Volume: 26 No.1. April, 2026; pp. 8-16
P-ISSN: 1411-4585 E-ISSN: 2549-6743
DOI: https://doi.org/10.24036/pedagogi.v26i1.2854
Submitted: 25-12-25; Revised: 26-03-27; Accepted: 26-04-30

Pedagogi
Jurnal Ilmu Pendidikan
http://pedagogi.ppj.unp.ac.id/

The Influence of ChatGPT Use and Work Motivation on Educators' Teaching Readiness in Bogor

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Abstract

The rapid integration of artificial intelligence, particularly ChatGPT, has significantly transformed instructional practices and teacher preparation, while also raising important questions about educators' readiness to adapt effectively in modern educational settings. This study aims to examine the influence of ChatGPT usage and work motivation on the teaching readiness of educators at Madrasah Tsanawiyah in Leuwiliang, Bogor. Using a quantitative research approach, data were collected from 155 teachers through validated questionnaires and analyzed using multiple linear regression techniques. The findings indicate that both ChatGPT usage and work motivation have positive and significant effects on teaching readiness, with work motivation identified as the most dominant influencing factor. Furthermore, the combined effect of these variables accounts for a substantial proportion of the variance in teaching readiness, demonstrating a strong and meaningful relationship. This study concludes that optimizing AI integration must be supported by strong teacher motivation to ensure effective and sustainable teaching readiness.

Keywords: AI; ChatGPT; Work Motivation; Teaching Readiness;

How to cite : Febrianti, S., Rahma, A., Megafajari, D., & Santi, V. (2026). The Influence of Artificial Intelligence Usage of ChatGPT and Work Motivation on Teaching Readiness of Educators in Leuwiliang Bogor. *Pedagogi: Jurnal Ilmu Pendidikan*, 26(1). https://doi.org/https://doi.org/10.24036/pedagogi.v26i1.2854

INTRODUCTION

The development of digital technology in the era of the Industrial Revolution 4.0 has brought about significant changes in all aspects of life, including education. One of the technologies with the most critical impact is Artificial Intelligence (AI). AI is a branch of computer science that focuses on the development of systems or machines capable of performing tasks typically performed by humans (Shaniya et al., 2024). In other words, AI is a technology designed to mimic the workings of human intelligence, including thinking, analyzing, problem-solving, and learning from data automatically.

The accelerated adoption of Artificial Intelligence (AI) technology, such as huge language models like ChatGPT, has transformed the learning landscape and educators' work practices. While ChatGPT offers the ability to assist in the development of teaching materials, provide rapid feedback, create questions and rubrics, and act as virtual tutors for students, it also presents challenges related to academic integrity, dependency, and information inaccuracy (King, 2024). Findings from systematic reviews and empirical studies suggest that teachers' attitudes toward

ChatGPT are generally positive, but require targeted professional development to optimize benefits and minimize risks (Salih et al., 2025). Furthermore, systematic review research indicates that educational chatbots can increase engagement and personalize learning, but require policies and training to mitigate risks such as misinformation or academic integrity issues (Labadze, Grigolia, and Machaidze, 2024).

Besides the technological aspect, the work motivation of educators remains the primary determinant of the readiness and quality of the implementation of the teaching and learning process (Hayati, Zikra et al., 2020). The theory of work motivation are intrinsic and extrinsic (Miranti, Ira, Soewarto Hardhienata, and Widodo Sunaryo., 2024). (Extrinsic) explains how factors such as professional recognition, working conditions, incentives, and career development opportunities contribute to teachers' willingness to adopt pedagogical innovations and new technologies. High motivation tends to strengthen teachers' intentions and efforts to learn and integrate tools like ChatGPT into their teaching practice. Therefore, analyzing the influence of ChatGPT cannot be separated from measuring work motivation (Adekunle et al., 2022).

Furthermore, professionalism, which encompasses pedagogical competence, professional expertise, professional ethics, and a commitment to continuous development, is also a key determinant of teacher readiness (Novalia et al., 2023). Research in Indonesia confirms that increased professionalism is positively correlated with the quality of the learning process and student learning outcomes (Baety, 2021). Therefore, interventions that enhance professionalism have the potential to improve teacher preparedness significantly (Dariyanto., 2020) (Lestari, Alia., 2023).

