PESHUM : Jurnal Pendidikan, Sosial dan Humaniora
Vol.5, No.3, April 2026

Investigating EFL Teachers' Readiness To Use Generative AI For Teaching English At Junior High School In Buleleng District

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Article History:
Received: 28 Februari 2026
Revised: 05 Maret 2026
Accepted: 11 Maret 2026

Keywords: *Generative Artificial Intelligence, Teacher Readiness, TEFL, Junior High School Teachers.*

Abstract: *The rapid development of Generative Artificial Intelligence (GenAI) in the era of Industry 4.0 has accelerated its integration into education, including Teaching English as a Foreign Language (TEFL). Despite its potential benefits, teachers' readiness to integrate GenAI remains questionable. Therefore, this study aimed to investigate the readiness of junior high school English teachers in Buleleng District in using GenAI. This research applied an explanatory sequential mixed-method design, beginning with a survey adapted from the Readiness for Artificial Intelligence Applications Scale (RAIS), followed by in-depth interviews to elaborate on the quantitative findings. The results indicate that teachers tended to be ready to use GenAI, particularly in terms of technological self-efficacy and instructional use. However, regarding ethical awareness, many teachers were still unclear about appropriate ethical principles and boundaries in using AI. These findings highlight the need to strengthen ethical literacy and provide continuous professional development to ensure responsible GenAI integration in classrooms.*

INTRODUCTION

The rapid advancement of digital technology in the Industrial Revolution 4.0 era has driven a global transformation in various aspects of life. Artificial Intelligence (AI) is becoming one of its most influential innovations. Nowadays, AI is widely adopted in various sectors, including the education sector (Saputra et al., 2023). AI is now used by more than 80% of educators around the world to support various activities in education (Nyudak et al., 2025). In education, AI is not only utilized for administrative and managerial processes, but it is also starting to be used to support the learning process itself (Adams & Thompson, 2025). As stated by Rosdiana et al., (2024); Xiao et al., (2025) AI is believed to contribute to English language learning because AI has the ability to understand and process language. In line with that, Aullia and Santosa (2025) found that the use of AI in English language learning contributes significantly to the convenience of the learning process for students. Moreover, AI has increasingly been integrated into education to support teaching and learning processes through adaptive technologies and intelligent systems. A study by Zhai et al. (2025) highlights how AI-supported systems can regulate cognitive load in digital learning environments by providing real-time and personalized learning support.

From the broader development of AI, Generative AI has emerged and is now widely applied in education, including English language teaching. Numerous Generative AI applications have been introduced to support English language learning. One of the most popular Generative AI apps

in Indonesia is ChatGPT (Rosyada & Taopan, 2025). Additionally, a study by Kharis et al., (2024) found that 81.6% of the surveyed teachers used ChatGPT in their teaching practices. Moreover, learning English is not easy for EFL learners due to limited interaction with native speakers, as well as cultural and linguistic differences (Utami & Lintangsari, 2021). In this context, the presence of Generative AI applications, such as ChatGPT, can make the English learning process more convenient. Generative AI refers to AI-based applications developed with advanced language technology to generate text that resembles human writing, and has many benefits in language learning (Y. Xiao & Zhi, 2023).

Several studies, along with the preliminary findings of this research, indicate that Generative AI provides significant benefits for teachers in the context of English language teaching. Generative AI can assist teachers in making lesson plans based on the topic, objectives, and specific learning needs, consequently saving teachers time (Koraishi, 2023). Moreover, the teacher used Generative AI to create grammar and vocabulary exercises and to provide reading materials that support comprehension activities (Moorhouse, 2024). In addition to being used in learning, Generative AI can also be utilized to support administrative and managerial processes, such as compiling reports (Adams & Thompson, 2025). Overall, these findings aligned with the preliminary results of this study, which revealed that teachers in the Buleleng District have also benefited from Generative AI in similar ways.

Numerous studies have shown the benefits of using Generative AI in TEFL, but its application in the classroom is not always optimal. However, the success of integrating AI in teaching is based on whether the teachers are ready or not to utilize it. Teachers are at the front lines of implementing AI in education and are expected to develop an adequate understanding of it. Their readiness to become both educated users and educators is critical for the success of AI-enhanced education (Ayanwale et al., 2022; Wang et al., 2023). The ready teachers tend to be more confident in using digital tools, able to adapt teaching strategies, and responsive to students' learning needs (Alshorman, 2024). Readiness can also help teachers build an adaptive mindset as they face technological advances (Yue et al., 2024). It is clear that teacher readiness is a key foundation in the successful integration of AI in education. Without teacher expertise, the use of AI in education is becoming ineffective and could even have a negative impact on learning outcomes, despite its promising potential (Budiarta & Kusuma, 2024). Therefore, researching teacher readiness is a must for meaningful and sustainable use of AI.

