

The Influence Of Emotional Intelligence And *Self-Leadership* On The Utilization Of *Artificial Intelligence* By Accounting Students Across Indonesia, With Procrastination As A Moderating Variable

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Abstract

This study aims to determine the influence of emotional intelligence and *self-leadership* on the use of *Artificial Intelligence* (AI), with procrastination as a moderation variable. This study adopts a quantitative approach with the active population of Accounting students throughout Indonesia. In this study, samples were taken using *the lemeshow* technique. The analysis method used in this study is *Moderated Regression Analysis* (MRA) using the SmartPLS application. The data analysis stages of this study include descriptive statistical analysis, *PLS-Algorythm* analysis (data quality test (including validity test and reliability test) and multicollinearity test) and *bootstrapping* analysis (hypothesis test (such as t, f and r2 tests) to identify the influence of interaction between emotional intelligence, *self-leadership*, and procrastination on the use of *Artificial Intelligence* (AI). The research was conducted by involving 384 accounting student respondents throughout Indonesia. The results of the study show that emotional intelligence and *self-leadership* have a positive effect on the use of AI. Procrastination directly affects the use of AI. Procrastination cannot moderate the relationship between emotional intelligence and *self-leadership* to the use of AI. Based on these results, the researcher suggested adding other variables outside of this study.

Keywords: *Artificial Intelligence*; Emotional Intelligence; *Self-Leadership*; Accountancy; Procrastination

INTRODUCTION

The presence of technology and the digital era has brought a major wave of transformation that has changed various aspects of life, including in the field of education (McHaney, 2023; Ramasamy et al., 2024; Voronkova et al., 2023). In the field of education, digital technology has led to an important change in the approach to learning by changing methods that were previously more conventional. Conventional learning methods that used to rely on printed books are now slowly shifting to a technology-based digital approach, one of the technological developments is the existence of artificial intelligence or commonly called *Artificial Intelligence* (AI) (Panjaitan et al. 2024). *Artificial Intelligence* (AI) refers to the ability of computer systems and algorithms to think and act in a way that mimics human intelligence, both from a logical and rational point of view that focuses on the development of computer systems that are capable of performing tasks that usually require human intelligence. The use of *Artificial Intelligence* (AI) has become increasingly common among students for various academic purposes, such as helping to find information, complete assignments, and understand

subject matter (Saputra and Serdianus 2023). *Artificial Intelligence* (AI) utilizes advanced natural language modeling technology, so it is able to understand and answer various questions and conversations with intelligence that is close to human capabilities.

The use of *Artificial Intelligence* (AI) by students in the context of education has become common at this time. The use of *Artificial Intelligence* (AI) among students and students is also illustrated by a survey conducted (Hartanto and Rohmah 2024) regarding the use of *Artificial Intelligence* (AI) for schoolwork and college assignments with respondents spanning from 34 provinces in Indonesia. The survey results showed that of 1,501 student respondents aged 15-21 years, at the high school and college levels, as many as 86.21 percent admitted to using *Artificial Intelligence* (AI) assistance, at least once a month, to complete the assignments given. There are only around 13.79 percent who admit that they have never used *Artificial Intelligence* (AI) at all to do school or college assignments. Of the total respondents, 44.04 percent were high school students and almost 56 percent were college students. However, the majority still come from Java Island (68.09 percent). For context, Indonesian people are indeed one of the most widely used *Artificial Intelligence* (AI) technology in the world. This is illustrated by the results of a study from WriterBuddy, an *Artificial Intelligence* (AI)-based content service provider, in its report, which shows that there were 1.4 billion visits to *Artificial Intelligence* (AI) sites originating from Indonesia, between September 2022-August 2023. Based on the study, Indonesia is the third largest contributor to the number of visits to *Artificial Intelligence* (AI) devices available in the world today.

Data Analytics and *Artificial Intelligence* (AI) offer an innovative approach to managing emotional intelligence in the digital age. *Artificial Intelligence* (AI) enables in-depth analysis of the emotional data generated by users in interactions with digital technologies. According to Lee et al. (2018), "*Artificial Intelligence* (AI) can help recognize emotional patterns from user data to provide relevant feedback in the development of emotional intelligence". This allows for personalization in learning approaches that take into account individual differences in emotional responses (Suryaningsih et al. 2024). The application of *Artificial Intelligence* (AI) in education not only facilitates a better understanding of students' emotional intelligence but also helps in managing and improving mental well-being. According to (El Kaliouby 2018), "*Artificial Intelligence* (AI) technology can support teaching that is responsive to students' emotions by analyzing facial expressions and emotional intelligence levels." It is changing the way education faces new challenges in managing the balance between academic development and the emotional aspects of students.

