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Teachers' Perceptions of AI Integration in the Learning Process in the Digital Era

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Abstract

Digital transformation has brought significant changes to education, including the use of artificial intelligence (AI) to enhance learning effectiveness. However, teacher acceptance of AI remains variable, influenced by technological understanding, institutional readiness, and psychological and pedagogical factors. This study aims to analyze teacher perceptions of AI, identify factors influencing its acceptance, and provide recommendations for more inclusive implementation. A mixed methods approach was used, with a *Likert- based quantitative survey. Scale* and qualitative interviews explored teachers' experiences in adopting AI. This research was conducted in the Mataram Baru District Teachers' Working Group (KKG), with the support of academic partners to facilitate access to respondents and data validation. Analysis included descriptive statistics to identify patterns of AI acceptance and thematic analysis of interviews to understand the challenges and opportunities in integrating this technology. The results showed that teachers have positive perceptions of AI integration in school learning. Teachers considered AI useful in assisting with the development of teaching materials, creating questions, and providing supplementary materials. Meanwhile, factors influencing teacher acceptance and readiness were technical aspects. Perceived barriers included limited technical skills and school infrastructure. Overall, AI acceptance in this study was influenced by interest, individual attitudes, and external factors.

Keywords : artificial intelligence, AI-based learning, teacher perception

Introduction

Digital transformation has brought about significant changes in the world of education, particularly with the emergence of artificial intelligence (AI) as a learning tool. AI has the potential to improve teaching efficiency, facilitate adaptive learning, and reduce the administrative burden on teachers. However, the implementation of AI in education in Indonesia still faces various challenges, including teacher readiness to understand and effectively integrate this technology. Many teachers do not fully understand the benefits and implications of AI for their learning strategies (Aghaziarati et al., 2023).

As technology penetration increases in everyday life, the successful integration of AI into learning depends heavily on the acceptance and perception of teachers as the primary implementers of education (Akanzire et al., 2025). If teachers have a positive understanding and readiness to utilize AI, they can maximize this technology to enhance interactions with students, adapt teaching materials to individual needs, and improve learning effectiveness. Conversely, if teachers' perceptions of AI are

dominated by concerns, such as threats to their traditional roles or difficulties in operating AI-based systems, the implementation of this technology will be suboptimal (Alwaqdani, 2025).

This research is important because AI is not just a technological trend, but a necessity to ensure education remains relevant and relevant. Teachers play a central role in determining how AI can be effectively implemented in the classroom. Therefore, understanding how teachers perceive AI and their key challenges is the first step in designing a more inclusive and impactful strategy for implementing this technology. This research is expected to identify solutions that enable more systematic AI integration and acceptance by educators .

Method

This research employed a mixed methods approach, a combination of quantitative and qualitative methods. Quantitative methods were used to measure teachers' perceptions of the use of AI in learning through a questionnaire-based survey. Meanwhile, qualitative methods were conducted through in-depth interviews to gain a deeper understanding of the challenges and opportunities in teachers' implementation of AI.

This approach was chosen because it allows for a more holistic analysis of the factors influencing the acceptance of AI in learning. Surveys allow us to identify common patterns in teachers' perceptions, while interviews provide deeper insights into the factors that support and hinder the understanding and acceptance of AI technology.

This research was conducted at the Mataram Baru District Teacher Working Group (KKG), which served as the primary data collection partner. The KKG (Teacher Working Group) is a professional forum for teachers, enabling this research to gain direct insights from education practitioners . The research subjects consisted of elementary school teachers who are members of the KKG in Mataram Baru District, East Lampung Regency. A total of seven teachers participated in a questionnaire to obtain a general overview of their perceptions of AI integration in learning. Furthermore, three teachers were selected as in-depth interview informants using purposive sampling techniques based on their involvement in the use of learning technology, experience using AI, and willingness to provide information regarding AI implementation in schools. This informant selection was carried out to obtain more in-depth data regarding teachers' experiences, obstacles, and readiness in integrating AI into the learning process.

