

References

- Abdullatif, A. M. Al. (2024). Modeling Teachers ' Acceptance of Generative Artificial Intelligence Use in Higher Education: The Role of AI Literacy, Intelligent TPACK , and Perceived Trust. *Education Sciences*, 14(1209), 1–20. <https://doi.org/https://doi.org/10.3390/educsci14111209>
- Adams, D., & Thompson, P. (2025). Transforming School Leadership with Artificial Intelligence: Applications, Implications, and Future Directions. *Leadership and Policy in Schools*, 24(1), 77–89. <https://doi.org/10.1080/15700763.2024.2411295>
- Alshorman, S. (2024). the Readiness To Use Ai in Teaching Science: Science Teachers' Perspective. *Journal of Baltic Science Education*, 23(3), 432–448. <https://doi.org/10.33225/jbse/24.23.432>
- Astuti, A., Thoha, M., Dahliah, J., Maryanti, A., Ambarita, D., Rifa'i, & Hidayat, T. (2025). Etika Penggunaan AI di Sekolah: Menyeimbangkan Inovasi Dengan Integritas Akademik. *Journal of Artificial Intelligence and Digital Business (RIGGS)*, 4(2), 5893–5900.
- Aullia, L. G. Y. M., & Santosa, M. H. (2025). AI in language education: Systematic review of ELSA Speak's impact on English. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 13(1), 1–10. <https://doi.org/10.23887/jpbi.v13i1.3771>
- Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K. D., & Oyelere, S. S. (2022). Teachers' readiness and intention to teach artificial intelligence in schools. *Computers and Education: Artificial Intelligence*, 3, 1–11. <https://doi.org/10.1016/j.caeai.2022.100099>
- Aydin, C. H., & Tasci, D. (2005). Measuring readiness for e-learning: Reflections from an emerging country. *Educational Technology and Society*, 8(4), 244–257.
- Baker, T., Smith, L., & Anissa, N. (2019). Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges. In *Nesta*. https://media.nesta.org.uk/documents/Future_of_AI_and_education_v5_WEB.pdf
- Bandura, A. (1997). *Self - Efficacy in Changing Societies*.
- Böttger, T., & Zierer, K. (2024). To Ban or Not to Ban? A Rapid Review on the Impact of Smartphone Bans in Schools on Social Well-Being and Academic Performance. *Education Sciences*, 14(906). <https://doi.org/https://doi.org/10.3390/educsci14080906>
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology.

Qualitative Research in Psychology, 3(2), 77–101.

<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>

Budiarta, L. G. R., & Kusuma, I. P. I. (2024). Does ChatGPT Have a Significant Effect to Improve EFL Preservice Teachers' Teaching Plans? A Mixed-Method Study. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(3), 283–291. <https://doi.org/10.23887/jpbi.v12i3.85769>

Campbell, M., Lister, V., & Gillett-swan, J. (2024). Evidence for and against banning mobile phones in schools : A scoping review. *Journal of Psychologists and Counsellors in Schools*, 34(4), 242–265. <https://doi.org/10.1177/20556365241270394>

Chen, J., & Yang, W. (2025). Prudence and Integration : Decision-Tree-Based Strategies for Enhancing Teacher TPACK in the Context of Generative AI Hallucinations. In *International Symposium on Artificial Intelligence for Education* (Vol. 1, Issue 1). Association for Computing Machinery. <https://doi.org/10.1145/3775073.3775238>

Chen, X., Xie, H., Zou, D., & Hwang, G. J. (2020a). Application and theory gaps during the rise of Artificial Intelligence in Education. *Computers and Education: Artificial Intelligence*, 1(July), 100002. <https://doi.org/10.1016/j.caeai.2020.100002>

Chen, X., Xie, H., Zou, D., & Hwang, G. J. (2020b). Application and theory gaps during the rise of Artificial Intelligence in Education. *Computers and Education: Artificial Intelligence*, 1(August), 100002. <https://doi.org/10.1016/j.caeai.2020.100002>

