

Perspectives on Using Artificial Intelligence in English Language Learning for Islamic Primary Teacher Education (PGMI) Students, Indonesia

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ABSTRACT

The progression of artificial intelligence (AI) has significantly influence higher education. Even though AI tools (Chat GPT, google translate) gives advantages in vocabulary improvement, grammar checking, and independent learning but plagiarism, accuracy and technology addiction is become the core problem issue. This study aimed to explore the perspectives of students in the *Madrasah Ibtidaiyah*. Teacher Education Program (PGMI) at Institute Agama Islam Latifah Mubarrokiyah (IAILM) on the utilization of AI in English learning. This study used a mixed method design, analyzed quantitatively with descriptive statistics and qualitatively using thematic analysis. Stratified sampling techniques was used to gain sample which amount 44 students across four semesters. Questionnaire with closed and open ended questions were used to collect the data. Closed data item were measured using *Likert Scale*. The findings reveal that students have basic awareness and surface level experience with AI, mainly using it for vocabulary, translation, and grammar support. In terms of views and attitudes toward AI were moderately positive. It recognizes that the role of AI support language skills and creativity but it can be replaced the role of teachers. In the terms of concerns were also note, especially about plagiarism, inaccurate information, technology addiction, uncritical thinking. Generally, students regards AI as a supportive rather than substitutive tool in language learning. This study highlights the need of conducting AI literacy training at PGMI, integrating technological knowledge with ethical considerations to encourage critical thinking. This findings have practical implications for curriculum design and digital literacy development, particularly in preparing future elementary teachers to integrate AI in English teaching effectively.

Keywords: Artificial Intelligence (AI), Teacher Education, English Language Learning, student Perspectives, *Madrasah Ibtidaiyah* Teacher Education (PGMI).

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INTRODUCTION

Changing of Learning styles of higher student is forced by the development of Artificial Development (AI). Google translate, Grammar checker and the assistant of writing including chat GPT (Chat Generative Pretrained Transformer) are tools in which give significant advantages in vocabulary Improvement, helping do assignment quickly, and handling flexibility for studying outside classroom. However, some worries regarding about accuracy, plagiarism and technology addiction are appeared. Therefore, higher student need to conscious of global regulation regarding ethical AI utilization and it demand AI Literacy within teacher education institutions. Chassignol et al, 2013 (Chen et al., 2020) view artificial intelligence (AI) from two perspectives: as a field of study and as a theory. As a field of study, AI is known as a branch of computer science that focuses on solving cognitive problems typically associated with human intelligence, such as learning, problem solving, and pattern recognition. Meanwhile, as a theory, the position of AI is the basis for the progress of computer systems with human abilities which related to implement task that require human intelligence, such as voice recognition, decision making, language transitions and visual perception.

Digital Education Council (2024) reported that the utilization of AI in education is becoming usual and proper strategies and police should be established to manage its integration. Universities must prepare by establishing proper strategies and policies to manage its integration.

It is important Gaining insight into students' perceptions of AI in higher education for ensuring its successful implementation within academic institutions. Meanwhile in Indonesia, in higher education the regulation of AI utilization and academic transcript will be planned to release. This lead a foundation for formulating and implementing safe and ethical AI practices on campuses, including in teaching for teacher education including Islamic Primary Teacher Education (PGMI). In the context of national English language proficiency, the EF English Language Proficiency Index (EF EPI 2024) ranks of Indonesia is 80th out of 116 countries (category is low Proficiency), this indicates the appropriate and relevant use of AI can empower language of elementary teachers prospective to improve their English skills to equip them with global perspectives and access to international academic resources.

Theoretically, the utilization of AI for education teacher can be reviewed from the concept of Technological Pedagogical Content Knowledge (TPACK). (Hastomo et al., 2024) emphasize that in utilizing AI, prospective teacher need to integrate, technological

knowledge (TK) technological pedagogical knowledge (TPK), and technological content knowledge (TCK). Their finding show that EFL pre service teachers categorized a moderate level in utilizing it. Thus, the training is needed. In addition, (Zaim et al., 2025) stated that in language learning GenAI is effective to assist them for grammar refinement, translation accuracy, content exploration, idea generation, reflecting implication. However, they caution that AI utilization must be transparent and reflective. Most of them use tools such as ChatGPT, Google translate, and Grammarly. UNESCO also emphasizes that utilizing AI in education must be human centred, transparent, accountable, and pay attention to academic ethics. similarly, (Aini et al., 2024) highlighted about the benefit of the integration of artificial intelligence in education (AIEd) in English Language Learning focusing on Indonesian university student`s perspective, particularly in the affective and cognitive aspects. It contributes to create a positive and emotionally engaging learning environment and acts as an effective instrument for developing the cognitive and affective skills essential to language learning success.