This study used various instruments to measure teachers' perceptions of the use of AI in learning:

1. Likert Scale-based questionnaire (1–5) – Measures teachers’ perceptions of AI in dimensions such as ease of use, perceived benefits, attitudes and concerns regarding the role of technology in learning. This questionnaire is based on a modification of the Technology Acceptance Model / TAM (Davis, 1989) which includes 5 main dimensions: Perceived Usefulness (PU); assesses the extent to which teachers perceive the benefits of AI in improving effectiveness, efficiency, learning outcomes, and quality of learning. Perceived Ease of Use (PEOU); measures the ease with which teachers understand, use, and learn AI technology. Attitude Toward Using (ATU); measures teachers’ attitudes and

views toward AI, including enthusiasm and positive perceptions. Behavioral Intention to Use (BI); assesses teachers' intentions to use AI, encourage colleagues, and participate in AI-related training. External Factors (EXT); measures external support such as training, school infrastructure, and teachers' readiness to integrate AI.

2. Semi-structured interview guide – Used to explore teachers' understandings, experiences, and challenges in integrating AI into their teaching.
3. Observation of teacher interactions both in current school conditions and when teachers use AI in existing learning scenarios.

Research Stages, Outputs, and Achievement Indicators

This research consists of several stages:

1. Preparation and literature study – Reviewing previous research and compiling research instruments.
2. Data collection – Conducting surveys and interviews with teachers in the research area.
3. Data analysis – Processing quantitative data with descriptive statistics and interpreting interview results.
4. Interpretation and development of recommendations – Developing key findings and recommendations for education policy.
5. Publication of research results – Disseminating findings through academic reports and seminars.

Expected research outputs include:

1. Profile of teachers' perceptions of AI in learning.
2. Recommendations for AI implementation strategies in education.
3. Scientific publications or policy reports.

The achievement indicators used include:

1. Number of respondents who participated in the survey and interviews.
2. Analysis of trends in teachers' perceptions of AI.
3. Preparation of policy recommendations based on research data.

Results and Discussion

The respondents for this study were seven elementary school teachers who are members of the Core Teacher Working Group (KKG) in Mataram Baru District, East Lampung Regency. Of the seven, three were selected as in-depth interview informants to represent the diversity of school locations, while all respondents completed a perception questionnaire on AI integration.

Table 1 Respondent Profile

Respondents	Age	School location	Educational background	Informant Status
G1	29	Far from the district.	Bachelor of Education	Interview
G2	34	While from the district.	Bachelor of Education	Interview
G3	40	Close to the district.	Bachelor of Education	Interview

Respondents	Age	School location	Educational background	Informant Status
G1–G7	28–45	All	Bachelor of Education	Questionnaire

Table 1 above presents the profile of the research respondents. Respondents consisted of teachers aged 28 to 45 years with a bachelor's degree in education. School locations varied and were categorized as close, medium, and far from the sub-district. Data were collected through two methods: in-depth interviews with three informants (G1 to G3) and questionnaires with seven respondents (G1 to G7). This profile shows variation in age and school location, but uniformity in educational background, which helps to obtain a representative perspective on the research topic under study.

Table 2 Average Teacher Perception of AI

Code	Average	Category
Public Works	4.2	Tall
PEOU	3.9	Currently
ATU	4.4	Tall
BI	4.5	Very high
EXT	3.6	Currently

Table 2 presents the average teacher perceptions of AI use. Based on the data, the Perceived Ease of Use (PU) aspect obtained an average of 4.2, classified as high, while the Expected Ease of Use (PEOU) had an average of 3.9, or in the medium category. The Attitude Toward Use (ATU) aspect showed an average of 4.4, categorized as high, while Behavioral Intention (BI) reached an average of 4.5, or very high. Finally, the external factor (EXT) obtained an average score of 3.6, included in the medium category. In general, these results indicate that teachers have a positive perception of the involvement of AI in learning. This is evident from the intention and attitude of use which tend to be high, although some aspects such as ease of use and external factors are still classified as moderate.

Teachers' Perceptions of AI

A. Perceived Usefulness (PU) (Benefits of Using AI in Learning)

Code	Statement	Average	Category
PU1	AI increases the effectiveness of the teaching and learning process.	4.2	Tall
PU2	AI helps me design more engaging materials.	4.0	Tall
PU3	AI improves student learning outcomes.	3.8	Currently
PU4	AI makes my job as a teacher more efficient.	4.3	Tall
PU5	AI helps provide faster feedback to students.	4.1	Tall
PU Average		4.1	Tall

As seen in the table above, teachers assess AI as beneficial in improving the effectiveness, efficiency, and quality of student learning outcomes, with an average score of 4.1 in the high category. This result is consistent with *the technology acceptance model* developed by Davis (1989), where perceptions of technology benefits are a key

predictor of user acceptance. This finding also aligns with research by Chen et al. (2020), which found that teachers see AI's potential in assisting with material development and providing faster feedback, thereby improving the quality of learning.

