

Utilizing Artificial Intelligence Magic School Apps and Invideo. Ai In Designing Lesson Plans

Ratu Sarah Pujasari¹, Melisa Sri², Yuyus Saputra³, Nanak Hikmatullah⁴, Santiana⁵

Universitas Siliwangi, Indonesia^{1,2,3,5}

University of Massachusetts, United State⁴

Email Correspondence: ratusarah@unsil.ac.id

Abstract

Background:

The digital era requires the realm of education to continue to develop in integrating innovative approaches, especially when designing lesson plans or learning plans. This study explored the potential of artificial intelligence, Artificial Intelligence (AI), with a focus on two main platforms, namely magic school apps and invideo.ai. The researchers investigated how the Magic School Apps and Invideo applications simplify learning design by producing innovative learning plans that can be adapted to learning objectives, class activities, and required assessments according to the requested prompt.

Methodology:

This study used a qualitative descriptive case study to investigate the phenomenon of using artificial intelligence at the university level in Technology Enhanced Language Learning course. Six participants in this research are students in the TELL course. In collecting data, the researchers interviewed these students and collect learning process information related to the use of Magic school Ai and invideo.Ai through semi-structured interview (open-ended questions per sessions, 30-45 minutes each, audio-recorded) and learning process documents. In analyzing the data, the researchers used thematic analysis, six-phase [Braun and Clarke's \(2006\)](#).

Findings:

The researchers analyzed the data and they found five themes. The themes are (1) Initial Impressions and Ease of Use, (2) Feature Utility and Variety, (3) Learning Curve and Familiarity, (4) Potential in Teaching and Learning, (5) Concerns About AI Limitations.

Conclusion:

Magicshool.ai and Invideo.ai show strong potential for lesson planning in higher education, but limitations including template dependency, AI response gaps, processing speed, and curriculum misalignment require ongoing lecturer supervision and critical evaluation of AI outputs.

Originality:

The issue of the utilization of Artificial Intelligence magic School AI and Invideo.AI on classroom context.

Keywords	: Artificial Intelligence; Magic School AI; Invideo.AI; Lesson Plans
DOI	: 10.24903/sj.v11i2.1893
Received	: November 2024
Accepted	: July 2026
Published	: October 2026
How to cite this article (APA)	: Pujasari, R. S., Sri, M., Saputra, Y., Hikmatullah, N., & Santiana. (2026). Utilizing Artificial Intelligence Magic School Apps and Invideo. ai in Designing Lesson Plans. Script Journal: Journal of Linguistics and English Teaching, 11(2), 381-393. https://doi.org/10.24903/sj.v11i2.1893
Copyright Notice	: Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0



1. INTRODUCTION

In today's digital era, educators are constantly required to adapt technology. In the ever-evolving educational landscape, teachers face the challenge of creating lesson plans that are both engaging and effective, capable of providing activities that align with the learning styles of Generation Z while meeting the demands of an ever-changing curriculum. Studies from ([Heriyanto, et al., 2019](#); [Ritonga, 2022](#)) state that the digital era is a period marked by massive and fundamental innovations that transform entire systems and shift existing structures to new methods. Systems that continue to adopt old ways must transform into new approaches to avoid being left behind by global developments. Additionally, the digital era is characterized by the shift in human needs from conventional methods to technology-based solutions. The presence of artificial intelligence offers a powerful new medium for transitioning from traditional educational media to new approaches. This phenomenon was observed by researchers at a public university in Tasikmalaya.

