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EXPLORING INDONESIAN EFL TEACHERS' READINESS FOR INTEGRATING ARTIFICIAL INTELLIGENCE IN CLASSROOM PRACTICES

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ABSTRACT

The rapid growth of artificial intelligence (AI) in education is a factor introducing significant changes in teaching English as a foreign language (EFL). Many AI-based applications, including chatbots, automated feedback systems, and adaptive platforms, offer the possibility to develop more interactive and personalized learning. Nonetheless, the implementation of AI will be successful if teachers are willing to learn, adapt, and implement it well. The study sought to see the extent to which teachers in Indonesia who teach English are prepared to adopt AI technology in learning activities. The areas studied were teachers' awareness, perceived benefits, difficulties, and flexibility towards AI. The results of this study to provide an initial picture of teachers' willingness to be exposed to digital transformation and can serve as a basis for developing more relevant training and education policies

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INTRODUCTION

Artificial Intelligence (AI) is not considered an invention of the future anymore but a significant component of modern practices in education (Khairullah et al., n.d.). Nevertheless, AI implementation in schools depends on the generational gap between educators. Older teachers tend to be more conservative regarding the use of new technologies, whereas younger teachers, especially the representatives of Generation Z, are more technologically familiar and more flexible to AI-enhanced tools (Syaparamadhany et al., 2025). This fact also leads to a significant question: to what degree do English as a Foreign Language (EFL) instructors have the necessary pedagogical and technological preparedness to incorporate AI in the classroom (Ayuningtryas & Emaliana, 2025).

The growth of AI in education has been very promising at the international level to enhance the quality of teaching and learning. AI can be used to offer personalized feedback, enable interactive learning, and help teachers to design learning resources (Kristiawan et al., 2024; Hazaymeh et al., 2024). The implementation of AI in Indonesia has been used in various pedagogical fields, such as lesson planning, phonological training, and adaptive learning system (Asrori and Setyaningsih, 2025). Although these advantages exist, past research has highlighted

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various issues that act as barriers to successful AI integration in classroom education, including the lack of technical competence, professional training deficit, and the risk of over-involvement in technology (Ozdemir and Mede, 2024).

Past studies have always shown that there is a discrepancy between positive perceptions of AI by teachers and their actual practice of using AI in teaching. Research in Vietnam demonstrates that EFL instructors primarily apply AI to preparatory work, including lesson planning and development of materials, but not to classroom interaction and transforming instruction (Ngoc and Ly, 2025). In Indonesia, the same situation is observed, as AI implementation by teachers is mostly confined to administrative or supportive purposes rather than being actively incorporated in instructional programs (Sibarani et al., 2025). These results indicate that the readiness at the perception level does not necessarily translate into readiness at the pedagogical practice.

Teacher readiness as a concept is described in this paper as a multidimensional concept with several major aspects in this definition. Based on Technological Pedagogical Content Knowledge (TPACK) framework and technology acceptance perspectives, teacher readiness is comprised of: (1) cognitive aspect (awareness) that is represented by the perceptions and awareness of AI by the teachers (awareness), (2) affective aspect (perceived benefits) which is represented by an attitude and perceived benefits of using AI by the teachers (perceived benefits), and (3) behavioral and pedagogical aspect (adaptability) that can be expressed by the capacity of the teacher to adapt and use AI in classroom teaching. This framework is empirically evidenced by the fact that, despite the good intentions of teachers to incorporate AI into the classroom, the practical implementation remains limited due to the technological infrastructure, the lack of institutional support, and the lack of confidence in using AI tools . The same results can also be noted in pre-service teachers in Hong Kong(Chan & Tang, 2025)., who show high technological literacy but low pedagogical adaptation when using AI in instructional cases.

Despite the constantly increasing international research regarding AI in education, there is a lack of empirical studies regarding the topic with specific reference to Indonesian EFL teachers who taught at the secondary school level. Given the demographic variety of Indonesian teachers, both age-wise and in terms of experience, the given context offers a timely background to investigate the readiness of teachers to embrace AI. There is a gap in the literature on school-level EFL teaching in Indonesia because most earlier research has been conducted in a higher education or more global context. To fill this gap, this current research will help investigate the readiness of Indonesian EFL teachers to implement AI in the classroom by analyzing their awareness, perceived benefits, issues, and adaptability through a clear conceptual framework. It is believed that the findings will help to understand better the teacher readiness in the digital age and make practical recommendations to teacher professional development initiatives and local education policies.

