Generative AI Readiness of EFL Lecturers in Buleleng District: An Explanatory Sequential Study

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Abstract

Readiness in using Generative Artificial Intelligence (GenAI) is crucial for lecturers to ensure meaningful and ethical integration of AI in higher education. It encompasses not only technical competence and the ability to interact with students using AI but also ethical awareness, which is essential to prevent plagiarism, bias, and misuse of AI tools. Understanding lecturers' readiness, particularly in the ethical dimension, is therefore important. This study examined the readiness of EFL lecturers teaching at 3 universities in the Buleleng District of Bali. An explanatory sequential mixed-method design was employed, combining a questionnaire adapted from the Readiness for Artificial Intelligence Scale (RAIS) with semi-structured interviews. From a total population of 62 EFL lecturers with prior experience using GenAI, 28 participated in the survey, and 5 were involved in the interview phase. Results indicate that lecturers are ready to use GenAI, and lecturers have high ethical awareness of AI integration. However, lecturers feel less ready to implement ethical practices of GenAI. Qualitative findings reveal that lecturers' readiness is influenced by experience, repeated use of GenAI, and positive perceptions of its usefulness. Meanwhile, lower ethical readiness is associated with hesitation, confusion about ethical boundaries, and unclear institutional or national AI regulations. Although a recent national Joint Regulation on AI in Indonesia (SKB) has been introduced, its implementation depends on individual educational institutions, as the regulation delegates its operationalization to them.

Keywords: *artificial intelligence, ethical awareness, generative AI, readiness*

INTRODUCTION

Generative Artificial Intelligence (GenAI) is among the most significant technologies in education due to its ability to generate new content in various formats, including text, images, audio, and video (Enzelina et al., 2023; Feuerriegel et al., 2024; Lund & Wang, 2023). In Indonesia, the use of GenAI tools has been increasingly adopted in higher education settings, including by lecturers in teaching English (Priantini et al., 2024; Purnama et al., 2025). GenAI can improve teaching and learning processes, including supporting personalized learning, facilitating the development of instructional materials, automating administrative tasks, and fostering creativity in lesson design (Enzelina et al., 2023; Minalla, 2023; Ng et al., 2021; C. Wang, 2024; Y. Wang, 2023; Yakin et al., 2024). However, the realization of these benefits depends on educators' readiness to integrate AI into their teaching practices (Chan & Colloton, 2024; Chounta et al., 2022; Kusumaningrum et al., 2023; Luckin et al., 2022). Without sufficient readiness, lecturers may experience resistance, overreliance on AI-generated content, reduced student interaction, or the uncritical use of inaccurate information, which can hinder learning outcomes (Baidoo-Anu & Owusu Ansah, 2023; Budiarta & Kusuma, 2024; Chounta et al., 2022). Understanding lecturers' readiness is therefore essential, as it provides insight into

their capacity to integrate AI effectively and responsibly, and informs the development of appropriate support and policy interventions (Kusumaningrum et al., 2023; Purnama et al., 2025). Moreover, eeducators' readiness for AI involves not only their skills and instructional goals but also their awareness of ethical and moral implications in the classroom (Karaca et al., 2021; Luckin et al., 2022). While lecturers may demonstrate technical competence and readiness to integrate GenAI, it does not guarantee that GenAI is used ethically. This highlights the importance of examining readiness not only in terms of skills and usage but also in terms of ethical awareness.

The importance of understanding lecturers' readiness, along with the recognition that readiness encompasses ethical awareness, highlights the need to examine whether existing instruments adequately capture this construct. Aydin and Tasci (2005) proposed a four-dimensional instrument encompassing technology, innovation, people, and self-development. In 2010, Hung et al. (2016) created an online learning readiness with four dimensions, which are self-directed learning, motivation for learning, computer/internet self-efficacy, and learner control. While these instruments offer valuable ways to measure readiness, they exclude the ethical aspect of readiness, and they are not specifically made for AI readiness in educational contexts. To address these limitations, Ramazanoglu and Akın (2024) designed the Readiness for Artificial Intelligence Scale (RAIS), which conceptualizes readiness through dimensions such as technology self-efficacy, student interaction, and ethical awareness. By incorporating ethical considerations alongside technological and pedagogical aspects, this framework offers a more holistic perspective on educators' readiness to integrate AI.