Education plays a crucial role in preparing future educators who are ready to implement artificial intelligence. Bridging the gap in artificial intelligence skills must be accompanied by stronger technology adoption to facilitate learning. This also involves rethinking the content and methods used to deliver teaching at all levels of education ([Pedro et al., 2019](#)). In the context of higher education, a well-designed lesson plan serves as a roadmap, guiding teachers in delivering coherent and engaging learning experiences. This plan outlines learning objectives, classroom activities, and assessments, ensuring a smooth process of knowledge acquisition and skill development. In fact, designing or creating these lesson plans can be a time-consuming and exhausting process, often leaving teachers with little time to fully explore creative approaches. Pedagogical changes in the digital era are ongoing, involving new approaches from educators responsible for developing learning schemes that align with current trends, as well as students who have very different needs and approaches to acquiring knowledge and information. The younger generation, born around the year 2000, has very different means of acquiring competencies and skills ([Pikhart, 2020](#)). This is where Artificial Intelligence (AI) plays a role, offering the potential to streamline the planning process and open new possibilities for lesson plan design.

A phenomenon of using artificial intelligence (AI) was observed in the Technology Enhanced Language Learning (TELL) course at Siliwangi University, where the lecturer integrated the use of artificial intelligence through the Magic School apps and Invideo.ai to

simplify the creation of lesson plans with the help of AI applications. This was done because the lecturer noticed that most students faced challenges in creating lesson plans, revolutionizing the process of designing lesson plans and providing a learning experience integrated with current trends. In this context, the use of artificial intelligence (AI) is a simplified approach to lesson planning. As experts suggest, the most important recommendation regarding the use of AI is to implement it minimally so that it does not become an expensive solution. However, this simple implementation can significantly increase the efficiency of applications in relation to their impact on learning ([F. Ouyang & P. Jiao, 2021](#)).

Based on the phenomena and issues presented in the background, the problem formulation in this research is as follows:

1. How is the integration of artificial intelligence MagicSchool.ai and Invideo.ai in the Technology Enhanced Language Learning course used in designing lesson plans and What are students' perceptions regarding the implementation of MagicSchool.ai and Invideo.ai in the Technology Enhanced Language Learning course in designing lesson plans?

2. METHODOLOGY

This research employs a qualitative descriptive case study ([Stake, 1995](#)) to investigate the phenomenon of artificial intelligence (AI) usage in higher education within the Technology Enhanced Language Learning (TELL) course.

2.1 Research Participants

Six students (2 females, 4 males) enrolled in the TELL course at Siliwangi University participated in this study. Although the sample size is modest, it is considered adequate based on the principle of data saturation that analysis confirmed that no new themes emerged after the participants, indicating sufficient informational richness for this qualitative inquiry ([Guest, et al, 2006](#)). Purposive sampling was employed, selecting students who had completed at least one full module of the TELL course and had direct hands-on experience using both MagicSchool.ai and Invideo.ai for lesson planning assignment.

2.2 Data Collection

Data were collected through semi structured interviews and learning process documents. Semi structured interviews were conducted individually with each participant. Each session lasted approximately 30-45 minutes and was audio-recorded with participants' informed consent before being transcribed verbatim. The interview protocol comprised open-ended questions designed to elicit perspective on (1) initial impression of the AI tools, (2) usability and interface navigation, (3) specific features found most useful, (4) challenges encountered, (5) the perceived impact on lesson plan quality, (6) integration potential in future teaching practice, (7) concerns or limitation observed, and (8) overall satisfaction and recommendation.

Sample questions included:

- a. Can you describe your first experience exploring Magicshool.ai and Invideo.ai?
- b. Which specific features did you use to design your lesson plan?
- c. What challenges and limitation did you encounter?
- d. How did they affect your workflow?

Interviews were conducted in Bahasa Indonesia and subsequently translated into English for analysis. Learning process document, including AI-generated lesson plan, and assignment outputs, were also collected to triangulate the interview data and provide contextual evidence of how the tools were applied in practice.

2.3 Data Analysis

The data analysis used [Braun and Clarke's \(2006\)](#) six-phase thematic analysis : 91) familiarization by transcripts and documents were read repeatedly to achieve immersion in the data, (2) initial code, meaningful units were systematically identified and labeled, (3) searching for themes, codes were clustered into candidate themes based on conceptual similarity, (4) reviewing themes, themes were checked against the full dataset to ensure coherence and distinction, (5) defining and naming themes, each themes received a clear, descriptive name and definition and (6) Report and writing up, finding were presented as a narrative illustrative quotes. Member checking was performed by sharing a summary of finding with two participants to confirm accurate representation of their experiences.