A number of previous studies have examined the readiness of EFL teachers to adopt AI in various countries, with varied results. A study by Ghiasvand et al., (2024) reported that all EFL teachers in Italy were ready, while in Iran only 10% were ready, with the majority struggling with facilities and understanding of AI. In Hong Kong, Moorhouse (2024) found that first-year teachers were generally ready to use AI, while beginning teachers were not ready due to their lack of experience. Meanwhile, EFL teachers in Turkey are considered sufficiently ready to utilize AI in teaching (Ozdemir & Mede, 2024). In Indonesia context, Priantini et al., (2024) found that lecturers in Indonesia and India have a high level of readiness in integrating AI. Additionally, Prihatin (2025) conducted a literature review on curriculum and instructional readiness in Indonesian primary and lower secondary schools. In the context of North Bali area, a study by Purnama et al., (2025) examined the readiness of 73 teachers from various subjects in North Bali to integrate AI into education. The results showed that teacher readiness was influenced by technical factors, institutional support, and infrastructure, with teachers in urban areas being more prepared than teachers in rural areas.

Previous research on readiness to use AI has been conducted extensively on EFL teachers

abroad, such as in Italy, Iran, Hong Kong, and Turkey. Meanwhile, in North Bali, existing research has only examined teachers from various subjects and has not specifically focused on English teachers. Moreover, a study conducted at the junior high school level was still in the form of a literature review and did not involve direct analysis of teachers. Therefore, this study aims to address this gap by investigating the readiness of EFL teachers in the Buleleng district in using Generative AI.

METHOD

This research used a Sequential Explanatory Mixed-Method design to systematically combine quantitative and qualitative methods. The quantitative data were collected and analyzed initially, and then followed by the collection and analysis of qualitative data, which aims to clarify the quantitative results (Creswell et al., 2018). In the quantitative phase, the researcher conducted a survey to measure the level of readiness of public junior high school English teachers in using Generative AI and then analyzed the results. Afterwards, in the qualitative phase, the researcher conducted interviews with a selected number of teachers based on the quantitative results. These interviews explain the rationale behind the quantitative survey results.

Data from the Buleleng District website show that there are 14 junior high schools, but only 8 agreed to participate. A preliminary study revealed that 85.71% of English teachers had used Generative AI, yet their readiness remained underexplored. The area was also selected due to the researcher's accessibility, enabling efficient data collection. These factors highlight the importance of investigating teachers' readiness to use AI in this context. The subjects of this study were 29 public junior high school English teachers in Buleleng District. They were selected due to their role as educational professionals, as previous research (Budiarta & Kusuma, 2024) highlights that Generative AI may be ineffective or negatively impact learning without proper teacher guidance.

To collect the quantitative data, the researcher used a survey technique. According to Creswell et al., (2018), a survey is a data collection method used to obtain information about opinions, attitudes, or characteristics of a population by distributing questionnaires to a representative sample. The survey in this study consisted of Likert-scale and open-ended questions. Surveys were considered a practical and cost-effective method, particularly when involving a large number of participants (Ponto, 2015). For the interview phase, the researcher used a semi-structured interview to explore the topic in greater depth (Chia et al., 2020). The interviews were conducted through a web-based conferencing platform, specifically Zoom, which enabled real-time online interaction and recording of the sessions (Chia et al., 2020). For the quantitative phase, a survey was conducted using purposive sampling. This non-random method selects participants based on specific criteria to obtain relevant and reliable insights (Etikan, 2016). The survey participants were junior high school EFL teachers in Buleleng District who had used or were familiar with Generative AI and agreed to participate. Meanwhile, the interview participants were selected from those who had completed the survey and met the same criteria.

This study used a questionnaire adapted from the Readiness for Artificial Intelligence Applications Scale (RAIS) developed by Ramazanoğlu and Akın (2024). The first part consisted of 19 items divided into three dimensions: Technology Self-Efficacy, Student Interaction, and Ethical Awareness. Each item was measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. Meanwhile, the second part of the survey consisted of three open-ended questions corresponding to each RAIS dimension. The interview guide was adapted from the RAIS instrument developed by Ramazanoğlu and Akın (2024). In this study, all RAIS items were reformulated into interview questions, with several modifications made to ensure alignment

with the research objectives.