Existing studies have explored educators' readiness to use AI in teaching. A study by Ayanwale et al. (2022) investigated the readiness of primary and secondary teachers in Nigeria to teach AI as a subject, finding high levels of readiness. However, the study only focused on AI as subject content rather than as an educational tool. Eke (2024) extended this study by exploring educators' readiness to integrate AI, also found high readiness levels. Nevertheless, the study does not focus on the English subject. In the context of English teaching, Guan et al. (2025) examined pre-service teachers' preparedness for AI integration, and their findings indicated that the teachers are not fully prepared to implement AI collaboratively in the classroom due to the surface level of AI integration. Similarly, Moorhouse (2024) found that beginning English teachers demonstrated limited readiness and lacked sufficient knowledge of GenAI, while first-year teachers showed greater readiness due to prior exposure and experience. Chan and Tang (2024) further explored pre-service English teachers' readiness using a TPACK-based model and reported generally high readiness levels. In the Indonesian context, Priantini et al. (2024) explored lecturers' readiness to use AI and revealed high levels of readiness. These previous studies do not address ethical awareness as a dimension of readiness. They only focused on educators' readiness in terms of AI usage and skills. On the other hand, Purnama et al. (2025) examined teachers' readiness using RAIS, which contains ethical awareness as one of its dimensions. Nevertheless, the study focused on teachers from various subject areas and relied primarily on quantitative data, providing limited qualitative insights into reasons behind educators' readiness levels, particularly in relation to ethical awareness.

Taken together, existing studies on educators' readiness to use AI reveal several limitations. Most studies focus on general teaching contexts or pre-service teachers, with limited attention to in-service EFL lecturers in higher education. In addition, many studies give limited consideration to ethical awareness as a dimension to measure readiness. Although research has begun to incorporate ethical aspects, such as through the use of RAIS, it only relies on quantitative approaches and provides limited qualitative insights into the underlying reasons behind educators' readiness.

Considering the existing gaps in the literature and the importance of understanding lecturers' readiness, this research aims to investigate the readiness of EFL lecturers in

Buleleng District to integrate GenAI in English teaching, emphasizing not only technological and pedagogical competence but also ethical awareness. This study uses RAIS and an explanatory mixed-method design to obtain quantitative data on lecturers' readiness and qualitative insights to further explain the findings.

METHOD

Research Design

The design used in this research is an explanatory sequential mixed-methods design. This design, as explained by Creswell & Creswell (2018), starts with a quantitative approach and is followed by a qualitative approach that aims to explain and elaborate on the quantitative findings. This design was chosen because the research aims not only to quantify the readiness of the lecturers but also to uncover the reasons behind the findings, specifically in the Ethical Awareness dimension.

Setting and Participant

The participants of this study were lecturers who teach English as a Foreign Language (EFL) in three universities in Buleleng District. From a total population of 62 EFL lecturers, 28 lecturers voluntarily participated in the quantitative phase. The participants ranged in age from 27 to 63 years old and had teaching experience ranging from 2 to 37 years, indicating diverse professional backgrounds. All participants had prior experience using GenAI, which was an important criterion in this study. This was intentional, as the study aims to examine lecturers' readiness based on their actual engagement with AI tools rather than hypothetical perceptions. Additionally, 5 out of 28 lecturers participated in the qualitative phase to give detailed explanations regarding the quantitative results.

Data Collection

There are two data collection techniques in this study. First, the quantitative data were collected using an online questionnaire through Google Forms. The questionnaire comprises 19 items using a five-point Likert scale. The scale ranges from strongly disagree to strongly agree. In the second phase, qualitative data were collected by conducting semi-structured interviews. This phase aimed to clarify, explain, and further understand lecturers' readiness in integrating GenAI in EFL education. The interview was recorded after obtaining consent from the participants.

Instrument

Quantitative data were collected using an online questionnaire adapted from the Readiness for Artificial Intelligence Scale (RAIS) by Ramazanoglu and Akın (2024). There are 19 items in the questionnaire, and they were divided into three dimensions: Technology Self-Efficacy (6 items), Student Interaction (7 items), and Ethical Awareness (6 items). For the qualitative phase, a semi-structured interview guide was developed based on the three dimensions of RAIS and the quantitative results.

Data Analysis

The collected quantitative data were analyzed using frequency analysis. The frequency analysis provided information about the distribution of responses according to the readiness levels. In addition, the median was calculated to identify the central tendency of the responses for each item and dimension. The readiness levels were interpreted using the categorization framework suggested by Shyh-mee et al. (2015), where there are three levels of readiness: Ready, Approaching Readiness, and Developing Readiness. On the other hand, the qualitative data analysis was done through the six-phase thematic analysis framework suggested by Braun and Clarke (2006). The steps in the data analysis included

familiarization, generating codes, searching for themes, reviewing themes, defining and naming themes, and finally generating the report.