B. Perceived Ease of Use (PEOU)

Code	Statement	Average	Category
PEOU1	I easily understand how AI works in learning.	3.9	Currently
PEOU2	I had no difficulty using AI.	3.6	Currently
PEOU3	Using AI doesn't require much effort.	3.7	Currently
PEOU4	I feel comfortable using AI.	4.0	Tall
PEOU5	I can learn to use AI independently.	4.2	Tall
Average PEOU		3.9	Medium–High

Despite the acknowledged benefits of AI, the ease of use aspect received a score of 3.9, in the moderate to high category. This means that teachers still experience technical challenges, meaning they need assistance . This aligns with the findings of Zawacki-Richter et al. (2019), who stated that teachers often face technical barriers when integrating new technologies. AI, in this study, is a new technology applied to learning, especially if training and support are inadequate. Within the TAM framework, perceived ease of use directly influences attitudes and intentions to use technology. Therefore, improving teachers' digital literacy will be key to strengthening the acceptance of AI in learning.

C. Attitude Toward Using (ATU)

Code	Statement	Average	Category
ATU1	I have a positive view of AI.	4.3	Tall
ATU2	AI is an important part of future education.	4.5	Very high
ATU3	I am enthusiastic about trying out AI technology.	4.2	Tall
ATU4	AI has a positive impact on the teaching profession.	4.4	Tall
Average ATU		4.4	Tall

From the table above , teachers have a positive view of AI, with an average score of 4.4 **, which** is considered high . Teachers also view AI as an important part of future education. This positive attitude aligns with research by Holmes et al. (2021), whose study found that teachers tend to accept AI when they perceive the technology does not replace teachers but can improve professionalism and the quality of learning. This finding supports the argument that teachers' positive attitudes are influenced by their perceived benefits and prior experience using digital technology.

D. Behavioral Intention to Use (BI) (Intention to Use AI)

Code	Statement	Average	Category
BI1	I intend to use AI in the future.	4.5	Very high
BI2	I would encourage other teachers to use AI.	4.3	Tall
BI3	I will take training on AI.	4.6	Very high
BI Average		4.5	Very high

The intention to use AI achieved the highest score, at 4.5, in the very high category. Teachers not only intend to use AI but are also committed to encouraging their colleagues and participating in related training. This phenomenon supports Davis's (1989) findings in the TAM, which stated that behavioral intention is a strong predictor of future technology use . Furthermore, Aljanabi (2020) reported a similar finding: teachers with positive perceived benefits and attitudes tend to have a strong intention to adopt new technologies, including AI in this study.

E. External Factors (EXT) (Support & Readiness)

Code	Statement	Average	Category
EXT1	I have received training on AI.	3.2	Low
EXT2	Schools provide AI-supporting infrastructure.	3.5	Currently
EXT3	I feel supported by the school in the use of AI.	3.6	Currently
EXT4	I feel ready to integrate AI into learning.	4.0	Tall
Average EXT		3.6	Currently

The external factors in the table above scored an average of 3.6, categorized as moderate. Teachers felt that infrastructure and training were currently limited, resulting in less than optimal readiness to use AI to support learning. This finding supports the research of Zhao et al. (2022), which asserted that institutional readiness (school support, infrastructure, training) significantly influences AI acceptance. Therefore, limited external support is a major barrier, even if teachers have positive attitudes and intentions.

Based on the research data above, all teachers responded positively to AI. In order from highest to lowest average score, based on *the Technology Acceptance Model* , these aspects are: attitude (ATU), intention to use (BI), ease of use (PU), and external factors (EXT).

In the aspect of attitude / ATU and intention to use / BI obtained an average score above 4, / high and 4.5 very high. While the benefits of using AI / PU obtained 4.1 in the high category, teachers feel the benefits of using AI in learning. In the aspect of ease of use / PEO obtained a score of 3.9 in the high category. This aspect illustrates that teachers need a companion to maximize technical understanding in the use of AI. In the last aspect, namely external factors / EXT from the survey said that support such as infrastructure is needed, this affects teacher readiness in implementing learning involving AI.