Descriptive quantitative analysis was applied to summarize and interpret the survey results, using the median as the primary measure of central tendency. The mode was also emphasized to identify the most frequently occurring responses (Kotronoulas et al., 2023). For the qualitative phase, interview data were analyzed using thematic analysis by Braun & Clarke (2006) following six systematic stages. This approach enabled the researcher to identify meaningful patterns emerging from the data in a structured and in-depth manner.

RESULT AND DISCUSSION

Result

Quantitative data on the readiness level of junior high school EFL teachers to use GenAI for TEFL were collected via an online questionnaire distributed via Google Forms. A total of 29 respondents from nine different junior high schools in the Buleleng district participated in this study. All respondents reported using GenAI tools to support their English teaching practices. The data obtained from the questionnaire were analyzed using frequency analysis to identify the distribution of teachers' readiness levels. The results are presented in Figure 1 below.

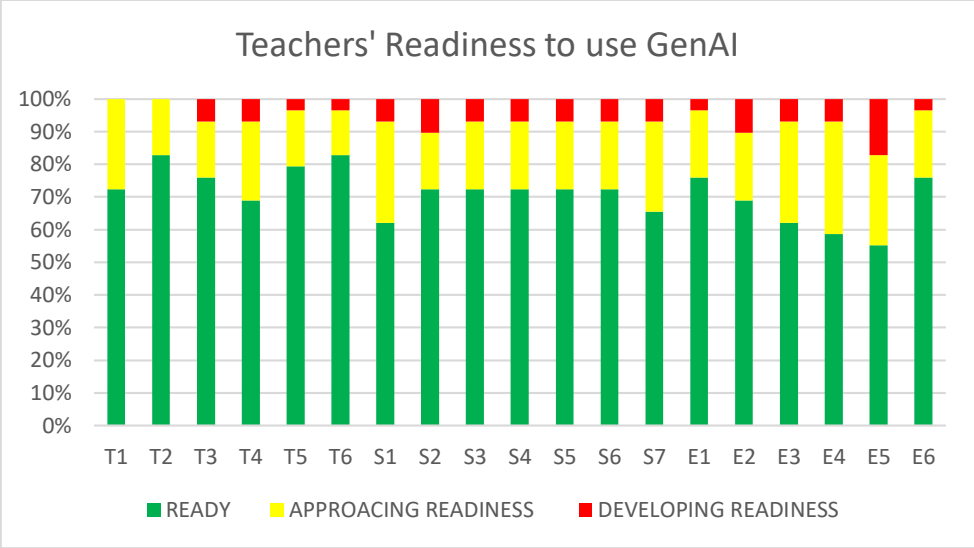


Figure 1. Junior High School Teachers' AI Readiness

Based on the RAIS instrument, items were coded according to the dimensions, which are Technology Self-Efficacy, Student Interaction, and Ethical Awareness, hereafter referred to as T, S, and E, respectively. Consequently, the codes T1, S1, E1, and so forth represent statements within each respective dimension.

Based on Figure 1, the findings generally indicate that junior high school teachers in North Bali are categorized as Ready in using AI for English language teaching. The Ready category dominates nearly all items, with the highest percentage reaching 83% on items T2 and T6, and most items exceeding 60% in the Ready category. This confirms that teachers demonstrate a high level of readiness to integrate AI into their instructional practices.

Nevertheless, a proportion of teachers remains in the Approaching Readiness and Developing Readiness categories. The Approaching category records the highest percentage on item E4 at 34%,

indicating that some teachers are not yet fully prepared in certain aspects. Meanwhile, the Developing category shows its highest percentages on items S2 and E2, each at 10%, although overall it represents the smallest proportion compared to the other categories. In order to provide a more comprehensive understanding, the distribution of readiness across each dimension will be analyzed in greater detail in the following sections

The first dimension examined is Technology Self-Efficacy, which refers to teachers' confidence in learning and using AI in English language teaching. Results from items T1–T6 show that junior high school teachers in North Bali are generally categorized as Ready, with percentages ranging from 69% to 83%. The highest scores appear in T2 and T6 (83%), followed by T5 (79%), T3 (76%), and T1 (72%), while T4 records the lowest (69%). This indicates that most teachers feel confident in their ability to use and integrate AI into instruction. The highest confidence is reflected in using AI in teaching and managing AI-based activities (T2 and T6), as well as designing AI-based learning (T5). However, some teachers are still in the Approaching category, particularly in learning new AI skills and solving related problems. A small proportion falls into the Developing category, indicating that a few teachers are not yet fully confident in evaluating and applying AI.

