

ABSTRACT

Nyudak, Isidorus Bagus Geovenda (2025). *Junior high school EFL teachers' generative artificial intelligence readiness, acceptance, and concerns in English language teaching in Badung, Bali, Indonesia [Master's thesis, Universitas Pendidikan Ganesha]*. English Language Education Study Program, Postgraduate Program, Universitas Pendidikan Ganesha.

This thesis has been reviewed and approved by the first supervisor, Made Hery Santosa, S.Pd., M.Pd., Ph.D., and the second supervisor, Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

Keywords: generative AI, readiness, acceptance, concerns, EFL teachers

This study aimed to: (1) measure generative AI readiness; (2) assess generative AI acceptance; and (3) explore EFL teachers' stages of concern in integrating generative AI in ELT at the junior high school level. This study employed an explanatory sequential mixed-methods design. The data collection methods were done through two phases: the first phase involved a survey on readiness and acceptance, adapted from the E-learning Readiness Model and the Technology Acceptance Model (TAM); the second phase consisted of semi-structured interviews based on the Concerns-Based Adoption Model (CBAM). The participants were 165 junior high school EFL teachers in Badung Regency, with eight purposively selected for interviews based on their survey results. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis. The data analysis technique consisted of descriptive statistical analysis for survey data and thematic analysis for interview data. Data and method triangulation strengthened the data validity. The study's results revealed that teachers have high readiness levels in terms of technology, self-development, and innovation. However, they faced challenges in terms of institutional support. The generative AI acceptance levels of the teachers were categorized as high, particularly in terms of Perceived Usefulness (PU) and Perceived Ease of Use (PEU). However, teachers raised concerns regarding students' generative AI dependency, decreased meaningful interactions, and ethical issues of technology use. Most teachers were in Stage 1 to Stage 3 based on CBAM, and some of them have been reaching the stage of collaboration and reflection in learning practices. Therefore, gradual training programs based on teachers' readiness and stages of concern are required. Besides, innovative learning ecosystems and professional learning communities also become essential considerations for sustainability. The result of this study provided practical contributions to policy makers, educational institutions, and educational technology developers in designing ethical, adaptive, and contextual generative AI implementation strategies.

ABSTRAK

Kata Kunci: generative AI, kesiapan, penerimaan, kekhawatiran, guru EFL

Penelitian ini bertujuan untuk: (1) mengukur tingkat kesiapan *generative AI*; (2) menilai tingkat penerimaan *generative AI*; dan (3) mengeksplorasi tahapan kepedulian guru EFL dalam mengintegrasikan *generative AI* dalam pembelajaran bahasa Inggris di tingkat SMP. Penelitian ini menggunakan desain *explanatory sequential mixed-methods*. Pengumpulan data dilakukan dalam dua tahap: tahap pertama berupa survei kesiapan dan penerimaan yang diadaptasi dari *E-learning Readiness Model* dan *Technology Acceptance Model* (TAM); tahap kedua berupa wawancara semi-terstruktur yang didasarkan pada *Concerns-Based Adoption Model* (CBAM). Partisipan penelitian terdiri dari 165 guru EFL SMP di Kabupaten Badung, dengan delapan guru dipilih secara *purposive* untuk diwawancarai berdasarkan hasil survei mereka. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis melalui analisis tematik. Validitas data diperkuat melalui triangulasi data dan metode. Hasil penelitian menunjukkan bahwa guru memiliki tingkat kesiapan yang tinggi dalam aspek teknologi, pengembangan diri, dan inovasi, serta tingkat penerimaan yang tinggi, khususnya dalam *Perceived Usefulness* (PU) dan *Perceived Ease of Use* (PEU). Namun, dukungan kelembagaan masih menjadi tantangan, dan guru menyampaikan kekhawatiran terkait potensi ketergantungan siswa pada AI, berkurangnya interaksi bermakna, serta isu etika penggunaan teknologi. Mayoritas guru berada pada Tahap 1 hingga Tahap 3 berdasarkan CBAM, dan sebagian telah mencapai tahap kolaborasi serta refleksi dalam praktik pembelajaran. Oleh karena itu, diperlukan program pelatihan bertahap yang disesuaikan dengan tingkat kesiapan dan tahapan kepedulian guru, serta pengembangan ekosistem pembelajaran inovatif dan komunitas belajar profesional sebagai pertimbangan keberlanjutan. Hasil penelitian ini memberikan kontribusi praktis bagi pembuat kebijakan, institusi pendidikan, dan pengembang teknologi pendidikan dalam merancang strategi implementasi *generative AI* yang etis, adaptif, dan kontekstual.