Teaching readiness encompasses the dimensions of knowledge (technological literacy and pedagogy), skills (the ability to design technology-enabled learning activities), and attitudes (willingness to experiment and adhere to ethical use) (Rivandi, R., & Pahlevi, T., 2025). Early empirical evidence in the education sector indicates variations in readiness: some educators see clear benefits of ChatGPT for efficiency and instructional support, while others doubt the accuracy of the output or worry about potential misuse. AI-specific training interventions, including formal courses launched by technology developers or education partners, are essential steps to increase readiness and address implementation challenges (Sallam, 2025). Recent studies have found that AI can reduce administrative burdens and accelerate material creation, freeing teachers to focus on quality pedagogical interactions, provided they know how to assess and adapt AI output and have clear institutional policies in place (Fitrihana, Noor, et al., 2024). Conversely, without strong digital professionalism, the use of AI risks compromising assessment quality and encouraging plagiarism or "auto-response" practices (Tan, Cheng, and Ling, 2025). Furthermore, it can lead to dependency, decreased assessment quality, or academic practices that are detrimental to the learning process. Systematic research has identified an imbalance between the potential of technology and teacher professional readiness as a significant barrier to the meaningful adoption of technology (Cerero et al., 2025).

Therefore, teacher professionalism plays a dual role: as an internal capacity (pedagogical competence, mastery of material, professional ethics, commitment to self-development) that determines teachers' ability to evaluate and adapt AI output, and as a contextual determinant (values, school policies, ethical standards) that limits or directs how AI is used in the learning process (Ebrahimi et al., 2025). The literature synthesis suggests that positive effects of technology on teacher performance are more likely to occur when professional development programs (including AI literacy training) accompany it, so that technology becomes a tool that enhances professional practice, rather than replacing it (Octavia, Shilphy Afiattresna., 2019). Furthermore, the development of AI can also improve teachers' ability to integrate these features into learning designs, thereby fostering critical thinking and student autonomy in learning. In other words, the successful use of ChatGPT in a school context depends heavily on a combination of:

(1) teachers' AI literacy, (2) pedagogical professionalism, and (3) institutional policies/support (Munaye et al., 2025).

The local context in Leuwiliang, Bogor, provides an essential empirical field: teacher characteristics (education level, teaching experience, access to digital infrastructure), local Education Office policies, and school culture will influence how ChatGPT is received and whether work motivation can accelerate the transformation of teaching practices. This study aims to fill the knowledge gap by examining the quantitative relationship between ChatGPT use (frequency, purpose of use, and perceived usefulness), work motivation (intrinsic/ extrinsic dimensions), and teaching readiness, with policy implications for training, safe use guidelines, and locally relevant motivation-enhancing strategies. Although there are numerous general studies on ChatGPT in education and teacher professionalism, there is a lack of quantitative research examining the influence of ChatGPT artificial intelligence on work motivation and teaching readiness among educators in Leuwiliyang, Bogor.

METHODS

This study employed a quantitative research approach using a multiple regression analysis method. Multiple linear regression is a statistical technique used to explain the relationship between a dependent variable and two or more independent variables that act as predictors (Basirun et al., 2023). The data were analyzed employing multiple regression analysis techniques to predict the value of a variable based on the value of two or more other variables. The research investigated the influence of two independent variables, ChatGPT Usage (X1) and Work Motivation (X2), on the dependent variable, Teaching Readiness of Educators (Y). Through this approach, the study aimed to analyze both the individual and simultaneous effects of the independent variables on educators' readiness to carry out effective teaching practices.

The population of research consists of 10 MTs schools or Junior Islamic Schools in KKMTs 18 in Leuwiliang, Bogor, with a total of 261 teachers. Determining an appropriate sample size is a crucial aspect of quantitative research design, as it ensures that the findings can be validly and reliably generalized to the target population. The sample size is determined using the Krejcie and Morgan table with a margin of error of 5%. For a population of 260, the sample size is 155 respondents. Hence, the sample size in this research is 155 teachers. The sampling technique utilized is proportionate random sampling. As the table shows below:

Table 1. The number of Population and Sample

No	School	Population	Sample
1	MTs. Al Ghiffari	19 Teachers	12
2	MTs. Al-Falahiyah	14 Teachers	8
3	MTs. Mul'allimielnMulhammadiyah	34 Teachers	20
4	MTs. Mathla'ull Anwar	15 Teachers	9
5	MTS. Bina Celndelkia	17 Teachers	10
6	MTs. Ulmmull Qulro	98 Teachers	58
7	MTs. SA Darull Ihsan	17 Teachers	10
8	MTs. Sulnanull Hulda	17 Teachers	10
9	MTs. SA Hidayatull Falah	15 Teachers	9
10	MTS. Yanfa'ul Ilmi	15 Teachers	9
	Total	261 Teachers	155 Teachers

