perception in different contexts of the educational setting based on the needs of students as centers of learning. It is a helpful tool in the study habits of students. It provides major experiences and progress in the implication of technology learning towards the attitude of students. It evaluates the scope and purpose of the learning attitude of students in view of AI in the classroom teaching and learning evaluation and engagement. It improves better interaction for both students and faculties. It measures the application of artificial intelligence in the learning process. The participants say that:

“It is an important factor for the goal setting towards learning belief, problem solving abilities and external and inner motivation in the academic performance of the students”. T1, P59 & P16

“It influences the factors of students' learning attitude toward AI expectancy and performance condition facilitation such as acceptance, attitude, perception, and knowledge”. T1, P55 & P20

“AI provides an impact for student positivity and intention in the academic performance and goals in the learning attitude and process”. T1, P46 & P19

“It helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of students”. T1, P43 & P17

Insights in the learning process

AI Insights in the learning process for the study habits of students are set techniques and tools to be utilized among students as centers of learning. It provides deeper revelation that ascertains the learning and understanding of the power of artificial intelligence in a driven technique in teaching. It provides power and insights in the learning process to predict the trend and behavior of students in their study habits, pattern and recognition. It analyzes the tool and information of learning outcomes that offer potential preferences in the learning process. It recognizes to help students in the insights and learning theory understanding to the fullest. The participants say that:

“It focuses on the process of AI learning collection for the insights of specific function input and output models of learning”. T2, P63 & P12

“It adapts personalized AI powered learning needs in addressing the individual immediate feedback, guidance, and supplement interaction process”. T2, P60 & P15

“It is based on the learning process and insights in the educational system that leads to activities and greater understanding for the success of students”. T2, P55 & P20

“It provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the lesson”. T2, P50 & P19

Boost students' motivation in learning

AI provides a boost to students in the motivation of learning. It emphasizes on the aspects of the educational system to motivate students in the learning process for identifying connections in the learning process and study habits to obtain better academic performance. Students are being motivated to learn through the help of AI in the study habits of students. They are being guided on the knowledge and skills of the learning process. It supports the educational system especially in teaching and learning. It defines the ability to boost student motivation in their study habits and ability for academic performance and objectives. It manifests a better attitude and enthusiasm to students towards learning and motivation in an energetic and positive learning. The participants say that:

“It increases and enhances AI literacy for students to motivate learning process, confidence, purpose, and to promote learning intelligence and ethics”. T3, P60 & P15

“It utilizes and enhances AI for student learning and accessibility for their projects, assignment, research, and other tasks needed in the learning process”. T3, P55 & P20

“It motivates students' mechanisms and features of AI exploration behavior and curiosity to boost the learning habits to the fullest”. T3. P50 & P25

“It provides an impact for the AI process of teaching and learning such as interactive, support tools, tasks, and personalized instruction learning experience”. T3, P45 & P30

Learning behavior

AI technology in the learning behavior is analyzed and utilized in the performance of student prediction and behavior-based teaching and learning. It helps to provide learning behavior for

students' understanding style in learning and teaching personalized approaches in the study habits of students. It refers to the AI learning behaviors of student expectation inside the classroom and appropriate learning environment and development. It emphasizes the link on the learning behavior and expectation knowledge that focuses on the interaction of students in their study habits. It is based on the process and condition of learning behavior of students as centers of learning. The participants say that:

"It influences the behavior of students in the learning process such as algorithms of the AI power in the data analysis, preference, customized news feed, curated behavior, and significant recommendation". T4, P68 & P8

"It provides mimic learning behavior of students as basic knowledge for extensive data and examples for AI systems and processes". T4, P64 & P11

"AI provides change in the learning behavior of students such as new skills, behavior, customized information, and feedback". T4, P62 & P13

"It provides learning behavior support in automating instructions, adaptive powering assessment, routine tasks, and opportunity for the promising AI". T4, P58 & P16

Is there a significant agreement on the effect of artificial intelligence in the study habits of students as observed among the respondents?

Table 3. Test of Significant Agreement on the Effect of AI in the Study Habits of Students

Test of Variables	Z Computed Value	Interpretation	Decision
Significant Agreement of AI as observed by the respondents	41.29995214	Significant	Non-acceptance of the Ho
Two tailed tests at z critical value of ± 1.96			

Table 3 presents the test of significant agreement on the effect of artificial intelligence in the study habit of students as observed among the respondents. It shows that when the variables are being tested, it reveals that the z computed value is 41.29995214 which is higher than the z critical value of ± 1.96 , two tailed test which resulted in non-acceptance of the null hypothesis. Therefore, it is safe to say that there is a significant agreement on the effect of artificial intelligence in the study habits of students as observed among the respondents.