3. FINDINGS AND DISCUSSION

From the results of the research conducted after data collection through observation and interviews, the data was then analyzed using thematic analysis, and several themes were identified, including:

3.1 Initial Impressions and Ease of Use

From the data obtained, it is explained that this theme focuses on users' initial interactions with MagicSchool.AI and Invideo.AI, how user-friendly the platform is. Initial impressions are very important because they can greatly impact whether users will continue using the product or abandon it due to feeling frustrated or finding it difficult. First, Positive First Impression. Many users reported that their initial experience with MagicSchool.AI and Invideo.AI were positive. Students found the platform interesting and were impressed by the variety of features available. For example, data from participant P2 mentioned,

"MagicSchool.ai and Invideo.ai will be very interesting, and yes, after I logged in, I saw many features available in MagicSchool.ai."

This shows that the platform's presentation and the variety of tools offered were appealing from the start. In line, [Nourani, M., et al., \(2020\)](#) argued that initial reactions are critical for

students to understand the potential of artificially intelligent devices, and explainability simply is insufficient to mitigate the powerful consequences of early experiences. It means good initial feelings will motivate the students to learn for the next stage in experiencing artificial intelligence in learning process. Second, User-Friendly Interface. The ease of navigating the platform played a significant role in shaping this positive impression. Students explained that although they were initially unfamiliar with the tool, they found it relatively easy to use after some exploration. [Cen, C., et al \(2023\)](#) explained design and attribution analysis can enhance the usability of AI educational software with usefulness and ease of learning having a substantial impact on ease of use and enjoyment. A reflection from a participant P6 stated in the data,

"After I tried to open and explore MagicSchool.ai and Invideo.ai, we realized how easy and comfortable it was for us as teachers to use this website."

This indicates that the interface design effectively helps users quickly adapt to the platform. Technology integration in nowadays teaching learning process is needed by the gen z and alpha. They used to be surrounded by the artificial intelligence which can be found in social media or games. Those context relevance with their characteristics as digital native where it is easy for them to adapt and learn new things as fast learners. As 21st century educators utilizing the digital tools in teaching activities is one of the necessities. Third, Impact on User Engagement. The initial ease of use contributed to users' willingness to explore more features and consider integrating the tool into their teaching practices. When a tool is easy to use from the beginning, adoption barriers are lowered, making users more likely to try various functionalities. The data mentioned by P1,

"I will use this tool to support teaching activities because of its various features."

The fact that users are already thinking about how to integrate this tool into their work shows that a positive initial experience is a key factor in their decision. From the analysis of the theme, Initial Impressions and Ease of Use, it can be concluded that this theme highlights the importance of good interface design and an engaging first experience in educational technology. The data shows that MagicSchool.AI and Invideo. AI successfully created a positive first impression for many users, which in turn encouraged further exploration and potential integration into their teaching practices. This underscores the need for educational tools to prioritize user experience, especially at the initial stage of user interaction. Study from [González-Carrillo, C., \(2021\)](#) argued in assessment context, they said that auto-grader is a widely used tool in artificial intelligence courses, providing immediate and useful feedback to

students, with most positive feedback and highlighting the importance of clear grading code and formative feedback.

3.2 Feature Utility and Variety

This theme relates to how beneficial and varied the features offered by MagicSchool.AI and Invideo.ai are as well as how users utilize these features for educational tasks. The variety and utility of features are important factors in determining how well an educational technology tool can support teaching and learning needs. MagicSchool.AI and Invideo.AI offer various features that users, particularly students participating in this research, find very beneficial, especially for tasks such as lesson plan creation, assessments, and vocabulary lists. This variety allows users to choose the tool that best suits their specific needs. Study claimed that AI is a vital tool in language teaching and learning because of its numerous benefits for educators as well as students ([Cantos, K., et.al, 2023](#)).