LITERATURE REVIEW

Ngoc and Ly (2025) discovered that EFL teachers in Vietnam were positive towards AI and had significant support towards its use, however, in real world practice they largely used AI to plan, create materials and provide feedback which indicated a discrepancy between their readiness and actual classroom use. On the same note, Priantini et al. (2024**)** found that EFL teachers in Indonesia and India were eager about AI and they participated in trainings and adapted their approaches to teaching. They also applied AI to learning support, material

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creation, translation and practicing speaking but this was self-reported therefore some teachers could have overestimated how they actually used it.

According to (Asrori & Setyaningsih, 2025), EFL teachers were eager to use Gen AI as it is simple to use and effective and assists them in planning classes much more quickly, particularly with MagicSchool. Nevertheless, the research also identifies limitations when AI cannot be applied in every case and excessive dependence can be an issue. The most important motivating factors were perceived usefulness (PU) and perceived ease of use (PEU), but other factors that could influence adoptions were not examined.

Ozdemir and Mede (2024) examined the level of readiness of EFL teachers in Turkey to utilize AI. It turns out that they were quite prepared and enthusiastic, yet they feared possible technical problems, ethical issues, and overreliance on it. Most teachers believed that AI would assist in lesson planning, providing immediate feedback, and creating materials more quickly, yet they would also prefer the school to support them and undergo proper training. The research was a bit confined as the sample size was small and most people did not use AI in the past, which makes it difficult to agree on whether the findings can be generalized to a broader population.

Hazaymeh et al. (2024) have discovered that UAE EFL teachers found AI useful but faced cost, internet, and cultural challenges. Sibarani et al. (2025) demonstrated that Indonesian teachers were aware of AI in helping with prep and grading but were not trained and were afraid of being replaced. As it was observed by Floris et al. (2024), online teacher communities assisted, although digital skills and ethical considerations stayed low. On balance, the outlook of teachers is positive, although the application of AI is primarily related to planning and grading rather than the actual classroom instruction.

Kristiawan (2024) explains that AI in English classes helps teachers give more focused training by identifying student strengths and weaknesses, while tools like chatbots, grammar checkers, and speaking or vocabulary apps make learning easier and more interactive. AI can act like a learning companion, increasing student involvement through personalized support. However, AI use still needs clear rules, especially for data safety, and many teachers worry about overdependence, inaccuracy, and their own lack of familiarity. Because of this, teachers need proper training, facilities, and mentorship. Despite AI becoming more advanced, it cannot replace teachers' empathy and real understanding of students, and challenges like limited technology access, insufficient preparation, privacy concerns, discrimination, and potential misuse remain common (Alghamdi & Alghizzi, 2025)

AI is used to assist teachers in lesson planning, which involves the use of AI. AI examines many sources of learning and then suggests materials, activities, sequence, and speed of learning (Apoko, 2025)It implies that it is quite possible to utilize AI in the process of lesson planning to make it more effective, efficient, and student-centred. AI can and is being directly applied to the classroom, such as to assist in answering questions, to give adaptive practice, or to serve as an extra tutor during learning processes. Teachers require continuous training, mentoring and proper facilities. In the absence of these, teachers will be overwhelmed. Thus, the primary assistance is the training, access to good technology, and technical support in such a way that, teachers are able to utilize AI without disbelief. (Pareek, 2023)

Rahman (2024) stated that the motivational aspects of language-learning can be enhanced by AI in both intrinsic (motivation internally generated) and extrinsic forms (motivation generated by the surrounding environment). It enhances the learning process since

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the learning content can be adjusted to the ability of individual student, interest and speed of individual students which keeps them focused and motivated to learn. The instant feedback that AI provides also makes it easier to learners to know their mistakes and correct them immediately which helps develop confidence and encourages extrinsic motivation. Beyond that, AI makes the difficulty level appropriate to ensure that learning is not too simple or too challenging to allow students to feel overwhelmed (Fang, 2025).