The second dimension is Student Interaction, which refers to teachers' confidence in using AI to support and enhance student engagement in English learning. Results from items S1–S7 show that teachers are generally categorized as Ready, with percentages ranging from 62% to 72%. The highest percentages (72%) appear in S2–S6, followed by S7 (66%), while S1 records the lowest (62%). This indicates that most teachers feel confident in using AI to foster collaborative and interactive learning. Teachers show strong readiness in encouraging topic exploration, guiding collaborative projects, designing interactive activities, supervising evaluations, and assisting students in AI-based projects. This suggests that AI is viewed not only as an information tool but also as a means to promote active student participation. However, some variation appears in the Approaching category, particularly in facilitating discussions (S1) and helping students identify their potential (S7), indicating that deeper and more personalized interaction using AI still needs strengthening. A small proportion of teachers fall into the Developing category, showing that a few are not yet fully confident in optimizing AI to support student interaction.

The third dimension is Ethical Awareness, which refers to teachers' responsibility and awareness in using AI ethically in English language learning. Results from items E1–E6 show that teachers are generally categorized as Ready, with percentages ranging from 55% to 76%. The highest scores are found in E1 and E6 (76%), indicating strong awareness of data privacy and ethical responsibility. This suggests that most teachers recognize both the moral and professional implications of AI use. However, variation appears in the Approaching category, particularly in E3 and E4, which relate to preventive actions and detecting unethical AI use. This indicates that while ethical awareness is established, practical monitoring and enforcement still need strengthening. A small proportion of teachers fall into the Developing category, especially in aspects of personal data security, showing that some are not yet fully confident in ensuring data protection.

In addition to the main findings, the quantitative analysis revealed several important patterns. First, overall, the Technology Self-Efficacy dimension (T1–T6) shows higher percentages of *Ready* compared to the other dimensions, as reflected in items T2 and T6, which both reached 83%. This indicates that teachers' technical readiness is relatively stronger. Second, item T2, concerning the ability to use AI in English language teaching, has the highest level of agreement, whereas item T4, related to the ability to solve technical problems when using AI, shows greater response variation and the emergence of disagreement. This suggests that teachers feel confident in basic AI use but are not yet fully prepared to handle technical challenges independently. Third, item S7, which addresses helping students recognize their English potential, shows a higher proportion of

neutral responses, indicating that AI has not yet been used optimally as a diagnostic tool. Fourth, within the Ethical Awareness dimension, item E5, concerning ensuring personal data security, has the lowest percentage of *Ready* (55%) and the highest *Developing Readiness* (17%), while item E4, related to detecting unethical AI use, is dominated by the *Approaching Readiness* category (34%). This implies that data protection and the detection of ethical violations remain areas that require further strengthening. Fifth, no respondents fall into the *Developing Readiness* category for items T1 and T2, suggesting that foundational readiness in basic AI use has been well established. The following section presents the qualitative findings that explain and support the results obtained from the quantitative phase.