One of the student reflections from P4 participant mentioned;

"I tried the vocabulary list generator feature... 10 education-related words such as Pedagogy, Curriculum, Assessment, etc., appeared."

"MagicSchool AI and Invideo AI will be very helpful for teachers in preparing classroom learning, with various useful features such as creating lesson plans and making assessments."

This shows that these features can be practically used in an educational context, helping teachers to organize relevant material. Some of the features that we can find in magic school.ai such as lesson plan, multiple choice quiz/assessment, worksheet generator, rubric generator, text translator, writing feedback, IEP Generator, syllabus generator, SEL lesson plan, advanced lesson plan. Although there is a learning curve for some features, most users found that the existing features are easy to access and use. These features are designed with teachers' needs in mind, so they can be used without requiring intensive training. Claimed by research from [Moundridou, M., Matzakos, N., & Doukakis, S. \(2024\)](#) supports that GenAI tools, including MagicSchool-like platforms, can practically assist teachers with lesson planning, assessment, and resource creation, often improving efficiency and organization. Most teachers find these tools accessible after limited exposure, but effective and safe use still requires critical review, good prompts, and some targeted training rather than intensive technical instruction.

Participant P3 as user noted;

"After I used MagicSchool AI and Invideo AI, I was amazed at its ability to help us create lesson plans and multiple-choice assessments."

This shows that these features are designed to make it easier for users to integrate them into daily activities and also shows that this tool can help teachers manage their time better. Students also appreciated the variety of features that allow them to tailor the tool to different teaching needs. The provided features are flexible enough to be used in various educational contexts. One participant P1 mentioned;

"MagicSchool.ai and Invideo.ai offer a wide range of comprehensive tools... from lesson planning to Individualized Education Programs (IEP)."

This shows that these features support various aspects of the educational process, from planning to evaluation. From the explanation related to the theme, Feature Utility and Variety, it highlights the value offered by MagicSchool.AI and Invideo.AI in terms of the variety of tools available and their usefulness in supporting educational tasks. The data shows that MagicSchool.AI and Invideo.AI features are not only beneficial in increasing the efficiency of teaching tasks but are also flexible enough to meet various users' needs. This variety and utility make MagicSchool.AI and Invideo.AI valuable tool in the educational context, providing teachers with access to tools that can be tailored to their specific needs.

3.3 Learning Curve and Familiarity

This theme focuses on the challenges users face when first getting to know and using MagicSchool.AI and Invideo.AI, as well as how quickly they can become familiar with the tool. The learning curve and level of familiarity are very important because they affect how quickly and effectively users can utilize the features provided by the platform. First, Initial Challenges in Use. Some users experienced initial difficulties when trying out features in Invideo.AI and MagicSchool.AI. Although this tool is designed to help, some features felt unfamiliar to them, resulting in the need for time to understand how to use them. One participant P4 mentioned;

"At first, we were confused because there were many features we weren't familiar with."

This shows that although this tool is useful, some users feel they need time to adapt and understand how it works. Second, adaptation and Continuous Learning. Despite the learning curve, many users felt that after trying several times, they eventually understood how MagicSchool.AI and Invideo.AI works. This adaptation process shows that although there were initial hurdles, the tool could still be mastered with further experience. Participants P2 reported;

"Initially, we weren't familiar with this tool, but after trying it, we felt that this tool could help in the teaching and learning process."

The data shows that although users initially experienced difficulties, they were eventually able to overcome these obstacles through further exploration. Third, Need for Guidance and Resources. Some users suggested that additional guides or tutorials might be necessary to facilitate the adaptation process. The availability of supporting resources can speed up the familiarization process and reduce initial frustration. A participant P1 as a user mentioned;

"We still need to learn more about this tool, although it is very easy to learn."