Chia, C.-K., Ghavifekr, S., Zabidi, A., & Abdul, B. I. N. (2020). Online Interview Tools for Qualitative Data Collection During COVID-19 Pandemic : Review of Web Conferencing Platforms ' Functionality. *Malaysian Journal of Qualitative Research*, 7(May 2020), 95–106. <https://www.researchgate.net/publication/353347765>

Chuyen, N. T. H., & Vinh, N. T. (2025). How teachers' AI readiness affects AI integration: insights from modeling analysis. *International Journal of Evaluation and Research in Education (IJERE)*. <https://doi.org/10.11591/ijere.v14i2.28242>

Clipa, O., Delibas, C. S., & Mătă, L. (2023). Teachers' Self-Efficacy and Attitudes Towards the use of Information Technology in Classrooms. *Education Sciences*, 13(10). <https://doi.org/10.3390/educsci13101001>

Coppin, B. (2004). Artificial Intelligence Illuminated. In *Jones and Bartlett Publishers*. <https://doi.org/10.5710/amgh.v47i1.12>

- Creswell, J. W., Clark, V. L. P., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research. In *Applied Linguistics* (third, Vol. 2nd).
<http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Designing+and+conducting+mixed+methods+research#0%5Cnhttp://doi.wiley.com/10.1111/j.1753-6405.2007.00096.x>
- Elsayary, A., Kuhail, M. A., & Hojeij, Z. (2025). Examining the Role of Prompt Engineering in Utilizing Generative AI Tools for Lesson Planning : Insights From Teachers ' Experiences and Perceptions. *Human Behavior and Emerging Technologies*. <https://doi.org/10.1155/hbe2/9986139>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1.
<https://doi.org/10.11648/j.ajtas.20160501.11>
- Feldman-Maggor, Y., Blonder, R., & Alexandron, G. (2025). Perspectives of Generative AI in Chemistry Education Within the TPACK Framework. *Journal of Science Education and Technology*, 34(1), 1–12.
<https://doi.org/10.1007/s10956-024-10147-3>
- Ghiasvand, F., Kogani, M., & Alipoor, A. (2024). “I’m Not ready for this Metamorphosis”: An Ecological Approach to Iranian and Italian EFL Teachers’ Readiness for Artificial Intelligence-Mediated Instruction. *Teaching English with ...* https://www.researchgate.net/profile/Farhad-Ghiasvand/publication/379567737_I’m_not_Ready_for_this_Metamorphosis_An_Ecological_Approach_to_Iranian_and_Italian_EFL_Teachers’_Readiness_for_Artificial_Intelligence-Mediated_Instruction/links/67633d948cfedf077
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 1–10. <https://doi.org/10.1177/0008125619864925>
- Jegede, O. O. (2024). Artificial Intelligence and English Language Learning: Exploring the Roles of AI-Driven Tools in Personalizing Learning and Providing Instant Feedback. *Universal Library of Languages and Literatures*, 1, 6–19.
<https://doi.org/https://doi.org/10.70315/uloap.ullli.2024.0102002>
- Jie, A. L. X., & Kamrozzaman, N. A. (2024). The Challenges of Higher Education Students Face in Using Artificial Intelligence (AI) against Their Learning Experiences. *Open Journal of Social Sciences*, 12(10), 362–387.
<https://doi.org/10.4236/jss.2024.1210025>
- Kamel, H. (2024). Understanding the impact of AI Hallucinations on the university community. *Cybrarians Journal*, 73, 111–134.