RESULTS

Quantitative Result

In total, 28 respondents from three different universities in Buleleng answered the questionnaire. The result of the data analysis is presented in Figure 1 below.

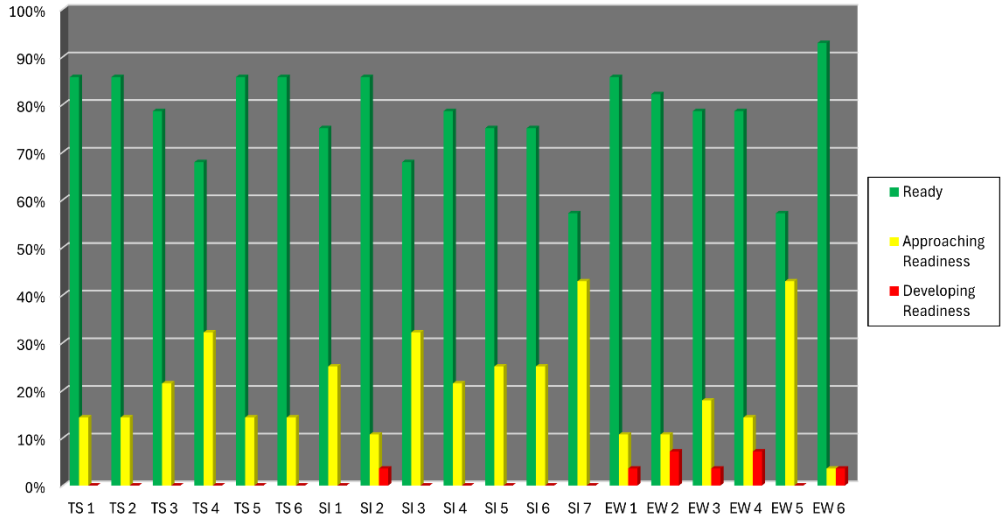

Figure 1. Frequency analysis of lecturers' readiness

From Figure 1, there are three dimensions of readiness, including Technology Self-efficacy (TS), Student Interaction (SI), and Ethical Awareness (EW). Based on the frequency analysis results, the overall level of lecturers' readiness to use GenAI can be classified into the category of Ready. The median score implies that the lecturers' readiness to use GenAI for teaching English at the university level is adequate because the majority of the lecturers are Ready. It should be noted that readiness to use GenAI is not equally distributed across all aspects measured. The most frequent Developing Readiness and Approaching Readiness are found in the third dimension of readiness (Ethical Awareness). Compared to Technology Self-efficacy (TS) and Student Interaction (SI), Ethical Awareness has relatively more "Developing Readiness" and "Approaching Readiness" than the other two dimensions.

More specifically, the readiness in Ethical Awareness is primarily focused on the lecturers' readiness in the implementation of ethical AI practices. This dimension has the highest percentage of Developing Readiness in comparison to the other dimensions. Nonetheless, lecturers have shown high readiness in ethical concern and moral responsibility. In EW1, "I am concerned about data privacy issues when using AI in English language teaching," it is evident that 86% of the total lecturers (28 lecturers) are Ready, while 11% are in Approaching Readiness and 4% are in Developing Readiness. In EW6, "I am aware that I am responsible for using AI ethically," it is evident that 93% of the lecturers are Ready. This shows that lecturers are highly aware of ethical concerns and responsibility in the conceptualization of AI.

By contrast, items that relate to the implementation of ethical AI use, and the prevention and detection of unethical behavior (EW2, EW3, and EW4), have lower and more divergent levels of readiness. For items that relate to the implementation of ethical AI, prevention, and the detection of unethical behavior (EW2, EW3, and EW4), only 79% to 82% of lecturers were classified as Ready, with 11% to 18% at Approaching Readiness

and 4% to 7% at Developing Readiness. Further, for one of the items related to implementation, the percentage of Ready responses dropped to 57%, with 43% of lecturers classified at Approaching Readiness. This pattern of response indicates that, while lecturers recognize the significance of ethical AI implementation, they are less sure about the implementation of ethical values in actual classroom practice, specifically regarding the management of data privacy, student misuse monitoring, and the application of institutional policies.