The data explains that although this tool is relatively easy to use, some users feel that additional guides would help them to master it more quickly. Fourth, Influence of Familiarity on Tool Use. Familiarity with educational technology, in general, also affects how users interact with MagicSchool.AI and Invideo.AI. Those more accustomed to similar tools may experience a shorter learning curve. The data P3 mentioned;

"This was our first time hearing about this AI and had never tried it before, but when we tried it, it turned out not to be too difficult."

The data shows that although users were not familiar with MagicSchool.AI and Invideo.AI, their experience with similar technologies helped them adapt more quickly. The theme, Learning Curve and Familiarity, highlights the initial challenges users face when adapting to MagicSchool.AI and Invideo.AI, as well as the learning process they go through to become more familiar with this tool. The data shows that although there are some initial hurdles, users can generally overcome these difficulties through continuous exploration and adaptation. However, to accelerate this process, additional guides and supporting resources can be very beneficial. Familiarity with educational technology also affects how quickly users can become comfortable with this tool, which means that previous experience with similar technologies can be an advantage in mastering MagicSchool.AI. and Invideo.AI. Studies defined work familiarity improves performance when the work structure is closed-ended and the interface is familiar, but lowers performance when the task structure is open-ended and the interface is unfamiliar. The artificial intelligence-based guiding teaching system improves students' learning with less effort and saves time by analysing their knowledge points and presenting periodic assessments. ([Luo, D., 2018](#); [Tomasi, S., 2018](#)).

3.3 Potential in Teaching and Learning

This theme relates to how MagicSchool.AI and Invideo.AI are recognized by users as a tool with great potential to enhance the teaching and learning process. Students see this tool as something that can simplify educators' tasks, improve the quality of learning, and support students' academic needs. First, Increasing Teacher Efficiency. MagicSchool.AI and

Invideo.AI are recognized as a tool that can increase teacher efficiency in carrying out teaching tasks. Features such as lesson plan creation, assessment, and Individualized Education Programs (IEP) help teachers save time and reduce administrative burdens, allowing them to focus more on teaching. AI technology can increase teaching efficiency, optimize course design, and engage students in deep learning, so improving both teaching and learning processes ([Liu, Y., 2022](#)). One participant P2 explained;

"Integration MagicSchool AI and Invideo.AI will revolutionize educator productivity... allowing teachers to 'take back their day' from repetitive tasks."

This shows that this tool can free up teachers' time from routine tasks, enabling them to concentrate more on direct interaction with students. Second, Improving Learning Quality. MagicSchool.AI and Invideo.AI also recognized for its potential to enhance the quality of learning. By providing tools that support the creation of better learning materials, teachers can offer a more structured and meaningful learning experience for students. User from participant P1 mentioned;

"MagicSchool and Invideo offer a wide range of comprehensive tools... to support the student learning process."

This data shows that this tool can be used to enrich learning materials and provide students with a better learning experience. Third, Flexibility and Personalization. One of the main strengths of MagicSchool.AI and Invideo.AI are its ability to provide materials that can be tailored to individual student needs. Features such as Individualized Education Program (IEP) creation allow teachers to offer a more personalized approach to teaching. Participant P2 mentioned;

"MagicSchool AI and Invideo.AI offer more than 50 tools designed to help educators in various tasks... such as personalizing the learning experience."

The data shows that this tool not only supports general tasks but also allows teachers to customize their teaching according to the unique needs of each student. Fourth, support for Professional Development of Teachers. Users also view MagicSchool.AI and Invideo.AI as a tool that supports the professional development of teachers. By providing tools that are easy to use and helpful in planning and evaluation, MagicSchool.AI and Invideo.AI help teachers continue to grow in their profession. A participant P5 mentioned;

"I will continue to use MagicSchool and Invideo.ai help us work faster and more efficiently."

It is explained that this tool not only supports daily tasks but also helps teachers develop their professional skills. Fifth, Increasing Student Engagement. Users noted that the features of MagicSchool.AI and Invideo.AI can help increase student engagement in the learning process. With tools like vocabulary generators and multiple-choice question generators, teachers can create more interesting and interactive materials that can motivate students to be more involved. A participant P4 reported;

"MagicSchool.ai is very helpful in learning English... this tool can increase student engagement."