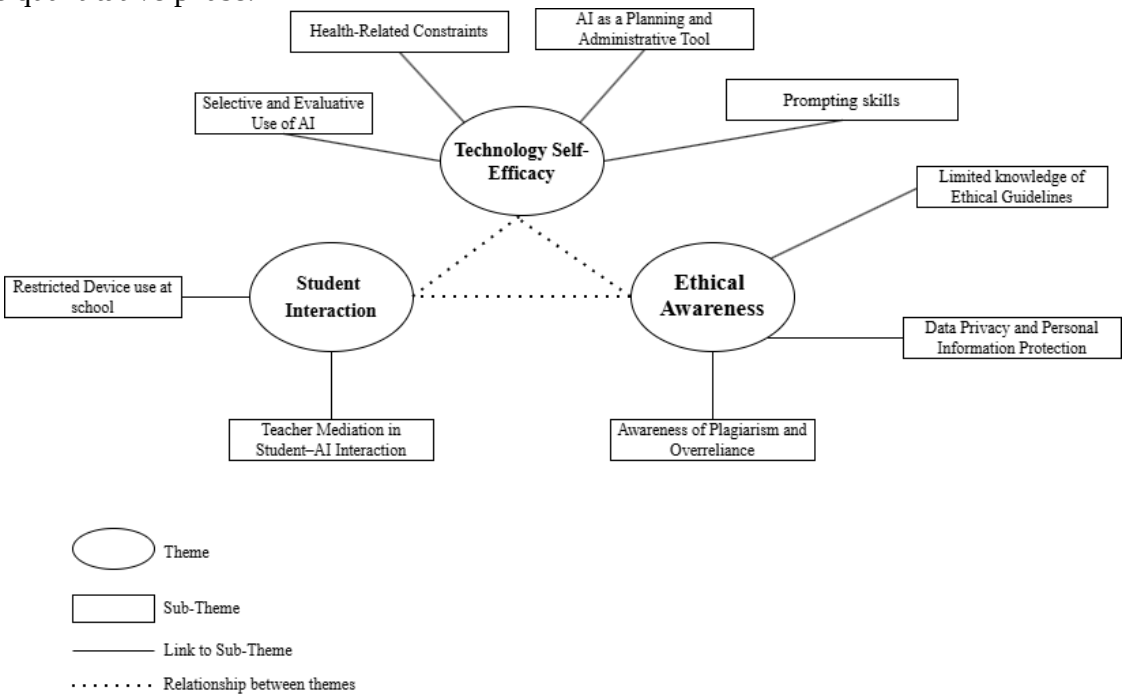


Figure 2. Thematic Map of the Junior High School Teachers' GenAI Readiness

Figure 2 illustrates three main themes that emerged from the analysis of junior high school teachers' readiness to implement ChatGPT in English language teaching. These themes were organized based on the RAIS framework (Ramazanoğlu & Akın, 2024) in order to further explain and support the quantitative results. The first theme, Technology Self-Efficacy, encompasses four sub-themes, which are AI as a planning and administrative tool, selective and evaluative use of AI, Health-related constraint, and prompting skills. The second theme, Student Interaction, consists of two sub-themes, which are restricted device use at school and teacher mediation in student-AI interaction. Finally, the third theme, Ethical Awareness, includes three sub-themes, which are awareness of plagiarism and overreliance, data privacy and personal information protection, and limited knowledge of Ethical guidelines. The relationships among these themes help to confirm and clarify the patterns found in the quantitative data.

Six teachers reported using ChatGPT as a planning and administrative tool to support their teaching tasks. Some used AI to draft lesson plans and RPPs, others to generate ideas for ice-breaking activities, and a few applied it for managing administrative duties efficiently. This selective use allowed them to reduce workload and better prepare for teaching, showing their confidence in using technology to facilitate classroom processes. As explained by a participant (hereafter referred to as P), P1 expressed this view: *"For making exercises, I use it occasionally,*

but for preparing teaching materials, I use it more often. I also use it for ice-breaking activities to keep the students from getting bored.". P2 also shared a related perspective, highlighting how different AI tools are used for distinct purposes in teaching:

"I usually use Perplexity as a reference for creating teaching modules because its data sources are more accurate than ChatGPT or Gemini. Meanwhile, I use Suno.ai to create songs for ice-breaking activities."

Meanwhile, P6 shared that GenAI is used to fulfill school administrative tasks, explaining how it helps them ensure the quality and accuracy of written content for school communication, for example: *"At school, I'm assigned to create news posts on Facebook about school activities. So sometimes I use it to check whether my writing is appropriate and accurate for the story."*

While AI served as a useful tool for planning and administrative purposes, teachers tended to adopt it selectively, using it primarily as an idea generator rather than a substitute for their professional authority. As P1 shared this view: *"…but I don't copy and paste everything, sometimes I just take the idea and then modify it before using it."* In addition to selective adoption, one teacher reported practicing digital triangulation by cross-checking outputs from multiple AI platforms, including ChatGPT, Gemini, and DeepSeek, to ensure accuracy. P4 shared this view: *"…so I use two sources: after getting information from ChatGPT, I ask DeepSeek to check if it's correct. Sometimes, some are accurate, and some are not. So I have two references."*

While participants applied AI selectively for planning and administrative purposes, they also highlighted the need to craft precise prompts, reflecting their technical competence and confidence in interacting with AI tools. One participant explained that she initially struggled to get accurate outputs from AI and therefore practiced prompting on her own, experimenting with different instructions and learning from trial and error. Over time, she became proficient in designing effective prompts and eventually began teaching these skills to her students. The participant believes that prompting techniques are among the most important skills that should be taught. P2 explained that when guiding her junior high students, she simplified the language and made instructions more explicit:

"Usually, for junior high, I try to be more to the point. For example, I ask them to create sentences. I tell them, 'Try to make sentences in the simple present tense.' But that's too general for prompting. So, I ask them, 'Please provide sentences in simple present tense using this, this, and this.' It's longer but more precise. Sometimes, students get confused if the instructions are too general. When I assign them, they sometimes ask, 'Ms, how do we write this in ChatGPT?' So I guide them according to what I normally do. They may not know if it's correct or matches what I want, so I clarify as needed."