Accounting students are required to not only understand accounting theory, but also develop the ability to manage themselves and technology simultaneously. Student *self-leadership* skills are the most important dimension that greatly determines *the self-regulated learning* of students because each student is required to have independent/autonomous behavior and full responsibility in the process and results of their own academic studies. *Self-leadership* is the ability to lead oneself, which can help students overcome these challenges and adapt to rapid changes in the learning environment. *Self-leadership* provides accounting students with a

framework to build a strong leadership foundation while improving adaptability to the ever-changing academic environment. By mastering *self-leadership*, students are able to understand and manage themselves effectively, while integrating elements of adaptive leadership to deal with external challenges. This includes the ability to utilize *Artificial Intelligence* (AI), so that it is used as a supporting tool, not as a substitute for the role of humans as a whole. The combination of *self-leadership* with the responsible use of technology provides a great opportunity for accounting students to develop self-awareness. This awareness is important to encourage a responsible attitude in the use of *Artificial Intelligence* (AI), both in academic and professional contexts (Primasatya et al. 2024).

Artificial Intelligence (AI) offers a great opportunity to improve work efficiency and effectiveness, but the use of this technology is often hampered by psychological factors, one of which is procrastination. According to Wicaksana (2014), psychological and emotional conditions can affect individual behavior such as procrastination. Students who often procrastinate tend to postpone their assignments until they are close to the deadline. In these desperate and hurried conditions, they can feel stressed, lose focus, and produce less than optimal work. Procrastination is closely related to emotional management and self-motivation, which is also the focus of the concepts of emotional intelligence and *self-leadership*. Individuals with high emotional intelligence are able to manage stress and inhibiting emotions, while those with good *self-leadership* can direct themselves to achieve goals more effectively. However, procrastination can be a moderation variable that changes the relationship between emotional intelligence, self-leadership, and the use of *Artificial Intelligence* (AI). Even if a person has good emotional intelligence and self-leadership, procrastination can reduce the effectiveness of both factors in adopting and utilizing *Artificial Intelligence* (AI) to the fullest. On the other hand, individuals who have a high procrastination tendency may have difficulty utilizing *Artificial Intelligence* (AI) even though they have a good level of emotional intelligence and *self-leadership*. Thus, it is important to understand how procrastination can moderate the relationship between emotional intelligence, *self-leadership*, and the use of technologies such as *Artificial Intelligence* (AI) in order to design strategies that can reduce the negative impact of procrastination and increase the acceptance and utilization of *Artificial Intelligence* (AI) in various contexts.

Technological advancements, especially *Artificial Intelligence* (AI), open up great opportunities in the world of education, but they also leave ethical challenges. (V. A. Putri, Sotyawardani, and Rafael 2023) highlighted that *Artificial Intelligence* (AI) has helped students of the State University of Surabaya improve learning efficiency. However, ironically, students often only utilize the results of *Artificial Intelligence* (AI) without any effort to re-understand or modify them, which instead leads to serious problems such as plagiarism and academic cheating. Meanwhile, (Harianti, Artaningrum, and Suryantari 2022) found that emotional intelligence plays an important role in the academic success of accounting students. Students who are able to manage their emotions well have a deeper understanding of the material, while those who have difficulty controlling emotions tend to get caught up in learning mistakes. (Primasatya et al. 2024) brings a fresh perspective by highlighting the importance of *self-leadership* in responding

to the development of *Artificial Intelligence* (AI) technology, such as *chatbots*. In their view, students who have self-leadership skills are able to use this technology wisely, making it an effective learning support tool without sacrificing ethical values. On the other hand, (Salsabila and Indrawati 2020) reveal the dark side of academic procrastination. Students who often procrastinate on assignments, especially those with low emotional intelligence, are more prone to academic cheating such as plagiarism. This shows that these bad habits not only have an impact on productivity, but also on academic integrity.