<https://doi.org/10.70000/cj.2024.73.622>

- Kawinkoonlasate, P. (2025). A comparative study of Google Gemini and ChatGPT in enhancing English language learning for EFL learners: A case study of the English research writing course. *Pedagogical Research*, 10(4).
- Kharis, S. A. A., Arisanty, M., & Zili, A. H. A. (2024). Pengalaman dan Perspektif Pendidik terhadap Penggunaan ChatGPT dalam Pengajaran. *Jurnal Pendidikan*, 33(1), 515–524. <https://doi.org/10.32585/jp.v33i1.5004>
- Kong, S. C., & Yang, Y. (2024). A Human-Centered Learning and Teaching Framework Using Generative Artificial Intelligence for Self-Regulated Learning Development Through Domain Knowledge Learning in K – 12 Settings. *IEE TRanscations on Learning Technologies*, 17, 1562–1573. <https://doi.org/10.1109/TLT.2024.3392830>
- Koraishi, O. (2023). Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment. *Language Education & Technology Journal*, 3(1), 55–72. <http://langedutech.com>
- Kotronoulas, G., Dowling, S. M. M., Fernandez-Ortega, P., Lahiguera, S. C., Bagcivan, G., Pape, E., Drury, A., Semple, Ch., Dieperink, K. B., & Papadopoulou, C. (2023). Seminars in Oncology Nursing An Overview of the Fundamentals of Data Management , Analysis , and Interpretation in Quantitative Research. *Seminars In Oncology Nursing*, 39, 1–9. <https://doi.org/10.1016/j.soncn.2023.151398>
- Law, L. (2024). Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review. *Computers and Education Open*, 6(December 2023), 100174. <https://doi.org/10.1016/j.caeo.2024.100174>
- Li, B., Tan, Y. L., Wang, C., & Lowell, V. (2025). Two years of innovation: A systematic review of empirical generative AI research in language learning and teaching. *Computers and Education: Artificial Intelligence*, 9(February), 100445. <https://doi.org/10.1016/j.caeai.2025.100445>
- Liu, J., Sihes, A. J. Bin, & Lu, Y. (2025). How do generative artificial intelligence (AI) tools and large language models (LLMs) influence language learners' critical thinking in EFL education? A systematic review. *Smart Learning Environments*, 12(1). <https://doi.org/10.1186/s40561-025-00406-0>
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016a). *Intelligence Unleashed*. <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/about-pearson/innovation/Intelligence-Unleashed-Publication.pdf>
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016b). *Intelligence*

- Unleashed An Argument for AI in Education. In *Pearson*.
<https://discovery.ucl.ac.uk/id/eprint/1475756/>
- Lynch, D., & Smith, R. (2016). Readiness for School Reform. *International Journal of Innovation, Creativity and Change*, 2(3), 1–12.
- Matobobo, C. (2026). A Systematic Review of Gender Differences in Students' Use of AI Tools for Learning in Higher Education. *Discover Education*, 5(90). <https://doi.org/https://doi.org/10.1007/s44217-026-01116-6>
- Mee, T. S., Kiran, K., & Diljit, S. (2015). Examining School Librarians' Readiness for Information Literacy Education Implementation. *Malaysian Journal of Library & Information Science*, 20(1), 79–97.
- Moorhouse, B. L. (2024). Beginning and first-year language teachers' readiness for the generative AI age. *Computers and Education: Artificial Intelligence*, 6(October 2023), 100201. <https://doi.org/10.1016/j.caeai.2024.100201>
- Nabilah, N., Siregar, A., & Jayanti, S. E. (2024). EFL Teachers' Roles in Technology-Integrated Instruction Practices at Junior High School. *Community Service Progress*, 3(1), 11–17.
<https://doi.org/10.70021/esp.v3i1.153>
- Nah, F. fui H., Zheng, R., Cai, J., Siau, K., & Chen, L. (2023). Generative AI and ChatGPT: Applications, challenges, and AI-human collaboration. *Journal of Information Technology Case and Application Research*, 25(3), 277–304.
<https://doi.org/10.1080/15228053.2023.2233814>
- Niemi, H., Pea, R. D., & Lu, Y. (2022). AI in Learning: Designing the Future. In *AI in Learning: Designing the Future*. <https://doi.org/10.1007/978-3-031-09687-7>
- Nilsson, N. J. (2011). The quest for artificial intelligence: A history of ideas and achievements. In *The Quest for Artificial Intelligence: A History of Ideas and Achievements*. <https://doi.org/10.1017/CBO9780511819346>
- Nyaaba, M., Shi, L., Nabang, M., Kyeremeh, P., Zhai, X., Ayoberd, S. A., & Akanzire, B. N. (2024). Generative AI as a Learning Buddy and a Teaching Assistant : Preservice Teachers ' Use and Attitudes. *ArXiv*, 1–29.
<https://doi.org/https://doi.org/10.48550/arXiv.2407.11983>
- Nyudak, I. B. G., Santosa, M. H., Marsakawati, N. P. E., & Susrini, P. (2025). Generative AI in ELT: Readiness and Concerns of Badung EFL Teachers. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(1), 1605–1621. <https://doi.org/10.24256/ideas.v13i1.7014>
- Ozdemir, N., & Mede, E. (2024). Exploring In-service EFL Teachers' Readiness for the Generative AI Age. *International Journal of Research in Teacher Education (IJRTE)*, 15(4), 60–77. <https://doi.org/10.29329/ijrte>