Qualitative Result

In order to comprehend the underlying reasons for the quantitative finding, 5 lecturers were interviewed. The results are presented in Figure 2.

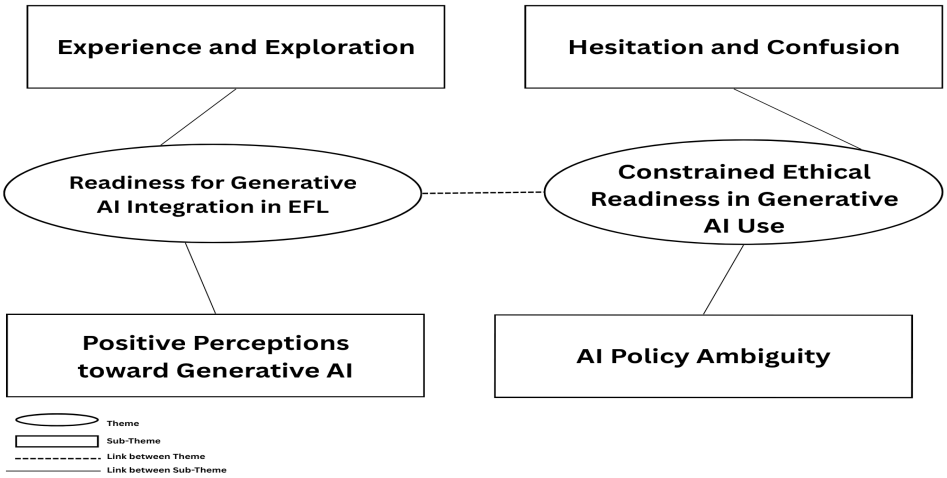

Figure 2. Thematic analysis of lecturers' readiness

Figure 2 present the qualitative findings which highloght the reasons why lecturers fell into the category "Ready" to use GenAI in EFL instruction, and why they feel less ready to practice ethical use of GenAI. The findings are structured into two main themes, where each theme has two sub-themes.

Readiness for Generative AI integration in EFL

The first theme, Readiness for Generative AI Integration in EFL, presents two sub-themes that can explain how lecturers' experiences and perceptions of GenAI shape lecturers' readiness.

Experience and exploration

Lecturers' readiness was influenced by their experience and exploration of GenAI tools. The finding indicate their confidence and readiness did not emerge instantly but developed progressively through repeated use and experimentation.

Extract 1
At first, I was just trying it out, but after several times, I became more confident using it." (Participant 1)

Extract 2
"From knowing it until now using it, I feel more confident." (Participant 3)

These statements highlight that lecturers' readiness is not immediate or stable. Their readiness is a gradual, in which repeated interaction with AI tools imrove lecturers' self-efficacy. This suggests that familiarity and praciical engagement are important in shaping readiness to use GenAI.

Positive perceptions toward Generative AI

In addition to experience, lecturers' positive perceiptions toward Generative AI further reinforced their readiness. The interviewees decsribed AI as practical and supportive tool in their teaching practices.

> **Extract 3**
> *"AI works like a personal secretary"* (Participant 1)
>
> **Extract 4**
> *"I've felt the practicality and efficiency when we use AI."* (Participant 2)
>
> **Extract 5**
> *"AI helps me design case studies and follow-up activities for classroom discussions."* (Participant 4)
>
> **Extract 6**
> *"AI has really helped me, I feel like I can work more effectively especially regarding time.."* (Participant 5)

These extracts show that lecturers perceive GenAI as valuable tools, especially in improving efficiency, supporting instructional design, and facilitating idea generation. This positive perceiption increases lectuerrs' willingness to learn about AI and be ready to integrate it. One of the participants also aknowledged the importance of AI readiness to be able to use the tools meaningfully.

> **Extract 7**
> *"...readiness is important when we want to use AI. We can be a good model for students if we are ready to use it."* (Participant 5)

Lower readiness in the ethical use of Generative AI

The second theme, lower readiness in the ethical use of Generative AI, indicates that although lecturers are generally ready to use AI in practice, they face challenges in understanding and applying its ethical dimensions. There are 2 sub-themes emerged from this themes

Hesitation and confusion

Lecturers expressed uncertainty regarding the ethical boundaries of AI use, particularly in determining what constitutes appropriate or acceptable practices

> **Extract 8**
> *"I often get confused and ask myself, is it correct? Is it legal to use AI in this manner?"* (Participant 1)
>
> **Extract 9**
> *"I'm still not sure what the ethical boundaries really are."* (Participant 3)

These findings suggest that lecturers' ethical readiness remains underdeveloped, as there is a lack of clear conceptual and practical guidelines. Although they demonstrate awareness of ethical concerns, this has not yet been translated into confident decision-making in practice

AI policy ambiguity

Another reason that contributes to lower ethical readiness is the ambiguity of AI policies. Lecturers reported uncertainty regarding both institutional and national regulations.

