

Challenges and Opportunities of Indonesian EFL Teachers' Well-Being in the Era of Artificial Intelligence (AI): A Systematic Literature Review

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ABSTRACT

ABSTRACT This research is conducted to address the challenges and opportunities which are being faced by Indonesian EFL (English as a Foreign Language) teachers in maintaining their well-being. The focus and center is amid the rapid integration of Artificial Intelligence (AI) in the Indonesian education. The main objective of this research is to systematically review existing literature to identify key factors affecting teachers' psychological, professional, and social well-being in the AI era. Using a systematic literature review method, relevant studies being published between 2020 to 2025 were selected through a comprehensive search of academic databases based on inclusion and exclusion criteria. Data were analyzed thematically. They are analyzed to extract major trends and the insights regarding main topic of the challenges and opportunities. The results reveal that while AI offers opportunities for enhancing teaching effectiveness and reducing administrative burdens, it also brings challenges such as technological anxiety, job insecurity, and the need for continuous skill development. The findings show that teachers' well-being is closely tied to institutional support, digital literacy, and adaptive professional development programs. This review shows the importance of proactive strategies to support Indonesian EFL teachers in adapting to AI-driven changes. This is to ensuring their well-being and also their sustaining quality education in the future.

Keywords: Well-being, EFL Teacher, Artificial Intelligence

10 Introduction

In recent years, the role of technology in education has grown rapidly, especially with the introduction of Artificial Intelligence (AI). In Indonesia, this development is starting to affect how English as a Foreign Language (EFL) is taught. For teachers, this change brings both new opportunities and serious challenges. While AI can help make teaching more efficient, it also affects how teachers feel about their jobs, how secure they are in their careers, and how they manage stress. This research aims to better understand how Indonesian EFL teachers are dealing with these changes and how AI is influencing their overall well-being.

Many experts agree that AI can support teachers by reducing their workload and making lessons more engaging. For instance, AI-powered tools can automate tasks like grading or creating learning materials, which helps teachers focus more on teaching and connecting with students (Gibson, 2025). However, other studies warn that the rise of AI can also create problems, such as increased pressure to keep up with new technology, fear of being replaced by machines, and a constant need to learn new skills (Nozawa, 2024).

In the context of teacher well-being, it's important to look at not just their physical health, but also their emotional, mental, and professional states. A recent study by Wang, Derakhshan,

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and Noughabi (2024) found that teacher well-being is strongly linked to how confident they feel, how engaged they are in their work, and how much support they receive from their schools and peers. In Indonesia, where access to training and resources can vary widely, understanding these factors is especially important.

This study uses a systematic literature review to explore what has already been written about this topic. By looking closely at studies published from 2020 to 2025, we hope to find key patterns and suggestions for supporting Indonesian EFL teachers during this time of technological change. In the end, the goal is to help ensure that these teachers not only adapt to AI but also continue to thrive in their profession and deliver high-quality education.

11 Literature Review

The concept of teacher well-being is rooted in several theoretical frameworks that emphasize psychological, professional, and social health. In the field of education, well-being is often linked to positive psychology, which focuses on personal strengths, emotional resilience, and job satisfaction. This approach views well-being as more than just the absence of stress or burnout—it includes a sense of purpose, engagement, and supportive relationships in the workplace (Wang, Derakhshan, & Noughabi, 2024). Their research highlights that EFL teachers' psychological well-being is influenced by their professional identity, work engagement, and institutional support across Asian countries, including Indonesia.

The United Nations' Sustainable Development Goals (SDGs), particularly Goal 3 (Good Health and Well-being) and Goal 4 (Quality Education), also provide a broader framework for understanding teacher well-being. According to SDG 3, promoting mental and emotional health is essential for achieving overall well-being. Meanwhile, SDG 4 stresses the importance of supporting educators to improve learning outcomes. These two goals are closely connected, as the quality of education is directly influenced by the well-being of teachers.

Artificial Intelligence introduces a new dynamic into this conversation. As AI technologies become more integrated into education systems, they bring both potential benefits and risks. Gibson (2025) argues that AI can improve teacher well-being by reducing administrative burdens, automating repetitive tasks, and providing tailored instructional support. When used thoughtfully, AI can free up teachers' time for more meaningful interaction with students, thereby improving their sense of job satisfaction and reducing stress.

However, other scholars caution that AI may also introduce new stressors. Nozawa (2024) points out that while AI can enhance teaching efficiency, it may also lead to job insecurity, especially when teachers feel unprepared or undertrained in using digital tools. Teachers may experience anxiety when trying to adapt to fast-changing technologies, and this can negatively impact their well-being. Therefore, the development of digital literacy and professional training is essential.

In this study, the theoretical framework brings together three key components: the psychological theory of teacher well-being (based on positive psychology), the goals and values of the SDGs (particularly SDGs 3 and 4), and current understandings of AI in education. This framework allows for a comprehensive exploration of how AI influences teacher well-being—both positively and negatively—while emphasizing the importance of institutional support, ethical AI integration, and ongoing teacher development to ensure sustainable progress in Indonesian EFL contexts.