The prospective EFL teachers observe AI as technology that will greatly revolutionize most aspects of language teaching, not only in terms of methods and materials, but also in terms of how students learn the language and how the teacher is no longer the primary source of knowledge, but rather a facilitator of more personalized learning. They see significant advantages of AI, that is, immediate feedback, greater student motivation, accelerated content development, automation of tasks, and chatbot-guided practice, yet they also insist on the significance of human contact. AI is considered as a third party in the learning process, not a substitute to teachers, which implies that future teachers must prepare themselves with data literacy, critical thinking, creativity, and ability to make judgments when AI is to be applied. Simply put, AI can reduce the workload of teachers, as well as enhance the quality of learning, yet its effectiveness remains in the hands of teachers who can make good use of it (Babanoğlu, Öztürk Karataş, & Dundar, 2025).

These findings indicate that although enthusiasm for AI is growing, the actual readiness of teachers especially in Indonesia still needs deeper investigation to understand how prepared they truly are to integrate AI into their everyday classroom practices.

METHOD

This study used a qualitative-dominant mixed methods approach, where quantitative components were used in a supporting descriptive role and qualitative data was the main source of analysis. Despite the reporting of numerical summaries in the form of percentages, these numbers were not utilized for inferential purposes. Rather, they served to characterize broad trends in the application of AI and to guide the analytical grouping of participants into high, moderate, and low readiness categories. This strategy supports Creswell's (2014) assertion that descriptive quantitative components can be added to qualitative research without changing its epistemologicalstance. The study was theoretically grounded in the Technological Pedagogical Content Knowledge (TPACK) framework**,** which guided both instrument design and data analysis. Instead of just accepting AI or using it frequently, teacher readiness was seen as an integrated capacity involving technological understanding, pedagogical application, content alignment, and contextual restrictions.

Purposive sampling was used to choose the participants, who were 26 EFL teachers employed in Indonesian educational settings (Duan & Hoagwood, 2013). The participants had a basic knowledge or prior experience with digital or AI-based tools and were actively teaching English. They allowed for differences in institutional support and infrastructure availability because they represented a variety of institutional contexts, such as public and private schools. Since the study does not strive for national representativeness, references to Indonesian EFL teachers are specific to the participants. Semi-structured interviews, an online survey, and documentation analysis were used to gather data. Multiple-choice and open-ended questions about instructors' knowledge of AI technologies, pedagogical goals, perceived advantages, difficulties, and adaptability were included in the questionnaire. Sample questionnaire items

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included questions such as *"Which AI-based tools have you used in English teaching?"* and *"For what instructional purposes do you usually use AI tools?"* Percentage data derived from the questionnaire were used descriptively to support readiness categorization.

Selected participants with varying levels of preparedness were contacted for follow-up semi-structured interviews based on the results of the questionnaire. Teachers' experiences with AI integration, educational decision-making, perceived difficulties, ethical issues, and institutional support were all covered in the interviews. Depending on the participants' preferences, each interview lasted between thirty and forty-five minutes and was conducted in either English or Bahasa Indonesia. Sample interview prompts included *"Can you describe how you have used AI tools in your English teaching?"* and *"What factors influence your confidence in using AI during classroom instruction?"* To enhance triangulation, participants were also invited to share lesson plans or teaching materials illustrating their use of AI. These documents were analyzed to examine whether AI-generated content was directly adopted, modified, or pedagogically adapted, enabling comparison between self-reported practices and actual instructional implementation.

Thematic analysis, as suggested by Braun and Clarke (2006), came after data analysis. The TPACK framework-aligned topics of technological readiness, pedagogical integration, contextual restrictions, and ethical awareness were identified through the coding and grouping of questionnaire responses, interview transcripts, and documentation. Instead of relying solely on usage frequency, the classification of high, moderate, and poor preparedness was done analytically using patterns of pedagogical AI integration. According to Lincoln and Guba's (1985) criteria, data triangulation, member checking, and thick description were used to ensure trustworthiness, which improved the findings' credibility and analytical transferability.

FINDING AND DISCUSSION

The primary findings of this research suggest that despite the fact that the EFL teachers in Indonesia exhibit very positive attitudes towards the use of Artificial Intelligence (AI), its application in real classroom practice is still insufficient. According to questionnaire data, 81% participants have attended technology-related training, and 56 % indicated that they have used AI at least a few times in a semester. The application of AI is centralised mostly at the lesson planning level, such as the development of materials, the design of exercises, and creation of learning activities. Teachers were found to be using AI regularly only 19% of the time in classroom instruction. These results indicate the existence of an evident difference between how teachers report being ready and how they actually apply AI in pedagogical practice.