This study aims to analyze the influence of emotional intelligence and *self-leadership* on the use of *Artificial Intelligence* (AI) technology among Accounting students throughout Indonesia. In addition, this study seeks to explore the role of procrastination as a moderation variable that can affect the relationship between emotional intelligence, *self-leadership*, and the use of *Artificial Intelligence* (AI) technology. This study offers a more comprehensive approach by combining three main variables, namely emotional intelligence, *self-leadership*, and procrastination, to explore their influence on the simultaneous use of *Artificial Intelligence* (AI) technology. Unlike previous studies that generally focused on one variable, this study tried to understand the interaction between these variables and how procrastination plays a role as a moderation factor. Thus, this study not only provides a broader picture of the factors that affect the use of *Artificial Intelligence* (AI) technology by students, but also provides a new contribution in the literature related to self-management strategies in the digital era.

RESEARCH METHODS

This study uses a quantitative research method. By using this approach, it is hoped that it will be possible to determine the influence between independent variables on dependent variables that are moderated with moderation variables in depth. The population in this study is active accounting students throughout Indonesia. In this study, samples were taken using *random sampling techniques*. The total population in this study is unknown because many universities have not yet do *Update* regarding the data on the number of students on the official website of PDDIKTI. Therefore, the researcher used the lameshow formula to find the required number of samples (Wright & Bonett, 2007). Here is the calculation using the lameshow formula:

$$n = \frac{z^2 \times p \times q}{d^2}$$

Where:

n = number of samples sought

z = z score at a given confidence level (in this study 1.96 for 95 % confidence level)

p = assumed proportion of population (in this study it was 0.5)

$q = 1 - p$ ($1 - 0.5 = 0.5$)

d = Error rate of 0.5 %

Thus, the sample in this study is:

$$n = \frac{z^2 \times p \times q}{d^2}$$

$$n = \frac{(1,96^2 \times 0,5 \times 0,5)}{0,05^2}$$

$$n = \frac{(3,8416^2 \times 0,25)}{0,05^2}$$

$$n = \frac{0,9604}{0,0025}$$

n = 384,16 dibulatkan menjadi 384 responden

Variables and Operational Definitions of Artificial *Intelligence Utilization*

The AI Utilization Variable acts as a dependent variable (Y), the extent to which students use AI features and technology effectively to complete academic assignments. As a dependent variable, it includes how students use various AI-based features, tools, or applications to complete tasks, such as academic writing, self-learning.

Emotional Intelligence

The emotional intelligence variable becomes an independent variable (X1), as an individual's ability to recognize, understand, and manage one's own emotions. As an independent variable, emotional intelligence has an important role in how students interact with AI technology.

Self-leadership

The *self-leadership* variable (X2) is defined as the ability of an individual to lead himself or herself through the management of thoughts, behaviors, and motivations in making optimal use of AI. As an independent variable, *self-leadership* reflects the ability of students to take initiative, set targets, and organize personal strategies in the effective use of AI.

Procrastination

Variabel moderat research Ini be procrastinating. Variabel This is as an individual's tendency to procrastinate on tasks, especially those related to exploration or the use of AI technology. Based on *the Task-Technology Fit* theory, procrastination can hinder the efficiency of technology users in matching relevant tasks and technological features.

Table 1. Operational Research Variables

Variable	Instruments	Reference Source
Emotional Intelligence (X1)	1. Self-Awareness 2. Self-Regulation 3. Self-Motivation 4. Empathy 5. Social Skills	According to Daniel Goleman in (Setiawan, Baihaqi, and Bebena 2022)
<i>Self-Leadership</i> (X2)	1. Behavior-focused strategies	(Aristayudha and Richadinata

Variable	Instruments	Reference Source
	2. Natural Reward Strategy	2020)
	3. Constructive Mindset Strategy	
Utilization of <i>Artificial Intelligence</i> (Y)	1. Adopsi <i>Artificial Intelligence</i> 2. Readiness to Use <i>Artificial Intelligence</i>	(Damerji dan Salimi 2021)
Procrastination (M)	1. Delay in the implementation of academic tasks 2. Inaction and delay in doing academic assignments 3. Incompatibility between plans and actual performance 4. Do other activities that are more fun	According to Ferarri in (Nurjan 2020)

Data Collection Techniques

In this study, the researcher used a primary data type. This research uses data obtained directly by using digital *platforms* to reach regions throughout Indonesia, such as *Google Forms*, *WhatsApp groups*, *Instagram* for accounting students, or other social media.