Discussion

The effect of artificial intelligence in the study habits of the students helps in the analysis of the platform in educational power for enhancing learning engagement and motivation benefits. It provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the lesson. It emerges with the advancement of generative artificial intelligence in ever evolving situations as a revolutionary and transformative force in the study habits of students as centers of learning. It guides and presents comprehensive learning analysis in the educational system especially on the tasks of students in their academic performance. It explores the study habits of students and motivation in the learning process due to the tutorial knowledge provided by artificial intelligence. It encompasses personalized assessment learning support for students. It highlights utilization of artificial intelligence applications and is responsible for interdisciplinary collaboration of learning (Luo et al., 2025). On the other hand, the effect of artificial intelligence in the study habits of students provides an impactful process of teaching and learning such as interactive, support tools, tasks, and personalized instruction learning experience. It also explores learning behavior support in automating instructions, adaptive powering assessment, routine tasks, and opportunity for the promising AI. It is integrated deeply on the various

aspects of artificial intelligence in the learning process. It influences the potential and immense offer of AI to enhance convenience, efficiency, and productivity in the impact of skills and critical thinking of students. It delves with the artificial intelligence dependency effect on the ability of students in the learning process. It analyzes the assessment and utilization of AI to the fullest. The effect of artificial intelligence opens the avenue for transformative technology in the teaching and learning process for personalized instructions and learning experiences in the educational system (Merino-Campos, 2025).

Indeed, the learning attitude toward the study habits of students with the help of artificial intelligence is an important factor toward goal setting, learning belief, problem solving abilities, and external and inner motivation in the academic performance of students. It influences the factors of student learning attitude toward AI expectancy and performance condition facilitation such as acceptance, attitude, perception, and knowledge. It advances the striving of artificial intelligence in a rapid learning competency of students. It focuses the primary curriculum in the educational system in enhancing the skills of students as centers of learning. It is a challenge in the educational system and curriculum because students rely on the contribution of artificial intelligence, especially on the task to be accomplished in their academic requirements. It continues to harbor the attitude and perception of unfavorable artificial intelligence in the advanced technology of learning. It embarks to identify the cultivating techniques and efficiency in a positive outlook of artificial intelligence among students (Walter, 2024). Hence, the learning attitude toward the study habits of students with the help of artificial intelligence provides an impact for student positivity and intention in the academic performance and goals in the learning attitude and process. It helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of students (Dickson et al., 2024). It brings convenience technology of artificial intelligence among students. It provides an impact in the persuasive learning of individuals (Alseitova et al., 2025). It is an apparent necessity for the ethics and program of artificial intelligence. It influences the implementation of the learning process in AI awareness. It assesses the learning attitude of students in academic performance through artificial intelligence. It develops a competency in the learning attitude of students as to AI literacy, skills (Nwafor et al., 2025), critical thinking, and problem-solving skills. It implements the educational setting curriculum to assist students in their study habits and improvement on the ethical awareness of AI., AI guides students in the enhanced domain of learning (Kong & Zhu, 2025).

Notably, insights in the learning process focus on the process of AI collection for the insights of specific function input and output models of learning. It adapts personalized AI powered learning needs in addressing the individual immediate feedback, guidance, and supplement interaction process. It revolutionizes the artificial intelligence domains in the educational system and curriculum. It processes the knowledge and techniques in advanced comprehension models and applications of AI learning. It provides an impact to the learning process of students since AI explores the technologies, challenges, advantages, and innovative applications for the students. It shapes the future of student learning practice to improve performance of student outcomes. It generates data and key application of the learning process and interpretation. It supports the academic application of learning personalized guidance, tailored curricula, grades, assessment, constructive feedback and mental knowledge (Gouseti et al., 2025). In contrast, insights in the process is based on the educational system that leads to activities and greater understanding for the success of students. It provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the lesson (Nguyen et al., 2023). It finds ways to foster the literacy of artificial intelligence to determine change in the study habits of students. It conceives cognitive learning insights, instruments of learning, needed technical skills, and produced knowledge. The epistemic learning insights highlight the various schemes and paradigms of AI knowledge in teaching and learning. It is imperative to machine learning, declarative logic, and procedures in deeper learning. It analyzes the implementation and design of the teaching and learning insights among students as centers of learning. It addresses the perspective of insight learning with respect to approach in teaching (Wan et al., 2025).