The research instrument was developed in the form of a questionnaire employing a 1-4 Likert scale to assess respondents' perceptions of the three studied variables: ChatGPT usage,

Work Motivation, and Teaching Readiness. Before distribution, the instrument underwent validity and reliability testing. An item was considered valid and reliable when the calculated correlation coefficient (r-count) exceeded the r-table value at a significance level of 0.05. The validity test was conducted to ensure that each item accurately measured the intended construct. In contrast, the reliability test was used to determine the consistency and precision of the data obtained (Rivandi & Pahlevi, 2025). Data processing was conducted using IBM SPSS 26 statistical software to examine the influence of ChatGPT usage and Work Motivation on the teaching readiness of educators. The statistical software was used to conduct assumption testing, including tests for linearity, normality, heteroscedasticity, autocorrelation, and multicollinearity, as well as multiple linear regression analysis. Following the completion of the classical assumption tests, hypothesis testing was conducted to interpret the results.

FINDING AND DISCUSSIONS

Result

The analysis began with the calculation of the validity and reliability of the research instruments for the three variables examined. These tests were conducted to ensure that each measurement item accurately represented the intended constructs and that the instruments consistently produced reliable data before proceeding to further statistical analyses.

Validity Test

The research instrument underwent a validity test using a pilot sample of 30 respondents, with an r-table value of 0.306 at a significance level of 0.05. The results indicated that all questionnaire items measuring variables ChatGPT Usage (X1) and Work Motivation (X2), as well as the dependent variable Teaching Readiness of Educators (Y), met the validity criteria.

Reliability Test

A reliability test was conducted to evaluate the consistency of the questionnaire when administered repeatedly using the same instrument. The pilot study involved 30 respondents, and Cronbach's Alpha was employed as the reliability coefficient, with a value greater than 0.6 indicating acceptable reliability. The results demonstrated that the instruments measuring ChatGPT Usage ($\alpha = 0.914$), Self-Efficacy ($\alpha = 0.893$), and Teaching Readiness ($\alpha = 0.887$) all exceeded the established threshold, confirming that the questionnaires were reliable. If the value is greater than the value of r or the reliability correlation coefficient, it can be concluded and stated that it is trustworthy. Its reliability level is very high, based on Guilford's classification, which is r > 0.80-0.1.

Then, before conducting the regression analysis, several assumption tests were required to ensure the validity and suitability of the data. These tests were performed to verify that the data satisfied the necessary statistical assumptions, thereby enhancing the accuracy and credibility of the regression results. The tests are as follows:

Linearity and Heteroscedasticity Test

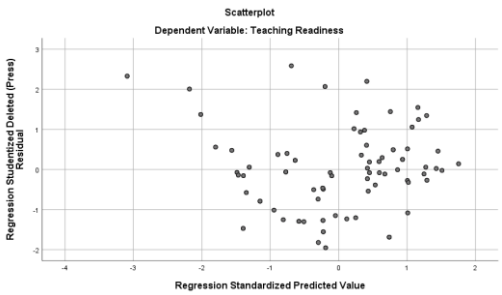

Figure 1. Scatter Plot

The scatterplot illustrates the relationship between the standardized predicted values and the standardized residuals for the dependent variable, Teaching Readiness. The data points are randomly distributed around the zero line and do not form a systematic or curved pattern, indicating that the relationship between the independent variables and the dependent variable is linear. Additionally, the residuals are evenly distributed across the range of predicted values, without exhibiting a funnel-shaped or clustered pattern, which suggests that the variance of the residuals is constant. Therefore, the regression model meets both the linearity and homoscedasticity assumptions, indicating that it is appropriate for further regression analysis.

Normality Test

Normality tests can be performed using two approaches: a graphical approach and a significance value approach. In this multiple regression analysis, a graphical approach was employed, specifically by examining the histogram and P-P Plot. The normality assumption is met if the data points are evenly distributed around a straight line.