> **Extract 10**
> *"I think there might be regulations, but I've never seen a clear written guideline from the institution."* (Participant 2)

> **Extract 11**
> *"We don't really know what the definitive AI regulation in Indonesia is. We don't have a clear law."* (Participant 4)

These responses indicate that the absence of clear and accessible policies creates uncertainty for lecturers in applying ethical principles in their teaching practices.

Overall, the quantitative and qualitative findings suggest that, on one hand, the lecturers are generally ready to adopt GenAI in teaching the English language. However, on the other hand, they show variations in their readiness on each of the three dimensions, with Ethical Awareness showing the most vulnerability. The next section discusses the findings in relation to previous studies and theoretical perspectives.

DISCUSSION

The results of this study indicate that EFL lecturers fall under the category of "Ready" to use GenAI in their English teaching. Both quantitative and qualitative data results show that EFL lecturers have sufficient competence and confidence in using AI tools. These findings are aligned with some previous studies.

Ayanwale et al. (2022), Eke (2024), and Priantini et al. (2024) similarly reported high levels of readiness among educators in integrating AI into teaching. Likewise, Purnama et al. (2025) found that teachers in North Bali demonstrated high readiness levels. In contrast, this study differs from Moorhouse (2024), who found that beginning English teachers demonstrated lower readiness and limited knowledge of GenAI. This discrepancy can be explained by the different levels of participants' experiences. Moorhouse's study focused on beginning teachers who had limited exposure to AI in teaching contexts, whereas the participants in this study had prior experience using GenAI. The qualitative results further support this claim, as participants reported that their readiness developed gradually through repeated interaction with AI tools. This is in line with the findings of Cabellos et al. (2024), which suggested that the frequency of AI usage has a significant impact on lecturers' readiness. In addition, Carl et al. (2024) suggested that teachers' engagement in AI tools, such as prompt generation and feedback revision, can enhance teachers' readiness. In this study, it appears that lecturers' familiarity with GenAI reduces hesitation in the use of technology.

Apart from experience and experimentation, the post-pandemic digital transformation is another factor contributing to lecturers' readiness. According to Paramahita et al. (2023), the pandemic has normalized online teaching in higher education settings. Ayanwale et al. (2022) further indicated that experience in online teaching positively predicts readiness for AI. The experience of "digital migration" during the COVID-19 pandemic has helped lecturers build technological resilience, which now

extends to GenAI integration. This broader digital familiarity partially explains why overall readiness is categorized as Ready.

Furthermore, the readiness of lecturers is also affected by their positive perception of GenAI as a supportive assistant in instruction rather than a replacement for the lecturer. According to Nasution (2025), positive technological perception can increase the readiness to adopt technology, while negative perception can hinder it. Consistent with this perspective, Lyu et al. (2025) and Mah et al. (2025) reported that a positive perception of AI by the lecturers can increase their level of integration. The findings of this study also confirmed that the main use of AI by the lecturers is for improving efficiency, creating ideas, and designing instruction, which further supports their positive perception of AI.

Although the overall readiness level is placed in the category of Ready, the weakest readiness level is Ethical Awareness. This implies that although the lecturers show general competence and confidence in the use of GenAI, there are still uncertainties in the operationalization of the ethical dimensions of GenAI. This phenomenon is in line with the findings of other researchers who identified ethical ambiguity as a key challenge in the integration of AI (Chinoracky & Stalmasekova, 2025; Gupta et al., 2025; Pujiani et al., 2026). Similar to the phenomenon observed in the research of Tsao (2025), the present research implies that ambiguity in the institution's AI policy also plays a role in the ethical ambiguity of the lecturers in the operationalization of ethical concern in the teaching practice.