Hence, boosting students' motivation in learning increases and enhances AI literacy for students to motivate learning process, confidence, purpose, and to promote learning intelligence and ethics. It utilizes and enhances AI for student learning and accessibility for their projects, assignment, research, and other tasks needed in the learning process. It attracts the artificial intelligence attention tool in the learning process. It generates context on the various aspects and impact of AI in the learning of students as a motivational process in the academic achievement and output. It presents the impact in boosting student motivation in learning context and experiences. It analyzes the students' motivation to boost their learning process through AI and study habits. It assesses the perceived relevant interaction in the learning process. It provides positive motivation in boosting the learning process of students to the fullest (Usher & Barak, 2024). In consequence, boosting students in the learning process motivates mechanisms and features of AI exploration behavior and curiosity habits of students as centers of learning. It provides an impact for the AI process of teaching and learning such as interactive, support tools, tasks, and personalized instruction learning experience (Klimova & Pikhart, 2025). It increases AI technology integration in various capabilities in modern teaching and learning. AI promotes the capability to develop creative thinking in the task of lesson awareness and efficiency. It provides implication in the utilization of AI capabilities to boost students in the learning process where it helps in the task given to students (Wang, 2025). It is essential in the study habits of students in holding the set skills in the learning process and effectiveness in the academic performance of the learners. It develops and adopts the concept of artificial intelligence in boosting students' learning process as part of motivation and study habits (AL-Sayid et al., 2026).

Lastly, learning behavior of students influences the process such as the algorithm for the AI power in the data analysis, preference, customized news feed, curated behavior, and significant recommendation. It mimics the learning behavior of students as basic knowledge for extensive data and examples for AI systems and processes (Li & Liu, 2025). It provides competency in the learning behavior of students as centers of learning in the impact of artificial intelligence in the school system. It addresses interaction in the learning behavior and study habits of students in understanding the process, especially on the contribution of artificial intelligence. It develops learning for students especially on the task given to students where they explore critical thinking and competency. It highlights competency of artificial intelligence in the learning behavior and perspective process (Du et al., 2025). The learning behavior highlights the opportunity and challenges of the process performance of students (Acosta-Enriquez et al., 2025). Also, learning behavior in terms of artificial intelligence provides change on the new skills, behavior, customized information, and feedback. It provides learning behavior support in automating instructions, adaptive powering assessment, routine tasks and opportunity for the promising AI. It improves the tools and services of artificial intelligence that leads to sustainability learning in the educational system and setting. It provides better services among students to explore the learning process to the fullest (Alkhawaja et al., 2025). It helps students to develop critical thinking, creativity, and skills associated with learning behavior and study habits. It helps to promote and conceptualize the theory of learning behavior practice of students to plan (Wardani & Fiorintina, 2023), predict, and explore learning according to their capability and ability in the educational organization. AI provides initiatives in the learning behavior of students in terms of innovation and critical thinking on the lesson provided to obtain efficiency and effectiveness in the academic performance. It also develops study habits among students as centers of learning (Mohamed et al., 2025).

Conclusion

The effect of artificial intelligence in the study habits of the students shows that it helps in the analysis of the platform AI educational power in enhancing learning engagement and motivation benefits of students where it provides smarter personalized and experienced learning tailored with access to information, individual learning, and to help learning and understanding the process of the

lesson. Learning attitude shows that it is an important factor toward learning of students in the goal setting, belief problem solving abilities, and external and inner motivation in the academic performance of students where it influences the factors of students' learning attitude toward AI expectancy and performance condition facilitation such as acceptance, attitude, perception, and knowledge. Insights in the learning process show focus on the process of AI learning collection for specific function input and output models of learning where it adapts personalized AI powered learning needs in addressing the individual immediate feedback, guidance, and supplement interaction process. Boost students' motivation in learning shows to increase and enhance AI literacy for students to motivate learning process, confidence, purpose, and to promote learning intelligence and ethics where it utilizes and enhances AI for student learning and accessibility projects, assignment, research, and other tasks needed in the learning process. Learning behavior influences students in the learning process such as the algorithm of the AI power data analysis, preference, customized news feed, curated behavior, and significant recommendation where it provides mimic learning behavior of students as basic knowledge for extensive data and examples for AI system and process.

Conflicts of Interest

The author declares no conflict of interest

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Author contribution

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Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used Google translate in order to improve the language, readability, and grammatical structure of the manuscript. After using this tool/service, the author(s) reviewed and edited the content as necessary and took full responsibility for the content of the publication.

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