She added that the initial motivation to teach AI to students came from their own curiosity: *"Some students actually asked. At first, I didn't plan to let them use ChatGPT. But then a student asked, 'Ma'am, can I use ChatGPT to do this or make this?' And I thought, 'Oh, yes, they also need to learn to master AI."*

Although the majority of participants demonstrated a high level of technology self-efficacy, the qualitative findings revealed that a small number expressed hesitation or only moderate confidence in using AI. These responses were associated with participants' ability to analyze AI-generated outputs and troubleshoot issues arising from AI use in English language teaching. Importantly, this hesitation was not due to resistance to technology but rather stemmed from health-related constraints and cognitive load encountered when operating AI and adapting it to the classroom context. Consistently, P5 noted that age and eye health posed significant obstacles in using AI*: "…because I am already an older teacher, sometimes my eyes can't keep up, so it becomes difficult for me to use AI consistently."*

After discussing participants' ability to use AI to support planning and teaching, the focus now shifts to how they facilitate student interaction when AI is integrated into the classroom. This theme highlights the teachers' role in guiding, directing, and ensuring that AI use provides meaningful learning experiences for students. For item S1, which concerns facilitating student discussions using AI, some participants reported that direct use in class was not possible because students are generally not allowed to bring mobile devices. As a result, a few responses fell into the neutral or disagree categories. For example, P1 said:

"For direct use in class, it's not possible. Students are not allowed to bring mobile phones, so I usually search on ChatGPT first and then print the content or incorporate it into a PowerPoint."

Regarding item S7, which addresses helping students recognize their English potential, the limited implementation appears to be due to teachers simply not having considered this application of AI. This suggests that, up to now, AI use has mostly been limited to basic or supplementary tasks rather than serving as a tool for student self-assessment or diagnostic purposes. As P5 said: *"I haven't really thought about it yet, maybe the IT teacher could do it. If I want to explore students' potential, I just talk to them directly."*

Another important aspect of student interaction is the role of teachers in mediating AI use in the classroom. Participants described that students are not allowed to use AI independently without guidance, and teachers act as intermediaries to ensure that AI use remains beneficial and does not disrupt the learning process. For example, P1 mentioned that she prints AI-generated content for group discussions because students are not allowed to bring mobile devices. Similarly, P5 shared that she cross-checks AI outputs to verify their meaning before presenting them to students. P5 said: *"No, I check it because not everything generated by AI is correct.".* Meanwhile, P2 expressed concerns that unrestricted AI use could make students overly reliant on technology and reduce their critical thinking, so she limits AI usage to specific tasks. P2 said:

"I'm worried that students might become lazy in thinking, so I limit AI use to certain tasks only. I always emphasize to them that they can search on ChatGPT or Gemini, but once again, AI is just your assistant. You cannot rely on it 100 percent. You still have to think critically about whether the AI's answer is correct or not, because it's only an assistant, you are the writer"

Meanwhile, in terms of awareness of ethical considerations in AI use, all six participants shared similar views on this issue. For instance, P2 mentioned marking or adding notes on students' assignments that appeared to be directly copy-pasted from AI outputs. P2 said: *"...I just mark it directly on the paper."* Moreover, P4 described being able to detect suspicious work that looked unusually perfect, especially given her knowledge of each student's abilities, making it relatively easy to identify instances of unethical AI use. P4 said: *"They are my students, so I already know their abilities. If their work looks perfect, I get suspicious."* Additionally, P5 advised students that AI can be used as a tool, but they should still incorporate their own ideas, overreliance could lead to dependency and diminish independent thinking. P5 said: *"You can use it, but make sure to use your own ideas. If you get used to relying on it, you'll become dependent."*

Building on participants' awareness of plagiarism and overreliance, another ethical concern that emerged relates to data privacy and personal information protection. Although the questionnaire results indicated relatively limited readiness in ensuring personal data security, with item E5 showing the lowest Ready percentage at 55% and the highest Developing Readiness at 17%, the interview findings revealed a different picture. All six participants demonstrated that they are actually capable of safeguarding students' personal data in practice. Several participants explained that they avoid entering students' personal information into AI platforms and are cautious about sharing identifiable data. For example P1 said:

"I never include students' identities. When I ask AI to generate a text, I never input any personal information. I also emphasize to my students not to enter anything related to their identity, just describe themselves in general terms."