It was confirmed that this tool has the potential to make the learning process more engaging and participative. From the explanation above, it can be concluded that, Potential in Teaching and Learning, highlights how MagicSchool.AI and Invideo.AI are seen as a tool that can have a significant positive impact in the educational context. The data shows that this tool not only helps teachers increase efficiency and improve the quality of learning but also provides the flexibility and personalization needed to meet the diverse needs of students. Additionally, by supporting the professional development of teachers and increasing student engagement, MagicSchool.AI and Invideo.AI have the potential to become an integral component of modern teaching strategies. Studies argued that enhancing the quality of learning is also acknowledged for its capacity to improve educational quality. Teachers can give students a more organised and purposeful learning experience by giving them the resources they need to create better learning materials. In EFL contexts, it has the potential to improve learning procedures and tailor instruction, but further study is required to determine how they affect the academic performance of L2 learners and also educators say artificial intelligence is very beneficial to their professional growth because it lessens the workload for teachers and enhances information literacy. ([Katsarou, E., 2023](#); [Xue, Y., & Wang, Y., 2022](#)).

3.4 Concerns About AI Limitations

This theme addresses the issues identified by users related to the limitations of MagicSchool.AI. and Invideo.AI Although users see great potential in this tool, there are certain concerns regarding the AI's capabilities, which are perceived as not fully adequate or comprehensive in addressing various needs in teaching and learning. First, AI Response Limitations. One of the main concerns expressed by users is the limitation in the responses provided by the AI. Some users reported that MagicSchool.AI and Invideo.AI do not always provide adequate answers to all questions posed, especially compared to other more advanced AI like ChatGPT. P2 participant mentioned.

"The chatbot feature is still not comprehensive for all questions because previously I tried asking several things, but the chatbot couldn't answer."

This indicates that there are limitations in the scope and depth of responses that this AI can provide, which could be a barrier to its use for certain needs. Second, Reliance on Pre-existing Templates. Users also noted that MagicSchool.AI and Invideo.AI often relies on pre-existing templates, making it less flexible compared to AI that is more open to exploration. This can limit teachers' creativity in designing materials that are more suited to their specific needs. P6 participant reported;

"This AI is not as exploratory as open AI, so you might feel limited by the pre-made AI templates."

The data explains that while this tool helps with routine tasks, there are concerns that this limitation could reduce the potential for innovation in teaching. Third, issues with alignment to different educational standards. There are also concerns that the output generated by MagicSchool.AI and Invideo.AI may not always align with the specific standards or educational needs of each school or curriculum. This could reduce the effectiveness of this tool in certain contexts. A participant P3 explained;

"Sometimes, the AI does not match the class we actually want because standards differ in each school."

The data explains that there are challenges in adjusting AI results to the realities and diverse educational needs. Fourth, speed and processing limitations of AI. Additionally, there were complaints about the speed of the AI in processing requests and generating output. Some users reported that the time it takes to generate materials can be slow, which may disrupt a fast-paced workflow. A participant P5 mentioned;

"The loading time for generating can be slow."

This data highlights efficiency issues in using this tool, which could be frustrating for users who need quick results. The explanation of the theme, Concerns About AI Limitations, reveals several challenges and shortcomings faced by users when using MagicSchool.AI. and Invideo.AI although this tool has great potential, there are concerns that limitations in AI responses, reliance on templates, misalignment with different educational standards, and processing speed issues may reduce the effectiveness and flexibility of this tool. These concerns suggest that there is room for improvement in developing AI that is more responsive, flexible, and aligned with the diverse needs of students. The role of teachers in the creation of AI

teaching machines, considering instruction as both a return to homogeneity and an exposure to heterogeneity, as well as the significance of open talks for ethical responsibility. AI in education shows potential in personalized training, real-time feedback, and evaluation, but there are still hurdles in unstructured data processing and human-AI interactions. AI-based teaching has traits and limits, which human teachers help to overcome ([Baidoo-Anu, D., & Ansah, L., 2023](#); [Lee, S. 2023](#); [Lin, Y., Luo, Q., & Qian, Y. 2023](#)).