12 Research Methods

This research follows a qualitative paradigm using a systematic literature review approach to explore the challenges and opportunities of Indonesian EFL teachers' well-being in the era of

Artificial Intelligence (AI). The paradigm is interpretivist, aiming to understand how teachers experience and respond to AI integration in their professional lives, particularly regarding psychological, professional, and social well-being.

The approach involves collecting, organizing, and analyzing relevant peer-reviewed literature published between 2020 and 2025. This method allows for a deep understanding of how well-being and AI are discussed and connected in current academic discourse, especially within the Indonesian and broader Asian context.

The data collection technique used was document analysis. Academic databases such as Google Scholar, ScienceDirect, and DOAJ were searched using keywords like “AI in education,” “EFL teacher well-being,” “AI and ELT,” and “Indonesia.” The inclusion criteria required articles to be peer-reviewed, published between 2020 and 2025, and focus on the use of AI in education, teacher well-being, or the EFL context. Articles that did not relate to EFL teaching or lacked relevance to AI and well-being were excluded.

Six core articles were selected for analysis: Arif & Gupta (2024), Amin & Khoiriyah (2024), Aly et al. (2025), Gibson (2025), Nozawa (2024), and Wang et al. (2024). These studies reflect various perspectives, including ethical AI use in schools, AI in ELT, psychological health, and teacher-student relationships.

The data analysis technique was thematic analysis. The selected articles were read carefully, and key themes were identified and grouped, such as workload reduction, job anxiety, institutional support, and ethical concerns. These themes were then interpreted to highlight the main findings and support the development of the study’s theoretical framework

13 Result and Discussion

The systematic literature review reveals both significant challenges and promising opportunities for Indonesian EFL teachers in maintaining their well-being amid the rise of Artificial Intelligence (AI) in education. The findings are categorized into two major themes: challenges and opportunities.

One major challenge is the emotional and psychological pressure caused by rapid technological change. Wang, Derakhshan, and Noughabi (2024) emphasize that EFL teachers often experience stress and anxiety due to limited digital literacy and a lack of confidence in using AI tools. This stress can negatively impact their mental well-being and engagement in teaching.

Another challenge is job insecurity and ethical concerns. Aly, Setiadi, and Zuriyati (2025) highlight the fear that AI may eventually replace the human role in language teaching, which causes unease among teachers. Similarly, Arif and Gupta (2024) discuss how the ethical implications of AI—such as data privacy and surveillance—can create discomfort and distrust among educators, especially when AI is used to monitor student behavior or teacher performance.

Furthermore, lack of institutional support is a recurring issue. Many Indonesian schools are not yet equipped with proper infrastructure or training programs to help teachers transition into AI-supported teaching environments (Amin & Khoiriyah, 2024). This lack of support leaves teachers feeling unprepared and overwhelmed.

Despite the challenges, AI also presents valuable opportunities that can support teacher well-being. Gibson (2025) notes that AI can reduce teachers’ administrative burdens, such as grading or scheduling, which allows them to focus more on instruction and student interaction—factors closely linked to job satisfaction and emotional well-being.

AI also offers personalized teaching support. Nozawa (2024) explains that AI tools can adapt to students’ language levels and learning styles, helping teachers deliver more effective instruction with less manual planning. This can increase teaching efficiency and lessen burnout.

Lastly, the integration of AI encourages professional growth and innovation. As teachers

learn to use new tools, they develop digital competencies that enhance their professional identity and confidence (Amin & Khoiriyah, 2024). This development contributes positively to their sense of purpose and career satisfaction.

Overall, the review shows that while AI introduces complex challenges, it also creates meaningful opportunities for improving the well-being of Indonesian EFL teachers—provided that proper training, ethical guidelines, and institutional support are in place.

14 Conclusion

This systematic literature review explored the challenges and opportunities that Indonesian EFL teachers face in maintaining their well-being amid the growing use of Artificial Intelligence (AI) in education. The findings show that while AI offers promising benefits, it also presents considerable obstacles that impact teachers' psychological, professional, and social well-being. Key challenges include increased emotional stress due to limited digital skills (Wang et al., 2024), job insecurity caused by fear of being replaced by AI (Aly et al., 2025), ethical concerns related to privacy and surveillance (Arif & Gupta, 2024), and the lack of institutional support and training (Amin & Khoiriyah, 2024). These factors can negatively influence teachers' motivation, job satisfaction, and mental health. However, the review also highlights important opportunities. AI can significantly reduce administrative workloads and help teachers focus more on student interaction, improving job satisfaction (Gibson, 2025). Additionally, AI allows for personalized teaching experiences and fosters professional growth by encouraging teachers to develop digital competencies (Nozawa, 2024; Amin & Khoiriyah, 2024). Based on these conclusions, several recommendations are proposed. First, institutions should invest in continuous AI-related training for teachers to enhance their confidence and reduce technology-related anxiety. Second, stronger ethical guidelines must be implemented to protect teachers' privacy and support a healthy teaching environment. Third, schools and education stakeholders should provide mental health and peer support programs to help teachers cope with changes brought by AI integration. Finally, national education policies should recognize the central role of teachers in AI-driven education and ensure that technology enhances rather than replaces human teaching.

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