Data Analysis Techniques

Moderated Regression Analysis (MRA) is the analysis technique used in this study. The data collected for further research is calculated using *Microsoft Excel*. Then, the data calculated using the formula is processed and tested with the *Smart Partial Least Square program*, also known as SmartPLS. The stages of data analysis of this study include descriptive statistical analysis, data quality tests (validity tests and reliability tests), classical assumption tests (such as normality, multicollinearity, and heteroscedasticity tests), and hypothesis tests (such as t, f and r² tests). The following is the *Moderated Regression Analysis* (MRA) in this study:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + \beta_4 (X_1 \cdot Z) + \beta_5 (X_2 \cdot Z) + e$$

Information:

Y = Utilization *Artificial Intelligence*

A = Konstanta

X₁ = Emotional Intelligence

X₂ = *Self-Ledership*

Z = Procrastination

β₁-β₅ = Regression coefficients

ε = Error

Measurement Scale

The questions in this questionnaire or research questionnaire were measured using a likert scale with 5 (five) points. Assessment from points 1 to point 5. The sequence of points 1 is for the option of Strongly Disagree (STS), point 2 Disagree (TS), point 3 Neutral (N), point 4 Agree (S), and point 5 Very Se tu ju (SS).

RESULTS AND DISCUSSION

Based on the results of the *PLS-Algorithm test*, the following results were obtained:

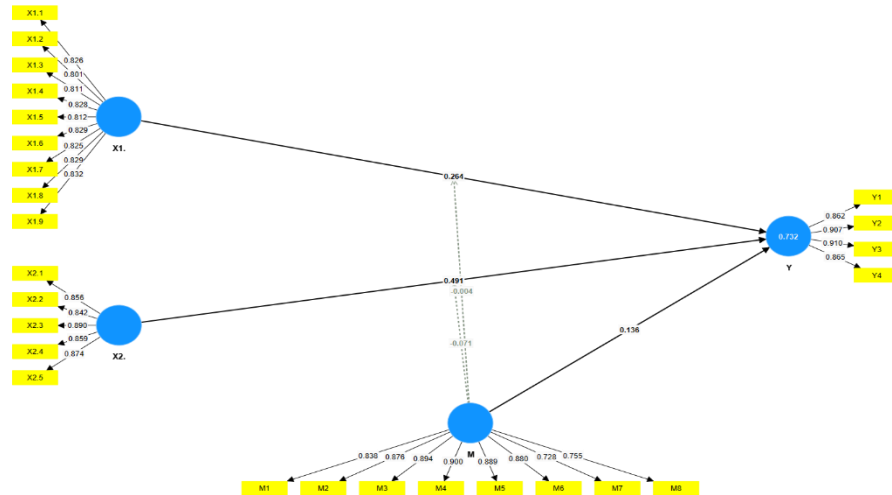


Figure 1. *PLS-Algorithm Model*

Table 2. *Outer Loading*

	Procastination	Intelligence Emotional	Self-Leadership	Utilization AI Technology	M x X1.	M x X2.
M1	0,838					
M2	0,876					
M3	0,894					
M4	0,900					
M5	0,889					
M6	0,880					
M7	0,728					
M8	0,755					
X1.1		0,826				
X1.2		0,801				
X1.3		0,811				
X1.4		0,828				
X1.5		0,812				
X1.6		0,829				
X1.7		0,825				
X1.8		0,829				
X1.9		0,832				
X2.1			0,856			
X2.2			0,842			

	Procrastination	Intelligence Emotional	Self-Leadership	Utilization AI Technology	M x X1.	M x X2.
X2.3			0,890			
X2.4			0,859			
X2.5			0,874			
Y1				0,862		
Y2				0,907		
Y3				0,910		
Y4				0,865		
M x X2.						1,000
M x X1.					1,000	

Source : SmartPLS Data Processing, Research Results 2025

Based on the results of *the outer loading* test carried out, it is known that *the outer loading* value of all question items in this study is above 0.70. Thus, it can be known that all of these research items are declared valid.