4. CONCLUSION

This study examined the use of Magicshool.ai and invideo.ai within TELL course at Siliwangi University, revealing both strengths and important areas for development. Thematic analysis of semi-structured interviews with six participants produced five themes on distinct dimensions of the user experience. Key findings indicate that Magicshool.ai and invideo.ai create positive first impression through user-friendly interfaces, which encourages continued engagement. The diverse range of features from lesson planning to vocabulary generation and individualized education programs enhances teaching efficiency and flexibility. However, an initial learning curve remains, particularly for unfamiliar features, underscoring the need for embedded tutorials and onboarding resources.

While both tools demonstrate considerable potential for boosting teacher efficiency and students' engagement, users expressed substantive concerns: limited AI response depth, heavy reliance on pre-existing templates that restrict pedagogical creativity, misalignment with local educational standards, and processing speed limitations. These issues are pedagogically significant, as they affect the degree to which AI-generated materials can be meaningfully integrated into specific classroom contexts without extensive revision.

Addressing these constraints requires that lecturers maintain an active supervisory role reviewing, adapting, and critically evaluating AI-generated content before classroom deployment. Future research should examine these tools with larger and more diverse participants samples, and explore how they might evolve into adaptive learning platforms capable of real-time assessment to further personalize the learning experience.

DECLARATION OF GENERATIVE AI

The authors used AI-assisted tools, including ChatGPT, Grammarly, and QuillBot, to support language editing, grammar checking, and clarity improvement during manuscript preparation. The authors carefully reviewed, revised, and approved all AI-assisted outputs and take full responsibility for the content, accuracy, and integrity of the manuscript.