Previous studies also reveal that both students and lectures generally hold positive attitude towards AI, and they concerned about accuracy, plagiarism, and a decline in critical thinking. (Zimotti et al., 2024) who surveyed over 100 language instructors to ask regarding their perception how this tool will impact profession and the result of study show a mixture sentiments toward utilizing AI tools in the language classroom, and some fearful for their job security and other they feel engagement about the tools. Similarly, (Uygun, 2024), based on his study shows that numerous teachers appraise AI as a benefit support in improving education, aligning with the wider movement of acknowledging technology`s advantages in the learning process. (Batubara et al., 2025) argu for comprehensive AI literacy education (technical skills, ethical considerations, critical thinking, and responsible AI utilize) in Indonesia universities is needed. Other studies (Samihha & Aksara, 2025); (Hastomo et al., 2024) confirm the benefits of AI for EFL motivation/ engagement, but highlight access gaps (limited infrastructure, funding, digital literacy and training need). Research in Indonesia has mostly focused on attitude of AI while studies specifically highlighting PGMI students to utilize AI to study English are still very limited. In fact, PGMI student have different characteristic, as they are prepared to become *Madrasah Ibtidaiyah* (MI/SD) teachers who not only teach English but also integrate Islamic values into their teaching. It could be that English as global communication / *dakwah* and Ai help them to assist them in learning English but trustworthy is the key to be honest to use it (avoid plagiarism and cheating).

This study explore of the perspectives of PGMI students at Institute for Islamic Studies *Latifah Mubarakiyah* (IAILM) in utilizing of AI. This study produces practical recommendations for PGMI programs in developing responsible AI literacy policies. Based on the above description, the research questions are as follows;

1. What is the level of awareness and experience of PGMI students regarding AI?
2. What are their views and attitudes toward the use of AI in learning English?
3. What challenges and concerns do they face in the process?

METHOD

Approach and Design

This study used mixed methods approach with quantitative and qualitative data to explore PGMI students' perspectives on the utilization of artificial intelligence (AI) in English language learning. The purpose of descriptive design is describing students' awareness, experience, attitude, and concerns about the utilization of AI. The quantitative approach is used to measure the dimensions of awareness, experience, views and attitudes, as well as the challenges and concerns of students through a Likert scale, while the qualitative approach is used to explore deeper understanding through open ended questions. By combining quantitative and qualitative approaches of the research, the explanation can be more comprehensive.

Participant

Students who were active current academic year in the Madrasah Ibtidaiyah Teacher Education Program (PGMI) were the research participant . The sample was 44 students (representative) from 2th semester, 4th semester , 6th semester and 8th semester). Stratified random sampling was used in the sampling techniques, in which the population was divided into strata based on class/semester, and then a random selection was made in each stratum.

Instrument

There are two types of questions in the questionnaire. First, closed questions with Likert Scale (1 = strongly disagree, 4 = Disagree, 3= Neutral, 2 = agree, to 5 = strongly agree) to get quantitative data. Second, open questions to support qualitative analysis in which respondents could answers freely. Closed questions consist 14 items to determine their perspectives in 3 dimensions (the awareness, experiences, views, and attitudes, as well as the

challenges and concerns). And open questions consist 3 questions. The questions determine about the most significant advantage of using AI in English language learning, the main threat or restriction of integrating AI into English language learning, and the recommendation for prospective teachers to guarantee the effective and ethical use of AI in English language learning. The questioner was presented in Indonesian (the students' native language). A consent form is attached in the questionnaire form is accompanied. Its explaining the nature of the research, anonymity, and confidentiality of responses.