2024.1104.04

- Panjani, H., & Mudgal, A. (2024). AI(Artificial Intelligence) Integration in Education: Teachers' Perspectives, Professional Development and Policy Recommendations. *Journal of Information Systems Engineering and Management*, 9(4s), 138–145. <https://doi.org/10.52783/jisem.v9i4s.10602>
- Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–171. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/pdf/jadp-06-168.pdf>
- Priantini, N. W. A., Dewi, D. A. A. R., Maharani, A. A. P., Budiarta, I. K., Sawitri, N. L. P. D., & Negi, H. K. (2024). *LECTURERS ' READINESS AND INTENTION S FOR AI INTEGRATION IN INDONESIAN AND INDIAN ELL CLASSROOM*. 12(3), 1251–1260.
- Prihatin, M. R. (2025). Koding dan AI di Sekolah: Kajian Literatur Terhadap Kesiapan Kurikulum dan Pembelajaran di SD/SMP. *Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 5(3), 219–229.
- Purnama, M. R., Adnyana, I. P. I. K. S., Sogen, A. T. L., Indrawan, G., & Santosa, M. H. (2025). Teacher's Readiness Toward Artificial Intelligence in The School of North Bali. *Jurnal Paedagogy*, 12(1), 23–32. <https://doi.org/https://doi.org/10.33394/jp.v12i1.13707>
- Ramazanoğlu, M., & Akın, T. (2024). AI readiness scale for teachers: Development and validation. *Education and Information Technologies*, October. <https://doi.org/10.1007/s10639-024-13087-y>
- Riyadini, M. V., & Triastuti, A. (2023). Teachers' perspectives on ChatGPT as a language teaching resource: Benefits, challenges, and pedagogical considerations. *Conference on English Language Teaching*, 3(July 2023), 1105–1115. <https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/614/539>
- Rogers, E. M. (2003). Diffusion of Innovations. In *Achieving Cultural Change in Networked Libraries*.
- Rosdiana, S., Nurcolis, M. A., & Fauzan, M. H. (2024). The Use Of Artificial Intelligence Technologies in Teaching Writing Skills. *Jurnal Pendidikan, Pengajaran Dan Pembelajaran*, 9(1), 45–56. <https://doi.org/10.26794/2308-944X-2024-12-4-58-71>
- Rosyada, A., & Taopan, L. L. (2025). Using AI in English Language Learning : Perspectives of Indonesian EFL Learners. *Jurnal Pembangunan Manusia Dan Kebudayaan*, 5(1), 46–53. <https://doi.org/https://doi.org/10.55480/saluscultura.v5i1.384>