At the G1 interview;

Interviews with teachers at schools far from the sub-district level revealed that AI has been utilized, particularly in the development of learning materials such as student worksheets (LKPD) and teaching modules, using the AI feature in Canva, which teachers found very helpful ("*so we design them like LKPD, and the teaching modules are easy*"). This demonstrates the perception aspect. *high* usability (PU) . However, in direct classroom practice, usage is still limited, for example for creating questions and learning media, as well as occasionally using applications such as Quiziz, although hampered by student device access and limited internet signal ("*the signal here, the class happens to be quite far away… so it's a bit slow*"), which is related to ease (PEOU). In terms of attitudes (ATU), teachers stated that AI can be implemented

as long as support is available, and said that about half of the teachers have mastered AI technology in their schools. Intention to use (BI) is reflected in the willingness to participate in training and adopt new practices, although external factors such as infrastructure and motivation of other teachers remain challenges (*"in the future, the internet network should be more evenly distributed… there are still many teachers who are lazy or less interested in updating the latest technology"*). Overall, these interviews show a pattern of AI acceptance according to the TAM model, where benefits and positive attitudes of teachers shape intention to use, but infrastructure readiness and training remain determining factors.

At the G2 interview;

Based on interviews with teachers at Tulung Pasik Elementary School, it appears that AI has been utilized in learning tools , such as the development of media and teaching materials with the help of ChatGPT and Gemini ("*I use ChatGPT and Gemini, usually those two.*"). This indicates a high perception of usefulness. (PU) because teachers feel that AI is very helpful in their daily work. However, the use of AI in classroom learning has not been implemented, mainly due to limited facilities and school rules that do not allow students to bring devices ("*we use AI but they have to use cellphones, but at school you can't bring cellphones*"), which is related to the perception of ease (PEOU) . In terms of attitude (ATU) , teachers emphasized the benefits of AI and said that the majority of young teachers at the school were already utilizing it (*"because here there are only 4 older ones left, and there are around 15 younger ones… so they all use it, right?"*). The intention to use (BI) appeared strong because teachers were optimistic about the future use of AI, although its implementation in the classroom still requires infrastructure support. External factors (EXT) such as training had been provided through the teacher leader program and the district, so teachers felt sufficiently prepared in terms of knowledge, but classroom implementation was still hampered by facilities. Thus, the pattern of AI acceptance at Tulung Pasik Elementary School is in accordance with the TAM model: benefits and positive attitudes shape the intention to use, but full implementation still depends on external support and infrastructure.

In an interview from G3;

Interviews from schools near the sub-district indicated that teachers had positive perceptions of AI integration in learning, although its use was still limited to teaching preparation such as preparing lesson plans and searching for references. This aligns with the perceived usefulness (PU) dimension, where teachers stated that "*for example, if the material in this book is sometimes not clear enough, I look it up in AI... it's very helpful* ," which confirms the benefits of AI in increasing work effectiveness. In terms of ease of use (PEOU), some teachers admitted to not experiencing significant technical obstacles due to adequate infrastructure, although student utilization was hampered by devices ("*the kids don't use cell phones, right?*"). In terms of attitude (ATU), teachers demonstrated an open attitude toward AI by stating that more than half of their colleagues had used it. Intention to continue using (BI) was also apparent, although still accompanied by a need for external support in the form of further training ("*yes, if there is training, yes... to improve again, yes, that's how my understanding is*"). Thus, this

interview confirmed that teachers' acceptance of AI follows the TAM pattern, where benefits, ease of use, and positive attitudes shape usage intentions, but are still influenced by external factors.

Teachers' Perceptions of AI

Training and school support emerged as key factors influencing teacher acceptance of AI. Interviews revealed that teachers at Tulung Pasik Elementary School stated that they had participated in training from the teacher mobilization program and the district, making them feel more prepared to use AI. Teachers at Rajabasa Elementary School emphasized the need for further training to deepen their understanding. This echoes the testimony of teachers at Kebundamar Elementary School, who believed that AI utilization would be more equitable if internet network support and teacher motivation were improved. These findings indicate that teachers who have received training feel more confident in utilizing AI, while teachers who have not received support tend to be limited to basic use. These findings are consistent with previous research emphasizing the importance of organizational support and facilitation in technology adoption. Davis (1989) in *his Technology Acceptance Model* asserted that perceived usefulness and ease of use are influenced by external factors, while Venkatesh et al. (2003) in their *Unified Theory of Acceptance and Use of Technology* added that facilitating conditions *play* a crucial role in explaining technology adoption intentions and behavior. Therefore, training, infrastructure, and institutional support are essential prerequisites for optimal implementation of teacher acceptance of AI.