Data Collection

Data collection was conducted by distributing online questionnaires to PGMI students. And it was distributed via google form. Descriptive statistical techniques was used to gain quantitative data were analyzed, such as mean, standard deviation, and percentage to determine the respondents' answer characteristic. Meanwhile, qualitative data were analyzed using thematic analysis techniques (Braun & Clarke, 2006), which aimed to identify the main characteristic in the respondents' open answers. There are several steps, including read again the responses to the open ended questionnaire, coding recurring words, phrases, and meanings, grouping larger themes (e.g., benefits, challenges, or recommendations for AI use), reviewing, categorizing themes, and reinforcing findings by writing them down and presenting direct quotes from respondents. By using this approach, the study is expected to provide a complete description of the awareness, experiences, views, and attitudes, as well as the challenges and concerns of PGMI students.

Data Analysis

A Mixed methods approach was conducted to analyse the data. This Approach is combining quantitative and qualitative techniques. For the quantitative segment, coding is performed on closed questionnaire responses by using Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree to 5 = strongly agree. The data were then tabulated and analysed using descriptive statistics, including frequency, percentage, mean, and standard deviation. The mean was interpreted based on the following categories: 1.00–1.80 = very low, 1.81–2.60 = low, 2.61–3.40 = moderate, 3.41–4.20 = high, and 4.21–5.00 = very high (Sekaran, Uma; Bougie, 2016). Meanwhile, the standard deviation was interpreted by (Widyanto, 2013) namely $SD < 1.00$ = low/homogeneous variation, $SD 1.00–2.00$ = moderate variation, and $SD > 2.00$ = high/heterogeneous variation. For the qualitative

segment, open ended responses were analysed using thematic analysis. (Braun, V. & Clarke, 2006) stated that thematic analysis comprise 3 steps namely Identification, analyzation, and categorization. The theme categorized into three main dimensions: awareness and experiences, views and attitudes, and concerns and challenges. Finally, data integration was carried out by connecting quantitative characteristic with qualitative resulting in a comprehensive view of students' perceptions of AI in English learning.

FINDINGS

The findings of this study aim to explore the level of awareness and experience of PGMI students regarding artificial intelligence, their views and attitudes toward the use of AI in learning English, and the challenges and concerns they encounter in the process.

Table 1. Descriptive Statistics of Students' Perceptions of AI in English Learning

	Code	Questions	Strongly Disagree (5)		Disagree (4)		Neutral (3)		Agree (2)		Strongly agree (1)
Awareness and Experiences	p1	I understand what AI is and how it generally works.	1	2%	0	0%	22	50%	18	41%	3
	p2	I know examples of AI applications for learning English.	3	7%	1	2%	19	43%	19	43%	2
	P3	I have used AI to help me learn English.	1	2%	2	5%	10	23%	25	57%	6
	p4	AI makes it easier for me to understand English materials.	2	5%	4	9%	15	34%	15	34%	8
	p5	AI helps me improve my English vocabulary.	3	7%	1	2%	14	32%	19	43%	7
	p6	AI allows me to learn more flexibly outside the classroom.	2	5%	3	7%	24	55%	12	27%	3
Views and Attitudes	p7	AI can help prospective elementary school teachers	2	5%	3	7%	15	34%	18	41%	6

		improve their English skills.										
	p8	AI helps me create more creative teaching materials.	1	2%	2	5%	13	30%	21	48%	7	
	p9	AI helps me check grammar and spelling.	2	5%	2	5%	23	52%	11	25%	6	
	p10	AI can replace part of the teacher's role in English learning.	9	20%	14	32%	13	30%	6	14%	2	
	p11	AI can reduce students' critical thinking skills.	3	7%	3	7%	17	39%	12	27%	9	
Challenges and Concern	p12	AI sometimes provides inaccurate information.	1	2%	3	7%	10	23%	19	43%	11	
	p13	AI increases the risk of plagiarism.	2	5%	0	0%	19	43%	14	32%	9	
	p14	I am worried about becoming too dependent on AI in learning English.	1	2%	2	5%	7	16%	24	55%	10	
Mean												
Standard Deviation												

Table 2. Descriptive Statistics of Students' Awareness and Experiences in Using AI