Table 3. Reliability Value

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	(AVE)
M	0,943	0,946	0,953	0,718
X1.	0,940	0,940	0,949	0,675
X2.	0,916	0,917	0,937	0,748
And	0,909	0,910	0,936	0,786

Source : SmartPLS Data Processing, Research Results 2025

Based on the table, it can be seen that the composite reliability of all variables in this study has a \geq value of 0.7. So, overall the items that measure each variables in this study are consistent or reliable in measuring variables such as emotional intelligence, *self-leadership*, procrastination, and *artificial intelligence*.

Table 4. R2 Values

	R Square	R Square Adjusted
Utilization of AI Technology	0,546	0,532

Source : SmartPLS Data Processing, Research Results 2025

According to (Prof. Dr. Imam Ghozali, M.Com, Akt ; Hengky Latan, 2021) The R-Square value of 0.67 indicates a strong model, 0.33 indicates a moderate model and 0.19 indicates a weak model. Based on table 4, it shows that the influence of independent variable relationships on dependents has a strong influence

The estimated value for the path relationships in the structural model must be significant. This significant value can be obtained by bootstrapping procedure. This test is usually also used to test hypotheses that have been proposed and to test the influence of moderation variables in moderating independent variables against dependent variables.

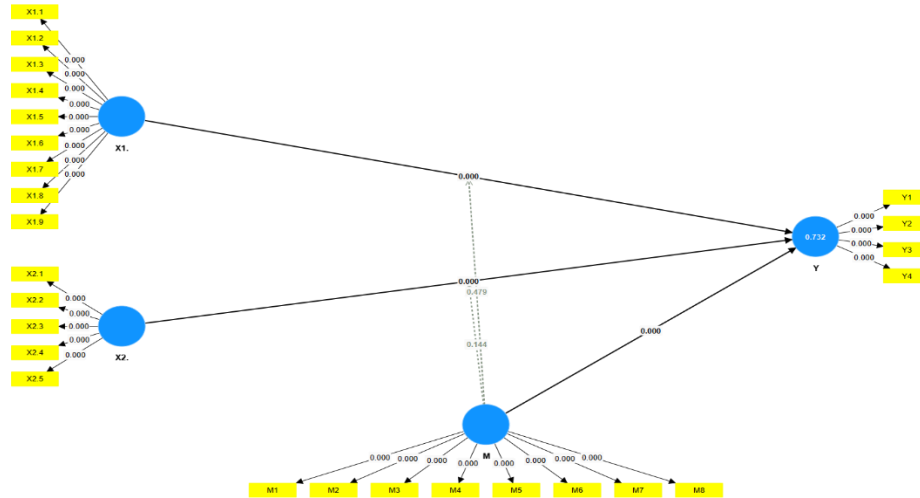


Figure 2. SmartPLS Data

Source : SmartPLS Data Processing, Research Results 2025

In hypothesis testing with moderation regression analysis, namely using *the SmartPLS program*. This hypothesis was tested at a significant level of 0.05 (95% confidence level). The following is a table illustrating the results of the path coefficient test.

Table 5. Bootstrapping test results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
M -> Y	0,136	0,136	0,039	3,499	0,000
X1. -> Y	0,264	0,271	0,079	3,326	0,000
X2. -> Y	0,491	0,487	0,070	7,012	0,000
M x X1. -> Y	-0,004	0,000	0,073	0,052	0,479
M x X2. -> Y	-0,071	-0,073	0,067	1,063	0,144

Source : SmartPLS Data Processing, Research Results 2025

Based on the table, it can be concluded that:

1. Emotional intelligence had a positive effect on the use of AI technology where the origin sample value was (0.264) t-statistic (3.326<1.96) with a p value (0.000>0.05). Emotional intelligence has a positive influence on the use of AI technology. The higher the emotional intelligence possessed by students, the more the potential for the use of AI technology, in other words, the first hypothesis is accepted. These results are in line with research conducted by (Khilmiyah & Wiyono, 2023) which states that students who are able to manage their emotions well show higher creativity in using AI-based applications for data analysis or report creation. Moreover (Latifah & Supriyadi, 2024) mentioning that emotional intelligence contributes to the success of digital learning involving AI. This happens because individuals with good emotion management skills are more likely to be open to learning new technologies.
2. *Self-Leadership* has a positive effect on the use of AI technology where the origin