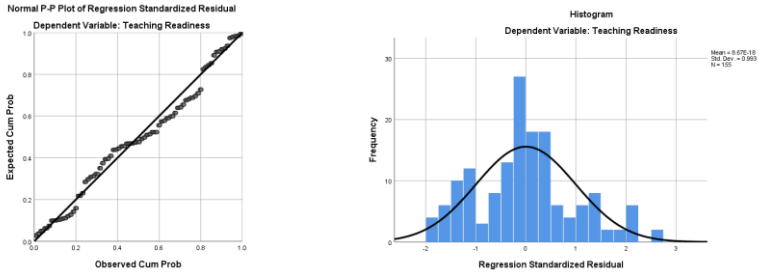

Figure 2. P-P Plot & Histogram Normality Test

The Normal P–P Plot showed that the plotted residuals were distributed evenly along the diagonal reference line, with no noticeable departures from the expected pattern. This result suggests that the residuals conformed to a normal distribution, indicating that the normality assumption required for regression analysis was satisfied. Furthermore, the histogram of normally distributed data will be bell-shaped and symmetrical around its mean value, and this shape is often referred to as a bell curve.

Multicollinearity Test

Table 2. Multicollinearity Table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.977	3.389		.878	.381		
ChatGPT Usage	.179	.034	.200	5.185	.000	.304	3.293
MotivasiKerja	.769	.037	.792	20.533	.000	.304	3.293

Multicollinearity was examined using the tolerance and Variance Inflation Factor (VIF) values. The results show that both independent variables, ChatGPT Usage and Work Motivation, have tolerance values of 0.304, which are above the minimum threshold of 0.10. In addition, the VIF values for both variables are 3.293, which are well below the commonly accepted cut-off value of 10. These findings indicate that there is no multicollinearity problem between the independent variables. Therefore, each predictor independently contributes to explaining variations in Teaching Readiness, and the regression model is considered suitable for further analysis.

Autocorrelation Test

Table 3. Autocorrelation Table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.965[a]	.931	.930	3.814	.931	1031.096	2	152	.000	1.805

a. Predictors: (Constant), MotivasiKerja, ChatGPT Usage

b. Dependent Variable: Teaching Readiness

Autocorrelation was assessed using the Durbin–Watson statistic. The result shows a Durbin–Watson value of 1.805, which falls within the acceptable range of approximately 1.5 to 2.5. This indicates that there is no evidence of autocorrelation among the residuals in the regression model. Therefore, the assumption of error independence is satisfied, and the regression results can be considered reliable for further interpretation.

Regression Result

Table 4. Regression Summary

Variables	B	Value		Value		R	R^2	Adjusted R^2	Remarks
		t	sig	f	sig				
ChatGPT Usage	0.179	5.185	0.000	1031.096	0.000	0.965	0.931	0.930	P<0.05
Work Motivation	0.769	20.533	0.000	1031.096	0.000				P<0.05

Based on the table above, it can be explained some result interpretations, such as t-value, f-value, goodness-of-fit model and regression itself. Starting from the t-test indicates that both independent variables have a significant partial effect on Teaching Readiness. ChatGPT Usage shows a positive and considerable influence on Teaching Readiness (B = 0.179; t = 5.185; Sig. = 0.000 < 0.05), meaning that an increase in ChatGPT usage is associated with higher teaching readiness. Similarly, Work Motivation has a positive and statistically significant effect on Teaching Readiness (B = 0.769; t = 20.533; p < 0.05). Among the two predictors, Work Motivation demonstrates the most substantial contribution to Teaching Readiness, as indicated by its higher standardized coefficient (β = 0.792). Therefore, it can be concluded that both ChatGPT Usage and Work Motivation independently and significantly enhance teachers' readiness for teaching.

Moreover, the F-test results table indicates that the regression model is statistically significant. The calculated F-value is 1031.096, with a significance level of 0.000, which is lower than the 0.05 threshold. This result demonstrates that the simultaneous use of ChatGPT and work motivation has a significant effect on Teaching Readiness. Therefore, the regression model is appropriate and capable of explaining variations in teachers' teaching readiness.

The goodness of fit of the regression model was evaluated based on the results above, which show that the regression model explains a substantial portion of the variance in Teaching Readiness, as indicated by a high regression sum of squares (29,996.959) compared to the residual sum of squares (2,211.015). The model produces an F value of 1031.096 with a significance level of 0.000, demonstrating that the model fits the data well. This significant result indicates that ChatGPT Usage and Work Motivation jointly provide a strong explanatory power for predicting

Teaching Readiness, confirming that the regression model is appropriate and reliable for further interpretation.