	Code	Questions	Strongly Disagree (5)		Disagree (4)		Neutral (3)		Agree (2)		Strongly agree (1)		Total
Awareness and Experiences	p1	I understand what AI is and how it generally works.	1	2%	0	0%	22	50%	18	41%	3	7%	

p2	I know examples of AI applications for learning English.	3	7%	1	2%	19	43%	19	43%	2	5%
p3	I have used AI to help me learn English.	1	2%	2	5%	10	23%	25	57%	6	14%
p4	AI makes it easier for me to understand English materials.	2	5%	4	9%	15	34%	15	34%	8	18%
p5	AI helps me improve my English vocabulary.	3	7%	1	2%	14	32%	19	43%	7	16%
p6	AI allows me to learn more flexibly outside the classroom.	2	5%	3	7%	24	55%	12	27%	3	7%
Mean											2.42
SD											0.65

The quantitative calculation for the dimensions of awareness and experience obtained an average score mean of 2.42, include the low category, with a standard deviation of 0.65 (<1), indicating homogeneous data, meaning that most respondents had similar views regarding awareness and experience in the use of AI.

Table 3. Descriptive Statistics of Students' Views and Attitudes toward AI

Code	Questions	Strongly Disagree (5)	Disagree (4)	Neutral (3)	Agree (2)	Strongly agree (1)	Total
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Views and Attitudes	p7	AI can help prospective elementary school teachers improve their English skills.	2	5%	3	7%	15	34%	18	41%	6	14%
	p8	AI helps me create more creative teaching materials.	1	2%	2	5%	13	30%	21	48%	7	16%
	p9	AI helps me check grammar and spelling.	2	5%	2	5%	23	52%	11	25%	6	14%
	p10	AI can replace part of the teacher's role in English learning.	9	20%	14	32%	13	30%	6	14%	2	5%
	p11	AI can reduce students' critical thinking skills.	3	7%	3	7%	17	39%	12	27%	9	20%
Mean												2.67
SD												0.80

Based on the questionnaire results counting, in the terms of the view and attitude dimension, the mean obtained 2.67, it indicates that this average falls into the moderate category (2.61–3.40), indicating that respondents' experience with AI is still lack, however, respondents have positive view on the AI utilization in English language learning. The standard deviation of <1 (0.80) indicates the data is relatively homogeneous, even though there is variation in respondents' view in their attitude toward the role of AI.

Table 4. Descriptive Statistics of Students' Concerns and Challenges in Using AI

	Code	Questions	Strongly Disagree (5)		Disagree (4)		Neutral (3)		Agree (2)		Strongly agree (1)		Total
Challenges and Concerns	p12	AI sometimes provides inaccurate information.	1	2%	3	7%	10	23%	19	43%	11	25%	
	p13	AI increases the risk of plagiarism.	2	5%	0	0%	19	43%	14	32%	9	20%	
	p14	I am worried about becoming too dependent on AI in learning English.	1	2%	2	5%	7	16%	24	55%	10	23%	
Mean												2.18	
SD												0.72	

The questionnaire results counting for in the terms of the concerns and challenges dimension showed a mean of 2.18, this average include moderate category, it's mean that AI utilization in English language learning had significant level. Standard deviation showed 0.72 include low to moderate category, it means that most respondents were consistent in their answer.

DISCUSSION

Awareness And Experiences

The function of awareness and experience in this study is to measure how far respondents are aware of AI and to find out their direct experience in utilizing it. This is the base foundation for describing the respondents' level of digital literacy, so basic understanding and experience must be explored. The data above shows that respondents indicate that students already have preliminary knowledge about AI, but their level of experience in using AI for English language learning is still limited. Their level of mastery is still at an early stage (surface level), so their experience in utilizing AI haven't unskilled yet. Respondents do not have sufficient awareness and experience in AI utilization in English

language learning. Their knowledge of AI is more conceptual than practical. Their level of AI literacy is still limited, implying the need for improvement through educational intervention or digital training. This is in line with Rivai's (2018) opinion, which states that the use of learning technology, including AI, is greatly influenced by the level of digital literacy and user awareness. Based on openended questions about the greatest benefits of AI in English language learning, respondents assessed that AI has many benefits in learning English, including expanding vocabulary, facilitating translation, providing quick feedback on grammar and pronunciation, and facilitating learning outside the classroom and independently. This is in line with what was uttered by the respondents.