This statement demonstrates P1's awareness of the importance of protecting students' personal information when using AI tools. By explicitly instructing students not to disclose identifiable data, she shows a proactive approach to safeguarding privacy in AI-assisted activities. In addition, the participant mentioned that she actively guides students to be cautious when interacting with AI platforms. She consistently reminds them not to disclose any personal information while using AI tools. P2 said: *"I always tell my students not to give personal data to AI… never type any personal information, whether it is your name, address, or photo."*

Overall, the qualitative findings confirm and clarify the patterns identified in the quantitative results. Teachers demonstrated relatively strong readiness in the Technology Self-Efficacy dimension, particularly in using AI as a planning and administrative tool, although some limitations emerged due to health-related constraints. In the Student Interaction dimension, the neutral and lower responses on items such as S1 and S7 were explained by restricted device policies at school and the limited conceptualization of AI as a diagnostic tool. Meanwhile, within the Ethical Awareness dimension, teachers showed strong awareness of plagiarism and overreliance, and although item E5 indicated lower readiness in ensuring data security, interviews revealed that participants were in fact capable of safeguarding students' personal information. Taken together, these findings suggest that teachers' readiness to use AI in English language teaching is generally well established, yet still requires further strengthening in terms of conceptual understanding, institutional support, and structured guidance to optimize its pedagogical and ethical implementation.

Discussion

This study employed an explanatory sequential mixed-method design to investigate junior high school EFL teachers' readiness to integrate Generative AI in English language teaching. The quantitative phase, adapted from the RAIS framework developed by (Ramazanoğlu & Akın, 2024), provided a structured measurement across three interrelated dimensions, which are Technology Self-Efficacy, Student Interaction, and Ethical Awareness. Frequency and median analyses indicated that teachers are generally categorized as Ready. However, the presence of Approaching and Developing Readiness in selected items reveals that readiness is not homogeneous. The subsequent qualitative phase, analyzed through thematic analysis, was designed to explain these statistical variations. Through methodological integration, the qualitative findings did not contradict the quantitative results but rather deepened their interpretation, thereby strengthening internal validity through triangulation (Mourad et al., 2025). The statistical results show that teachers are generally able and aware of how to use Generative AI in their teaching. This overall result becomes clearer when supported by the qualitative findings in this study.

In the Technology Self-Efficacy dimension, the quantitative results indicate that the majority of teachers fall into the Ready category, suggesting a relatively high level of technical confidence in using AI for instructional purposes. However, the presence of the Approaching and Developing categories, particularly in aspects related to learning new skills and problem-solving, indicates that this readiness is not yet evenly distributed. The qualitative findings further reinforce and clarify this quantitative pattern. Most teachers use AI, particularly ChatGPT, as a planning and administrative tool, such as drafting lesson plans, creating exercises, generating ice-breaking ideas, and assisting with school administrative tasks. This pattern suggests that AI has been practically

utilized to enhance work efficiency and improve the quality of lesson preparation. Furthermore, the use of AI is not merely about increasing efficiency but also about transforming teachers' workload at a systemic level. In resource-limited school contexts, AI tools have been shown to significantly reduce administrative burdens and planning time, thereby lowering teacher stress and allowing greater focus on more meaningful pedagogical practices (Dennison et al., 2025). The use of ChatGPT is not limited to drafting lesson plans, but is also utilized to explore practical and creative ideas at each stage of the learning process (Yanar & Ergene, 2025). Furthermore, the use of ChatGPT has been shown to significantly improve the quality of lesson plans, particularly in terms of interdisciplinary integration and originality of ideas compared to traditional methods (Luo & Tahir, 2025).

The use of AI in education introduces a new perspective on teachers' professional identity, where teachers no longer see themselves as the sole creators of instructional materials, but rather as collaborators or curators who work alongside technology (Sirniawati & Azmee, 2025). This shift encourages teachers to become more reflective and develop critical thinking skills to evaluate whether AI-generated content aligns with the local curriculum and students' specific needs (Heng et al., 2026). Although AI can provide creative ideas and enrich the learning process, challenges related to factual accuracy and curricular alignment remain, which makes the teacher's role essential as the final reviewer and decision-maker before the materials are implemented in the classroom (Heng et al., 2026; Liando & Makawawa, 2025). This is in line with the findings of the present study, which show that junior high school teachers in the Buleleng District are able to filter information without directly copying AI-generated content, even comparing outputs from different AI tools or using AI solely as an idea generator. This behavior reflects strong teacher agency, where teachers do not view AI as a replacement for pedagogical authority, but rather as an assistant that still requires human supervision (Barners & Tour, 2026). Through independent curation and verification, teachers practice advanced AI literacy to ensure that the generated content is factually accurate and aligned with their instructional goals (Philippakos & Rocconi, 2025). The ability to filter information is crucial because generative AI has limitations in accuracy, tends to oversimplify content, and is often less sensitive to local contexts (Dewi, 2025). If teachers lose their critical stance and become overly dependent on AI, the quality of instructional materials may decline and increase the risk of bias or conceptual errors in the classroom (Irma et al., 2025). Therefore, using AI as an idea generator or as an initial support tool is a safer and more productive strategy (Kim, 2026). In Indonesia, the use of generative AI is considered effective in supporting material development, but its success largely depends on teachers' digital skills and pedagogical adjustments (Syahputra et al., 2025). Therefore, teachers need to integrate ChatGPT responsibly to avoid dependency that may hinder creativity (Irma et al., 2025). Strategies such as comparing outputs across different AI tools and modifying the content are essential to ensure that technology supports, rather than replaces, the role of education. Furthermore, in this study, all six teachers agreed that teachers need to ensure that students engage in critical thinking when using AI tools in the learning process. Although AI applications such as ChatGPT can support learning and provide quick access to information, the teachers emphasized that clear boundaries are necessary to prevent students from becoming overly dependent on AI-generated responses. This finding is consistent with previous research, which highlights that while AI can be a helpful educational tool, limitations are needed to ensure that students actively process information and develop their own understanding rather than relying entirely on AI-generated content (Kusuma et al., 2025).