Training and school support emerged as key factors influencing teacher acceptance of AI. Interviews at several schools revealed that teachers who had received training felt more confident in utilizing AI, while those who had not received training were limited to basic usage . This finding aligns with Cukurova et al. (2025), who stated that without institutional support, training, and alignment with teaching objectives, AI adoption is less than optimal. A study by Al-Abdullatif, AM (2024) found that AI literacy and perceived ease of use were the dominant factors influencing university lecturers' acceptance of GenAI.

From this comparison, it can be concluded that in the TAM framework, external factors such as training and institutional support (facilitating conditions) not only increase teachers' self-confidence, but also strengthen perceived usefulness (PU) and ease of use (PEOU), which in turn influence attitudes (ATU) and intention to use (BI).

Acceptance Factors

Field findings from three representative schools indicate that training and school support are key factors influencing teacher acceptance of AI. Teachers in Rajabasa emphasized the importance of training to enhance understanding, teachers in Kebun Damar highlighted barriers such as peer networks and motivation, while teachers in Tulung Pasik felt more confident after participating in district-level training. These findings indicate that teachers who receive external training and support are more prepared and confident in utilizing AI, while limited support prevents optimal implementation. Therefore, external factors influence perceptions of usefulness, usability, and ease of use (Davis, 1989). Therefore, teacher acceptance of AI is not solely

determined by individual attitudes but also heavily dependent on ongoing training and institutional support.

Teacher Readiness

Despite respondents' strong willingness, technical readiness remains limited. This indicates a gap between positive perceptions and practical skills. Teachers require ongoing training to be ready to integrate AI. Teachers' technical readiness remains limited despite high motivation and positive perceptions of AI, indicating *a gap* between intentions and practical abilities. Interviews revealed that many teachers stated they were not ready to implement AI in the classroom due to a lack of skills in operating AI applications or unfamiliarity with using new technologies, even though they recognized their usefulness. Several previous studies have found that technological readiness dominates the variables influencing AI adoption, and that despite teachers' high pedagogical skills, technical competence remains a major barrier (Zaki & Ulya, 2025; Purnama et al., 2025). Therefore, bridging this gap requires ongoing technical training, strong institutional support, and increased AI literacy so that teachers have not only the intention but also the practical ability to use AI in their learning.

AI Integration Practices

Interviews revealed that teachers have begun using AI for simple tasks such as creating questions or developing teaching materials, but the use of AI for adaptive and analytical learning remains limited due to several technical and practical application barriers. For example, teachers cited limited internet infrastructure and device access as major barriers. This finding aligns with recent literature showing that in many contexts, AI is most often used for simple content generation and not for learning analytics or student-based adaptation (Garzón, J., Patiño, E., & Marulanda, C. 2025 ; Li, Xiao, Nieu, et al., 2024). Therefore, although a positive attitude has been established, to achieve the integration of AI into more advanced stages such as adaptive and analytical learning, improvements in infrastructure, practical guidance, and more in-depth specialized training are needed.

Overall, both interview and survey results indicate that teachers have positive attitudes toward AI, particularly in terms of perceived benefits (PU) and intention to use (BI), but they are not yet fully ready to integrate AI broadly into daily learning. Teachers in some schools are already utilizing AI to create questions and materials, but limited resources, technical readiness, and school policies limit implementation to adaptive and analytical learning levels. These barriers align with survey results, which showed moderate scores on the ease of use (PEOU) and external factors (EXT) dimensions. Therefore, ongoing training support, conducive school policies , and adequate infrastructure are key to encouraging further adoption.

Conclusion

From the study that has been conducted, it was concluded that the perception of teachers of the Mataram Baru District Working Group (KKG) towards AI integration, showed that teachers have a positive perception towards the integration of AI in

learning at school. Teachers consider AI useful in helping to compile teaching tools, create questions, and provide additional materials. This is reflected in high scores on the dimensions of *Perceived Usefulness (PU)* , *Attitude Toward Using (ATU)* , and *Behavioral Intention (BI)* . However, the use of AI in adaptive and analytical learning is still minimal, and has not been used directly by students and supported by school policies.

Factors Influencing Teacher Acceptance and Readiness revealed that teacher readiness in AI integration is still limited to technical aspects (Perceived *Ease of Use, PEOU*) and external support (*External Factors, EXT*). The main obstacles include infrastructure that is not yet fully ready, limited technical skills, and also the lack of ongoing training. Interviews also confirmed that teachers who have received training feel more confident, while those who have not tend to only use AI simply. Therefore, AI acceptance by teachers is greatly influenced by a combination of individual attitudes and external supporting factors.

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