5. REFERENCES

- Baidoo-Anu, D., & Ansah, L. (2023). Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4337484>.
- Cantos, K., Giler, R., & Magayanes, I. (2023). Artificial Intelligence In Language Teaching And Learning. *Ciencia Latina Revista Científica Multidisciplinar*. https://doi.org/10.37811/cl_rcm.v7i4.7368.
- Cen, C., Luo, G., Li, L., Liang, Y., Li, K., Jiang, T., & Xiong, Q. (2023). User-Centered Software Design: User Interface Redesign for Blockly–Electron, Artificial Intelligence Educational Software for Primary and Secondary Schools. *Sustainability*. <https://doi.org/10.3390/su15065232>.
- F. Pedro, M. Subosa, A. Rivas, and P. Valverde. (2019). “Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development Education Sector United Nations Educational, Scientific and Cultural Organization,” *Minist. Educ.*, pp. 1–46, 2019, [Online]. Available: <https://en.unesco.org/themes/education-policy->
- F. Kamalov, D. Santandreu Calonge, and I. Gurrib, (2023). “New Era of Artificial Intelligence in Education: Towards a Sustainable Multifaceted Revolution,” *Sustain.*, vol. 15, no. 16, pp. 1– 27, 2023, doi: 10.3390/su151612451.
- F. Ouyang and P. Jiao. (2021). “Artificial intelligence in education: The three paradigms,” *Comput. Educ. Artif. Intell.*, vol. 2, no. April, 2021, doi: 10.1016/j.caeai.2021.100020.
- González-Carrillo, C., Restrepo-Calle, F., Ramírez-Echeverry, J., & González, F. (2021). Automatic Grading Tool for Jupyter Notebooks in Artificial Intelligence Courses. *Sustainability*. <https://doi.org/10.3390/su132112050>.
- Guest, G., Bunce, A., & Johnson, L. (2006). How Many Interviews Are Enough? An Experiment with Data Saturation and Variability. *Field Methods*, 18(1), 59–82.
- H. Heriyanto, D. Sator, A. Komariah, and A. Suryana, (2019). Character education in the era of industrial revolution 4.0 and its relevance to the high school learning transformation process,” *Utop. y Prax. Latinoam.*, vol. 24, no. 5, pp. 327–340. [Online]. Available: <https://dialnet.unirioja.es/descarga/articulo/7531750.pdf>.
- Katsarou, E., Wild, F., Sougari, A., & Chatzipanagiotou, P. (2023). A Systematic Review of Voice-based Intelligent Virtual Agents in EFL Education. *International Journal of Emerging Technologies in Learning (IJET)*. <https://doi.org/10.3991/ijet.v18i10.37723>.
- Lee, S. (2023). Otherwise than Teaching by Artificial Intelligence. *Journal of Philosophy of Education*. <https://doi.org/10.1093/jopedu/qhad019>.
- Lin, Y., Luo, Q., & Qian, Y. (2023). Investigation of Artificial Intelligence algorithms in education. *Applied and Computational Engineering*. <https://doi.org/10.54254/2755-2721/16/20230886>.
- Liu, Y., Chen, L., & Yao, Z. (2022). The application of artificial intelligence assistant to deep learning in teachers' teaching and students' learning processes. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.929175>.
- Luo, D. (2018). Guide Teaching System Based on Artificial Intelligence. *Int. J. Emerg. Technol. Learn.*, 13, 90-102. <https://doi.org/10.3991/IJET.V13I08.9058>.
- M. Pikhart, (2020). “Intelligent information processing for language education: The use of artificial intelligence in language learning apps,” *Procedia Comput. Sci.*, vol. 176, pp. 1412–1419. doi: 10.1016/j.procs.2020.09.15
- Moundridou, M., Matzakos, N., & Doukakis, S. (2024). Generative AI tools as educators' assistants: Designing and implementing inquiry-based lesson plans. *Comput. Educ. Artif. Intell.*, 7, 100277. <https://doi.org/10.1016/j.caeai.2024.100277>

- Nourani, M., Honeycutt, D., Block, J., Roy, C., Rahman, T., Ragan, E., & Gogate, V. (2020). Investigating the Importance of First Impressions and Explainable AI with Interactive Video Analysis. *Extended Abstracts of the 2020 CHI Conference on Human Factors in Computing Systems*. <https://doi.org/10.1145/3334480.3382967>.
- R. E. Stake, (1995) "The Art of Case Study Research by Robert E. Stake (z- lib.org).pdf," *Sage Publications, Inc*.
- T. K. F. Chiu, Q. Xia, X. Zhou, C. S. Chai, and M. Cheng, (2023) "Systematic literature review on opportunities, challenges, and future research recommendations of artificial intelligence in education," *Comput. Educ. Artif. Intell.*, vol. 4, no. November 2022, p. 100118, 2023, doi: 10.1016/j.caeai.2022.100118
- Tomasi, S., Schuff, D., & Turetken, O. (2018). Understanding novelty: how task structure and tool familiarity moderate performance. *Behaviour & Information Technology*, 37, 406 - 418. <https://doi.org/10.1080/0144929X.2018.1441325>.
- T. Oko., (1992) *Review of Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences.*, vol. 37, no. 7.
- V. Braun and V. Clarke, (2006) "Using thematic analysis in psychology," *Qual. Res. Psychol.*, vol. 3, no. 2, pp. 77–101. doi: 10.1191/1478088706qp063oa.
- W. Ritonga, (2022). "Role of Teachers and Parents in Realizing Character Education in the Digital Era," *Indones. Values Character Educ. J.*, vol. 5, no. 1, pp. 9–18, 2022, doi: 10.23887/ivcej.v5i1.39729.
- Xue, Y., & Wang, Y. (2022). Artificial Intelligence for Education and Teaching. *Wireless Communications and Mobile Computing*. <https://doi.org/10.1155/2022/4750018>