The interview results indicate that the major factor for lower readiness in Ethical Awareness is the ambiguity of the policies. Some lecturers reported that there were some ambiguous policies, while others reported that there were no official guidelines provided. This ambiguity in regulatory communication can lead to confusion in the operationalization of ethical GenAI use, such as in the detection of plagiarism, the management of data privacy, the promotion of transparent GenAI use, and the prevention of student misuse of AI. Santosa and Ratminingsih (2026) argue that ambiguous AI governance can lead to a situation where there is a reliance on AI without significant modifications in pedagogy or the promotion of critical AI literacy.

The qualitative evidence initially pointed to a structural gap in Indonesia's regulatory framework, as no comprehensive legal policy specifically governs AI integration in education. Although general digital regulations such as UU ITE No. 11/2008 and Government Regulation No. 71/2019 address matters related to electronic systems and data security, there are no specific regulations related to AI-based pedagogical practices. There is also a guideline book regarding the utilization of Artificial Intelligence in higher education issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbud). This guideline only provides practical recommendations on how AI can be used effectively to support learning, research, and academic administration and does not create clear rules and legal frameworks regarding AI integration in the education field.

This reflects a broader discrepancy between rapid technological advancement and regulatory preparedness in Indonesia. Fatmadiwi et al. (2025) and Haetami (2025) emphasize that there is a discrepancy between the development of AI technology and regulatory preparedness in Indonesia. Similarly, Wadipalapa et al. (2024) and Rana et al. (2024) highlight that without structured AI regulation, there would be an inconsistency in terms of ethics. This condition creates a gap between guidance and governance. Lecturers may be aware of using GenAI ethically, yet still lack certainty regarding the limits, responsibilities, and institutional boundaries of GenAI use.

However, it is important to note that the policy landscape in Indonesia is evolving. This situation has recently changed. On 12 March 2026, the Indonesian government issued a Joint Regulation (SKB) on AI policy in education. The SKB formally recognizes AI as an integral part of the national education system. Importantly, the SKB explicitly addresses the concept of readiness, requiring educational institutions to assess and develop human

resources, infrastructure, and governance for AI integration. Lecturers are encouraged to participate in training, workshops, and AI pedagogy certification programs. Moreover, the Joint Regulation also highlighted ethical awareness as a core component of AI integration. It reinforces that AI ethical readiness is a requirement for educational institutions, not just an academic concern.

Despite offering a legal regulation on AI in education, the SKB leaves detailed implementation to the discretion of institutions. It does not specify exact boundaries for AI use, sanctions, or operational standards. In other words, although regulatory progress has been made at the national level, there is still a gap between policy formulation and its translation into clear, actionable guidelines for educators. This condition suggests that ethical readiness is not only influenced by the existence of policy but also by how well it is communicated, interpreted, and operationalized within educational institutions. Therefore, the lower readiness in ethical awareness identified in this study may reflect a transitional phase in which technological adoption is advancing more rapidly than policy internalization among educators.

CONCLUSION

This research examined the readiness of EFL lecturers in Buleleng District to implement GenAI in English language classes in three dimensions, including Technology Self-Efficacy, Student Interaction, and Ethical Awareness. The results show that the lecturers are generally Ready, as shown by the median and frequency results. Lecturers demonstrate sufficient confidence and competence in using GenAI, supported by positive perceptions, experiential learning, and post-pandemic digital adaptability. However, the readiness is not balanced in the three dimensions. The Ethical Awareness dimension is found to be the relatively less strong aspect. The lecturers possess high ethical awareness and moral integrity at the conceptual level but feel uncertain about the operationalization of ethical GenAI practices. The qualitative results show that the lecturers' hesitation is primarily driven by the ambiguity of regulations. However, the issuance of the Joint Regulation (SKB) on AI in education by the Indonesian government is an important step to address this challenge.

Although it has provided valuable findings in terms of lecturers' readiness, the present study has some limitations. A limitation of this study is that all participants had prior experience using GenAI, which was an intentional criterion to examine readiness based on actual engagement rather than hypothetical perceptions. As a result, the findings may reflect higher readiness than would be observed among lecturers with limited or no experience. Future research could expand the scope to include lecturers with varying levels of exposure to AI across different regions and disciplines. Additionally, investigating the effectiveness of SKB or specific institutional policies in bridging ethical awareness gaps would further support responsible AI integration in higher education.

ACKNOWLEDGEMENTS

This article would not have been possible without the guidance and support of my second and third authors, who are also my supervisors. I would like to express my deepest gratitude for their invaluable academic direction, patience, and encouragement throughout the writing process. I also extend my heartfelt thanks to my fellow QB team for their exceptional emotional support and solidarity.

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