Interview data also support these findings as they show that teachers believe that AI is an efficient tool that can help them save preparation time, come up with new ideas, and increase the diversity of instructional resources. Interactive presentations, assessment items, automated feedback, and conversational simulations are typically created with the help of AI. Teachers who were *high-readinessscored* AI as an aid to improve creativity and classroom engagement as opposed to being a substitute to teaching. AI was primarily applied in the situation when teachers well knew the content of the lesson and had to find suggestions to make the learning process more interesting.

"AI is very helpful when I run out of ideas. I already know what I want to teach, for example descriptive texts, and I use AI to find ways to make the lesson more interesting for students."

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This teacher also stated that AI was directly applied in the classroom during game-based platforms and this boosted student interest. Nevertheless, AI-based use occasionally consumed more time of instruction.

"Students responded very positively and were highly engaged, but the activities often took longer because they enjoyed the games too much."

Teachers with *moderate readiness* perceived AI as useful for saving time and improving the variety of instructional materials. AI was primarily used for preparing presentations, exercises, and quizzes.

"AI helps me save time and makes it easier to present materials, especially when creating interactive presentations and practice exercises."

Despite these benefits, AI was not always implemented as planned due to technical issues and limited understanding of AI use.

"It does not always work as planned because of technical problems, and both teachers and students still need to improve their understanding of how to use AI effectively."

Teachers with *low readiness* expressed positive attitudes toward AI and recognized its potential to support interactive and student-centered learning. AI was perceived as particularly helpful in increasing students' confidence.

"Students become more confident practicing English because they feel less judged when interacting with AI."

However, the actual implementation of AI in the classroom was constrained by limited access to devices and students' technical readiness.

"Not all students have suitable devices, and some are still confused about how to use AI, so the lessons do not always run as planned."

These findings indicate that limited AI use among low-readiness teachers is influenced more by structural and technical barriers than by negative attitudes. However, these applications are practically restricted to the planning stage and not applied to classroom teaching.

All teachers reported concerns about students' inappropriate use of AI, particularly practices such as copying answers without sufficient understanding. One teacher observed that several students submitted almost identical responses, which indicated direct reliance on AI-generated answers; therefore, the teacher addressed the issue by warning the students. To respond to this problem, some teachers redesigned learning tasks to promote deeper cognitive engagement. For example, students were required to explain their answers using their own words so that AI could still be used as a supportive tool while encouraging critical thinking. These findings indicate that teachers are increasingly developing instructional strategies to promote responsible and meaningful use of AI. Subquently, they emphasized the importance of institutional support in maximizing the integration of AI in teaching and learning. Teachers highlighted the need for continuous professional development and improved technological infrastructure, particularly stable internet access, to support effective AI use. This finding suggests that successful AI integration depends not only on individual teacher readiness but also on adequate and sustained institutional support.

Theoretically, these results suggest that in Indonesia, the readiness of EFL teachers on the cognitive and affective aspects is rather high, which is evidenced by their awareness and positive attitude towards AI. Nevertheless, this readiness has not yet been completely implemented in behavioral and pedagogical aspects because AI is not yet extensively embedded in the classroom teaching process.

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Analyzing the results in terms of the behavioral and pedagogical dimension (adaptability), the results indicate that the readiness levels of teachers are directly related to the frequency and the way AI is used. Educators who are more prepared are more likely to incorporate AI in the process of planning lessons as well as in delivery of classroom lessons. Such teachers have a higher possibility of using AI-based tools, including Wordwall, as a part of in-class learning activity. Conversely, educators whose readiness levels are moderate to low utilize AI on an inconsistent and minimal basis. The occasional use of AI is caused by technical difficulties, restricted access to devices, and lack of practical experience. Such results indicate that teacher readiness goes beyond positive attitudes to a considerable extent and is heavily influenced by practical skills and the presence of enabling learning conditions.