Thus, the estimated regression equation indicates that the regression coefficient value for variable X1 is positive (+) at 0.179, which means that as ChatGPT Usage increases, Teaching Readiness will also increase. The regression coefficient value for variable X2 is positive (+) at 0.769, indicating that as ChatGPT Usage increases, Work Motivation will also increase.

Discussion

This study examined the influence of ChatGPT usage and work motivation on teachers' teaching readiness in Madrasah Tsanawiyah in Leuwiliang, Bogor. The findings indicate that both variables significantly contribute to teaching readiness, both individually and in combination, with an extremely high explanatory power of the regression model.

The results of the partial regression analysis demonstrate that ChatGPT usage has a positive and significant effect on teaching readiness. This finding suggests that teachers who actively utilize ChatGPT are better prepared for instructional activities, including lesson planning, material development, and assessment preparation. This result supports previous studies, which highlight that AI-based tools, such as ChatGPT, can reduce teachers' administrative workload and enhance instructional efficiency, allowing educators to focus more on pedagogical interactions (King, 2024; Salih et al., 2025). The positive effect found in this study indicates that ChatGPT functions as a supportive instructional tool rather than a replacement for teachers' professional roles, particularly when used responsibly and purposefully (Indriani et al., 2024).

Furthermore, the standardized coefficient indicates that work motivation has a more substantial influence on teaching readiness than ChatGPT usage. This finding confirms that internal psychological factors remain the primary determinant of teachers' readiness to teach. Highly motivated teachers are more likely to demonstrate enthusiasm, persistence, and commitment in preparing instructional activities, regardless of the level of technological support. This result is consistent with prior research, which emphasizes that teacher professionalism and motivation are critical factors influencing instructional quality and performance (Baety, 2021; Novalia et al., 2023). The substantial contribution of work motivation suggests that technological innovation alone is insufficient to enhance teaching readiness without adequate intrinsic motivation.

The simultaneous test results further reveal that the joint effect of ChatGPT usage and work motivation has a significant impact on teaching readiness, as indicated by the high F-value and significance level. The high coefficient of determination ($R^2 = 0.931$) suggests that the two independent variables account for a substantial proportion of the variance in teaching readiness. This finding indicates that integrating technological competence and psychological readiness creates a synergistic effect that enhances teachers' preparedness. Such results align with the perspective that effective AI integration in education requires not only technological literacy but also strong professional commitment and motivation (Cerero et al., 2025; Munaye et al., 2025).

Additionally, the regression diagnostics confirm that the model satisfies all classical assumptions, including normality, linearity, homoscedasticity, the absence of multicollinearity, and the independence of errors. These results strengthen the robustness and credibility of the regression findings. The lack of multicollinearity indicates that ChatGPT usage and work motivation independently contribute to teaching readiness, reinforcing the argument that both external technological tools and internal motivational factors play distinct yet complementary roles.

Overall, the findings suggest that a combination of technological utilization and intrinsic motivation shapes teaching readiness in the context of AI-supported education. While ChatGPT provides practical assistance in instructional preparation, teachers' motivation determines how effectively such tools are adopted and integrated into pedagogical practices. Therefore, efforts to

improve teaching readiness should not only focus on providing access to AI technologies but also on strengthening teachers' motivation through professional development, institutional support, and supportive school policies**.**

CONCLUSION

This research concludes that both ChatGPT usage and work motivation significantly influence teachers' teaching readiness in Madrasah Tsanawiyah in Leuwiliang, Bogor. The findings demonstrate that the effective use of ChatGPT contributes positively to teaching readiness by supporting instructional preparation and efficiency. However, work motivation emerges as the most dominant factor, indicating that internal motivational aspects play a crucial role in determining teachers' readiness to teach.

The simultaneous effect of ChatGPT usage and work motivation shows a strong explanatory power, suggesting that technological tools and psychological factors function synergistically in enhancing teaching readiness. These results imply that the integration of artificial intelligence in education should be accompanied by efforts to strengthen teachers' motivation and professional commitment.

Therefore, educational stakeholders are encouraged to promote responsible AI utilization through targeted training and institutional support, while simultaneously fostering teachers' motivation to ensure sustainable improvement in teaching readiness. Future research may explore additional variables, such as digital competence or organizational support, to further enrich the understanding of AI integration in educational contexts.

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