(“AI Membantu saya memahami kosakata yang tidak dimengerti.”) (AI help me to understand unknown vocabularies)

(“Sangat bermanfaat karena AI saya bisa memahami bahasa Inggris dimana saja dan kapan saja.”) (“it's very useful because my AI can understand English anywhere and anytime”).

(“Saya tahu AI tapi kadang cara menggunakannya kadang gak bisa apalagi yang harus berbayar.”) (“know about AI, but sometimes I don't know how to use it, especially the ones that require payment.”)

Respondents recognize the big potential of AI (e.g., for vocabulary, grammar, flexibility), but after further analysis , the majority of responses still struggle around basic functions (translation, vocabulary search, grammar checking). Not many mention further applications such as critical discussion, speaking simulation, or complex teaching material design. The types of AI tools that have been used frequently in English language learning are Google Translate and ChatGPT.

Views and Attitudes

This dimension is used to determine how respondents assess and interpret the role of AI in learning. Even though their knowledge and experience are limited, respondents have both positive and negative attitudes toward AI. Their potential acceptance and readiness to use AI in learning and teaching practices can be seen in this dimension.

Overall, these results show that prospective elementary school teachers are still in the early stages of developing their views and attitudes toward the use of AI. Although there is positive potential seen in the role of AI in replacing some of the roles of teachers, its practical

benefits, such as in the creativity of teaching material development, have not been realized. This is in line with the responses of several respondents in the open ended questions.

(“AI itu membantu, tetapi tetap tidak bisa menggantikan guru karena penjelasan guru lebih manusiawi dan sesuai konteks”) (AI is helpful, but it still cannot replace teachers because teachers' explanations are more human and context appropriate)

(“AI bagus untuk latihan, tapi saya lebih yakin kalau ada pendampingan dosen agar tidak salah paham”) (“AI is indeed useful, but it still cannot replace teachers because teachers' explanations are more human and context appropriate).

Thus, there appears to be an uncertain view: AI is seen as an innovative medium, but it is still considered necessary to combine it with the role of teachers as the main facilitators of learning. Overall, the Views and Attitudes dimension shows that students view AI positively as a tool to improve English skills, especially in terms of grammar and creativity in teaching material development. However, they remain critical of AI's potential to replace the role of teachers or reduce critical thinking skills. This view is in line with research (Saini et al., 2025) which states that in the end, humans are responsible for guiding the development of AI so that it benefits society as it grows. To ensure that AI continues to serve as a tool for human empowerment, collaboration among policymakers, researchers, and business leaders is essential. With careful design, ethical awareness, and continuous learning, AI can become a positive force that supports rather than weakens human decision making.

Concerns and Challenges

This dimension serves to evaluate how far respondents are aware of the risks and weaknesses of AI. This dimension helps to see whether respondents remain critical of the potential negative impacts of AI. These concerns and challenges need to be taken seriously. This terms have reflection ethical and psychological prevent that utilizing AI do not make students feeling inhibited but feel comfortably . The average response falls into the category of uncertain to disagree. The low standard deviation indicates that respondents have relatively similar views, namely that they still express concern or uncertainty about the negative impacts of AI use. Thus, it can be concluded that prospective elementary school teachers generally have a fairly positive attitude toward AI. They are not concerned about the potential negative impacts that may arise from its use. However, there are some concerns that they expressed. For example, one respondent said that

(“kadang AI memberi jawaban yang tidak tepat, jadi kalau langsung dipakai bisa salah”) (Sometimes AI gives incorrect answers, so if you use it directly, you could be wrong”).

Another respondent added, *(“ kalau terlalu sering pakai AI, bisa membuat mahasiswa malas berpikir sendiri dan hanya menyalin jawaban”)* “If AI is used too often, it can make students lazy to think for themselves and just copy answers).”

This supports Carr's (2010) view that the development of digital technology tends to shape instant and reduces users' ability to analyze things in depth. Easy access of information makes individuals more dependent on readily available answers, rather than developing independent critical thinking. This creates uncritical mindset, resulting in a lack of ability to analyze things in depth. Our critical abilities will make someone dependent on readily available answers, rather than developing independent critical thinking. Another concern that has arisen is the risk of plagiarism and the potential for excessive dependence.