sample value is (0.491) t-statistic ($7.012 < 1.96$) with a p value ($0.000 > 0.05$). *Self-leadership* has a positive influence on the use of AI technology. The higher it is *self-leadership* owned by students will further increase the potential for the use of AI technology, in other words the second hypothesis is accepted. These results are in line with research by (Effendi & Pribadi, 2021) shows that students with a level of *self-leadership* those who are high tend to be more likely to master and use AI-based technology to complete academic tasks, such as data analysis or information processing automatically. Individuals with abilities *self-leadership* be able to independently identify their needs, select appropriate AI technology features, and use those tools to improve work efficiency. In addition, self-leadership contributes significantly to the confidence of technology users, which allows them to be more proactive and innovative in adopting AI technology in various fields.

3. Procrastination had a positive effect on the use of AI of (0.136) with t-statistics ($3.499 > 1.96$) with a p value ($0.000 < 0.05$). These results show that the procrastination possessed by accounting students in Indonesia is quite high in the use of AI technology. In other words, the third hypothesis is rejected. Individuals tend to procrastinate work, often failing to make effective use of time to explore the features of technology *Artificial Intelligence* (AI), which ultimately lowers the level of suitability and effectiveness of its use. These results support the theory used in this study, namely the contingency theory where This theory states that There is no one universally applicable managerial or behavioral approach; The effectiveness of an action depends on the situation and contextual factors that surrounds it. In this case, procrastination As a behavior procrastinating tasks can have different impacts depending on the learning environment, time pressure, and technology availability. Students who procrastinate tend to be less likely to explore AI features optimally due to time constraints and psychological pressure. But in certain contexts, such as when students face urgent deadlines, the use of AI can actually increase as a Quick Solution to complete the task. These results are not in line with studies by (Suhadianto & Pratitis, 2020) It found that students with high levels of procrastination had a low tendency to adopt technology in the completion of academic assignments, even though such technology was available and easily accessible.
4. Procrastination is not able to moderate the influence of emotional intelligence on the use of AI technology. This is shown by the value of the path coefficient of -0.004 and the statistical t of $0.052 < 1.96$. The P-value in this test is $0.479 > 0.05$. Because the coefficient of procrastination interaction is negative, procrastination significantly does not moderate the influence of emotional intelligence on the use of AI technology. In other words, the fourth hypothesis is rejected. These results show that individuals tend to have high procrastination so that with high or low emotional intelligence they are unable to integrate *Artificial Intelligence* (AI) into their tasks. It also rejects the *Task-Technology Fit theory*, which states that the successful application of

technology depends on the match between the tasks performed, individual abilities, and available technological features.

5. Procrastination is not able to moderate the influence of *self-leadership* on the use of AI technology. This is shown by the value of the path coefficient of -0.071 and the statistical *t* of $1.063 < 1.96$. The *P*-value in this test is $0.144 > 0.05$. Because the coefficient of procrastination interaction is negative, procrastination significantly does not moderate the influence of *self-leadership* on the use of AI technology. In other words, the fifth hypothesis is rejected. The results of the study show that procrastination tends not to be able to weaken or strengthen the influence of *self-leadership* on the use of *Artificial Intelligence* (AI), even though they have good *self-leadership* skills. Conversely, in individuals with low levels of procrastination, this *self-leadership* ability can increase their effectiveness in utilizing *Artificial Intelligence* (AI).

CONCLUSION

Based on the results of this study, it can be concluded that emotional intelligence and self-leadership both have a positive and significant effect on the utilization of Artificial Intelligence (AI) technology by accounting students in Indonesia, where students with higher emotional intelligence are better able to use AI creatively, and those with strong self-leadership are more proactive and innovative in applying AI to improve academic efficiency. Interestingly, procrastination also shows a positive effect on AI utilization, indicating that students who tend to delay tasks often rely on AI as a shortcut to complete academic work; however, procrastination was not found to moderate the relationship between emotional intelligence, self-leadership, and AI usage, meaning it neither strengthens nor weakens their influence. For future research, it is suggested to explore additional variables or other influential factors that may explain AI utilization more comprehensively, considering that only 54.6% of the variance was explained in this study. Moreover, narrowing the scope of research objects is recommended to reduce the difficulties faced in obtaining responses across a wide research population.

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