This study also found that in Buleleng District, one teacher began learning prompting techniques and teaching students how to use AI effectively after they asked for guidance. By teaching proper prompting techniques, teachers are equipping students with critical thinking skills

to formulate logical and specific instructions, allowing AI use to be optimized as an effective learning support tools (Mandailina et al., 2025). Ultimately, this effort is not just about using the tools but a strategy to ensure that the next generation can responsibly manage AI technology to enhance their creativity and productivity in education (Basuki et al., 2024). However, while some teachers have embraced AI and prompting techniques, readiness in using technology varies, influenced by factors such as age and confidence in handling new tools. This study found that not all teachers are equally ready in terms of technology self-efficacy. Interview results showed that this lack of readiness is often rooted in age, with senior teachers feeling less confident in operating new technologies. This aligns with research findings indicating that teachers' age has a significant impact on their computer proficiency in instructional strategies (Santosa & Sarwanta, 2021). Senior teachers often feel less confident with GenAI due to their age and experience, and therefore require additional support. Despite its perceived benefits, concerns regarding the pedagogical, ethical, and technical implications of AI implementation in education remain significant (Santosa & Ratminingsih, 2026).

Many studies also highlight that attention to the ethical use of AI in schools is crucial for maintaining academic integrity and helping teachers guide students in using technology responsibly. For example, the main issues include plagiarism and the inauthenticity of student work, as well as the importance of teaching boundaries and ethical ways to use AI to preserve academic integrity (Astuti et al., 2025). Understanding bias, data privacy, and moral responsibility plays a central role in how educators evaluate and regulate the use of AI tools in education (Wardani & Agusta, 2025). These findings align with the results of this study, which show that teachers actively review, mark, and provide feedback on student assignments that appear to be generated by AI, while consistently reminding students to use AI as a thinking tool rather than merely a source of answers without reflection.

In conclusion, this study shows that junior high school teachers in Buleleng District are generally ready to use Generative AI in English language teaching, although readiness varies across aspects such as technology self-efficacy, student interaction, and ethical awareness. Teachers utilize Generative AI as a tool for planning and administrative tasks as well as a source of creative ideas, while maintaining critical control over the accuracy and relevance of the content. They also guide students to use AI responsibly, including teaching prompting techniques to develop critical thinking skills and avoid overreliance. Age influences technological readiness, with senior teachers tending to require more support. Furthermore, teachers demonstrate high ethical awareness through practices such as checking for plagiarism, maintaining academic integrity, and protecting students' personal data. These findings underscore that AI can be an effective support for learning when teachers act as curators, guides, and supervisors, ensuring that technology supports rather than replaces the role of education.

CONCLUSION

This study concludes that junior high school English teachers in Buleleng Regency generally demonstrate a positive level of readiness to integrate Generative AI (GenAI) into their teaching practices. Based on the RAIS framework, this readiness is most evident in the dimensions of technological self-efficacy and student interaction (instructional use). Teachers feel confident in operating GenAI tools and recognize their usefulness as an "idea assistant" in developing lesson plans and teaching materials. However, a significant gap was identified in the ethical awareness dimension. Although teachers are technically prepared, many still do not fully understand the ethical boundaries, plagiarism risks, and moral responsibilities associated with the use of AI.

Therefore, the current readiness of teachers can be categorized as technically ready but still requiring ethical reinforcement.

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