In this study, there are also several contextual barriers that inhibit the effective implementation of AI in classrooms, including unstable internet connectivity, restricted access to student devices, and institutional support, same as in study (Nurjanah et al., 2025). Even highly prepared teachers are faced with challenges in cases where school conditions fail to support AI integration. Besides, educators remain learners about using AI. Several of them mentioned challenges related to coming up with effective prompts, critically assessing AI-generated results, and ensuring that the AI-generated materials aligned with teaching goals. Teachers have also been forced to redesign assignments where the student has to elaborate on how they arrive at a particular answer due to the widespread tactics of students copying AI-generated answers. Such findings indicate that pedagogical readiness to use AI is still at the level of development and is strongly dependent on contextual limitations.

Based on a multidimensional teacher readiness framework that comprises of cognitive, affective, and behavioral-pedagogical elements, the results show that there is an imbalance between the high awareness levels of teachers regarding the topic of AI and their positive attitude towards AI and the lack of pedagogical adaptation of classroom practice. This proves the fact that the positive perceptions are not necessarily the effective means of pedagogical integration (Chan & Tang, 2025). These results are consistent with past research on the significance of Technological Pedagogical Knowledge (TPK) and Information Literacy in the process of AI integration. Despite the high enthusiasm of teachers towards AI, the latter still experience difficulties in the planning of AI-assisted learning and the critical assessment of AI-generated output. This disconnect between perception and practice indicates that the use of AI is mostly supportive and not transformational due to technical constraints and no long-term professional growth.

Other than teacher readiness, student readiness and the education ecosystem at large are also key to the successful integration of AI. Although Generation Z students are more likely to have interest in AI and see it as a valuable tool in learning, they may be digitally illiterate and unaware of AI in education unless given proper guidance by a teacher. This highlights the relevance of teachers as pedagogical instruments. Additional issues like infrastructural constraints, institutional facilitation and cultural context sensitivity also affect the adoption and application of AI in the classroom. Consequently, the preparation to integrate AI should be perceived as an institutional, teacher-student-environment process.

It is necessary to add that the results of this research rely on self-reported information obtained using questionnaires and interviews and are not directly observed in the classroom. Thus, the findings are the perceptions and experience of teachers, which are still useful predictors of pedagogical readiness during the initial phase of AI implementation. In general,

the research shows that effective implementation of AI in the English language teaching is determined not only by the cognitive and affective preparedness of teachers but also by the preparedness of the educational environment that facilitates the emergence of pedagogical flexibility. AI must be framed as an assistant that makes the teacher more powerful so that its integration can be planned pedagogically informed and sustainable.

CONCLUSIONS

This study used an analytical framework inspired by TPACK to examine EFL teachers' preparedness to incorporate Artificial Intelligence (AI) in certain Indonesian school situations. The results show that although teachers typically have positive attitudes toward AI and show a basic level of technological knowledge, there are still differences in their pedagogical preparedness. With little integration into classroom education, AI is mostly used for administrative and lesson planning responsibilities. This pattern reveals a constant readiness–practice gap that is shaped by instructional confidence, contextual restrictions, and technological capability.

The main contribution of this study lies in its conceptualization of teacher readiness as an integrated and context-sensitive construct. By analytically differentiating high, moderate, and low readiness, the study moves beyond perception-based or frequency-driven accounts of AI adoption. The findings demonstrate that similar levels of technological awareness may lead to different pedagogical outcomes depending on teachers' instructional confidence, institutional support, and contextual constraints. This analytical perspective extends previous research by explaining how and why the readiness–practice gap emerges in school-level EFL contexts.

Several limitations should be acknowledged. First, without direct classroom observation, the study mostly relied on self-reported questionnaire and interview data, which may limit understanding of implemented instructional approaches. Second, applicability outside of the participating school contexts is limited by the context-specific sample. Lastly, knowledge of how learner preparation may affect AI integration in the classroom is limited by the lack of student viewpoints.

According to these results, a number of recommendations are presented. Pedagogical applications of AI: Professional development interventions must focus on instructional design, analysis of the AI-generated content, and adapting the classroom environment to AI use instead of just familiarity with tools. Schools with limited resources or strong institutional rules, such as those located in less-developed areas, need greater support in terms of infrastructure and clear guidelines. Further studies are needed to conduct classroom observation and student views to give a broader picture of AI-supported pedagogy in EFL education.

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