This shows that even though AI brings benefits, students are aware of the negative consequences that need to be anticipated. The suggestions given by respondents to the open-ended questions include, first, using AI in a balanced manner and not excessively, as expressed by the respondents.

” Gunakan AI saat kita benar-benar tidak memahami pembelajaran bahasa Inggris saja.”
(Use AI when we really don't understand English learning alone)

“Boleh digunakan, tapi jangan terlalu berfokus pada AI, coba cari informasi lain juga.”
(“it can be used, but don't focus too much on AI. Try to find other information as well”)

Kedua, gunakan AI sebagai referensi, bukan pengganti guru/buku sebagaimana di yang diungkapkan oleh responden, (Second, use AI as a reference, not as a substitute for teachers/books, as expressed by respondents.)

(“Calon guru menggunakan AI hanya untuk mencari referensi, bukan menjadi patokan utama pengganti buku.”) *(Prospective teachers use AI only to search for references, not as a primary substitute for books)*

(“Materi dari AI sebaiknya hanya sebagai tambahan, tetap dibarengi sumber yang terpercaya.”) *(Material from AI should only be used as a supplement, accompanied by reliable sources.)”*

Kemudian, Penggunaan AI harus kontekstual dan sesuai kebutuhan pembelajaran. Sebagaimana yang diungkapkan oleh responden

“Isi dan materi dari AI disesuaikan dengan apa yang dibutuhkan oleh calon guru SD.” (“The content and material of AI should be tailored to the needs of prospective elementary school teachers.”)

“Calon guru bisa terbantu dalam menentukan bahan ajar di kelas dengan menanyakan pada AI.” (“Prospective teachers can get help in determining teaching materials for their classes by asking AI “).

And continue to prioritize academic ethics such as plagiarism

“Jangan hanya copy paste dari AI, tetapi kembangkan dengan kreativitas sendiri.” (“Don't just copy and paste from AI, but develop it with your own creativity”)

“Gunakan AI untuk inspirasi, bukan untuk mengambil alih seluruh tugas.” (Use AI for inspiration, not to take over the entire task.”)

Thus, based on the respondents' suggestions, it can be concluded that the use of AI must be balanced. AI is a tool to assist or support learning. AI is not a substitute for learning. In the principle of blended learning, we must understand that technology and human interaction must be balanced. AI can change cognition, but not character.

CONCLUSION

This study examines PGMI students' perspectives on the use of artificial intelligence (AI) in English language learning through a mixed methods approach. Generally, the results of the study show that students generally have a fairly positive perception of the use of AI, with a relatively good level of consistency in their responses.

In terms of awareness and experience dimension it was found that students had sufficient awareness and experience of AI, particularly in supporting the English learning process, such as improving vocabulary, assisting with translation, and providing feedback on grammar and pronunciation. However, their experience in using it is still limited and at a surface level. In other words, their knowledge is more conceptual than practical.

in terms of views and attitudes dimension, students demonstrated a moderately positive view of AI, indicating that they have positive views and attitudes towards AI utilization. They believe that AI can support learning. However, they force the main of using it wisely but without limiting independent learning and creativity.

In terms of concerns and challenges, this shows that students remain cautious in using AI. They are concerned about the risks of plagiarism, dependence on AI, and the possibility of obtaining inaccurate information. Nevertheless, AI is an effective, flexible, and relevant

learning tool for them. However, they also emphasize the need for a critical and ethical attitude so that AI does not replace the role of educators and affect the quality of learning. Generally, PGMI students demonstrate a good level of awareness and experience, not only have positive attitude to use it but also have expressed caution regarding the risks and challenges faced.

Thus, AI acts as a support rather than a replacement for lecturers. This is an important suggestion for the implementation of digital literacy training in PGMI so that prospective teacher to be able to utilize AI in language learning optimally. Lecturers are expected to be able to create learning designs using AI tools but not limiting students critical thinking. Technology, will be developed rapidly or slowly. We will come automatically virtually in every aspect of life, automated, and AI-driven. Moreover, starting in the 2027/2028 academic year, English will become a compulsory subject for third grade elementary school/MI students and their equivalents, in accordance with the policy require in Permendikbudristek No. 12/2024. At the very least, training in the use of AI in English language learning for MI teachers will serve as preparation for when they enter the field to teach at elementary schools/MI.

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