- Saputra, I., Astuti, M., Sayuti, M., & Kusumastuti, D. (2023). Integration of Artificial Intelligence in Education: Opportunities, Challenges, Threats and Obstacles. A Literature Review. *The Indonesian Journal of Computer Science*, 12(4), 1590–1600. <https://doi.org/10.33022/ijcs.v12i4.3266>
- Schmidt, T., & Strasser, T. (2022). Artificial Intelligence in Foreign Language Learning and Teaching: A CALL for Intelligent Practice. *Anglistik: International Journal of English Studies*, 33(1), 165–184. <https://doi.org/10.33675/angl/2022/1/14>
- Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022). Artificial Intelligence in EFL Classrooms: Friend or Foe? *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232–256.
- Tan, X., Cheng, G., & Ling, M. H. (2025). Artificial Intelligence Artificial intelligence in teaching and teacher professional development : A systematic review. *Computers and Education: Artificial Intelligence*, 8(100355), 1–19. <https://doi.org/10.1016/j.caeai.2024.100355>
- Tran, P. T. H., Huynh, K., Bien, T. A., Dang, B., & Nguyen, A. (2026). Preparing preservice teachers for generative AI in lesson planning: a process mining study of AI mindset and tool-only training. *Journal of Digital Learning in Teacher Education*, 42(1), 16–32. <https://doi.org/10.1080/21532974.2025.2583516>
- Trust, T., Whalen, J., & Mouza, C. (2023). Editorial: ChatGPT: Challenges, opportunities, and implications for teacher education. *Contemporary Issues in Technology and Teacher Education*, 23(1), 1–23.
- Utami, I. A., & Lintang Sari, A. P. (2021). English Phonology for Language Learners: Exploring Learners' Preferences. *International Journal of Humanity Studies (IJHS)*, 4(2), 247–255. <https://doi.org/10.24071/ijhs.v4i2.3234>
- Utomo, H. W., Kusakabe, T., Sul-toni, A., & Setyowati, D. (2020). Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency. *JETL (Journal Of Education, Teaching and Learning)*, 5(1), 34. <https://doi.org/10.26737/jetl.v5i1.1689>
- Walters, M. G., Gee, D., & Mohammed, S. (2019). A literature review: Digital citizenship and the elementary educator. *International Journal of Technology in Education (IJTE) International Journal of Technology in Education*, 2(1), 1–21. www.ijte.net
- Wang, X., Li, L., Tan, S. C., Yang, L., & Lei, J. (2023a). Preparing for AI-enhanced education: Conceptualizing and empirically examining teachers' AI readiness. *Computers in Human Behavior*, 146(April). <https://doi.org/10.1016/j.chb.2023.107798>

- Wang, X., Li, L., Tan, S. C., Yang, L., & Lei, J. (2023b). Preparing for AI-enhanced education: Conceptualizing and empirically examining teachers' AI readiness. *Computers in Human Behavior, 146*.
<https://doi.org/https://doi.org/10.1016/j.chb.2023.107798>
- Wardani, W., & Agusta, M. V. (2025). Ethical Awareness of Educators Toward AI Usage: A Study on Bias, Privacy, and Responsible Implementation. *AI and Developmental Insights in Education, 1(2)*, 107–115.
<https://doi.org/https://orcid.org/0000-0002-7082-1299>
- Wei, L. (2023). Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology, 14*(November), 1–14.
<https://doi.org/10.3389/fpsyg.2023.1261955>
- Xiao, F., Zhu, S., & Wen, X. (2025). Exploring the Landscape of Generative AI (ChatGPT)-Powered Writing Instruction in English as a Foreign Language Education: A Scoping Review. *ECNU Review of Education*.
<https://doi.org/10.1177/20965311241310881>
- Xiao, Y., & Zhi, Y. (2023). *An Exploratory Study of EFL Learners' USE of ChatGPT for Language Learning Tasks: Experience and Perceptions*. 1–12.
- Yue, M., Jong, M. S. Y., & Ng, D. T. K. (2024). Understanding K–12 teachers' technological pedagogical content knowledge readiness and attitudes toward artificial intelligence education. *Education and Information Technologies*.
<https://doi.org/10.1007/s10639-024-12621-2>

