

Analysis of Value Alignment and Ethical Guardianship of Learning with AI in Civic Education

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ABSTRACT

The rapid development of information technology, particularly Artificial Intelligence (AI), has significantly impacted various aspects of human life, including education. This study analyses the value alignment and ethical guardianship of AI-powered learning, specifically ChatGPT, in Civic Education. The research aims to assess how AI, particularly ChatGPT, aligns with moral judgments grounded in Pancasila values, a core component of Civic Education in Indonesia. Using a qualitative approach involving document analysis and expert interviews, this study investigates the ethical implications, potential risks, and safety concerns associated with using ChatGPT in educational settings. The findings indicate that while ChatGPT is user-friendly and capable of processing natural language, there are notable issues related to its accuracy, contextual understanding, and ethical considerations. The study concludes that the responsibility for misinformation or ethical breaches remains ambiguous, necessitating a more cautious approach to integrating AI in Civic Education. The implications suggest the need for comprehensive guidelines and frameworks to ensure that AI tools are used responsibly, maintaining alignment with the cultural and moral values of Indonesia.

ABSTRAK

Analisis Penyesuaian Nilai dan Perwalian Etis Pembelajaran dengan Kecerdasan Buatan dalam Pendidikan Kewarganegaraan. Perkembangan pesat teknologi informasi, khususnya Kecerdasan Buatan (AI), telah berdampak signifikan pada berbagai aspek kehidupan manusia, termasuk pendidikan. Penelitian ini menganalisis penyesuaian nilai dan penjagaan etika pembelajaran berbasis AI, khususnya ChatGPT, dalam Pendidikan Kewarganegaraan. Penelitian ini bertujuan untuk menilai bagaimana AI, terutama ChatGPT, selaras dengan penilaian moral yang didasarkan pada nilai-nilai Pancasila, komponen inti Pendidikan Kewarganegaraan di Indonesia. Menggunakan pendekatan kualitatif yang melibatkan analisis dokumen dan wawancara dengan para ahli, penelitian ini menyelidiki implikasi etis, potensi risiko, dan masalah keamanan terkait penggunaan ChatGPT dalam lingkungan pendidikan. Temuan menunjukkan bahwa meskipun ChatGPT ramah pengguna dan mampu memproses bahasa alami, terdapat masalah yang signifikan terkait dengan akurasi, pemahaman kontekstual, dan pertimbangan etika. Studi ini menyimpulkan bahwa tanggung jawab atas misinformation atau pelanggaran etika tetap ambigu, sehingga diperlukan pendekatan yang lebih hati-hati dalam mengintegrasikan AI dalam Pendidikan Kewarganegaraan. Implikasi dari penelitian ini menunjukkan perlunya pedoman dan kerangka kerja yang komprehensif untuk memastikan bahwa alat AI digunakan secara bertanggung jawab, dengan tetap menjaga keselarasan dengan nilai-nilai budaya dan moral Indonesia.

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Introduction

The rapid development in information and technology (informatics) has influenced various sectors of life including education, deep learning is one of the technologies used in education, which enables the discovery of complex structures in large datasets using the backpropagation algorithm, allowing for learning in processing natural language (LeCun et al., 2015). The deep learning technology then advances such as Large Language Models (LLMs), this model uses artificial intelligence that capable of interacting with humans and understanding human language, like ChatGPT, and now has indirectly become an integrated part of modern education. With the help of generative AI-based chatting robots (AI chatbots) based on LLMs, they can be used by various professions without the need for specialized informatics knowledge-based (Yan et al., 2024). These technological advancements can simplify essay tasks, making them more straightforward with the assistance of AI using LLM models. This enables the AI to provide feedback to users in natural language, making it easily operable by various circles. The advancement in AI chatbot technology like Chat Generative Pre-Trained Transformer (ChatGPT) has been widely used by society, including in education. The use of information technology has been directly integrated into education, providing access to digital learning materials, and schools now have their websites providing various information in it. Is important for education to continue adapting to technology, but it is also important to maintain cultural values as part of education and to develop technology that aligns with the nation's culture even with technological advancements, the nation has its policy in determining the flow of information circulating in the country (MacBride, 2004).

This several study has how AI integrated in education like chat bot and deep learning, this comparison will show how key contribute to is field, Study by (Chen et al., 2023) this study shows how chatbots as pedagogical could effectively assist student in learning basic content in a responsive, interactive and provide students with learning needs, but also acknowledge the need for careful consideration of ethical issue. Study by (Liu et al., 2023) explore the application of LLMs such as chat GPT in education settings and support educational processes, this study shows how learning experiences became more interactive and responsive and while LLMs offer benefit in efficiency and support to students it also made ethical concerns given the sensitive nature of educational data and user has consider the potential biases inherent in AI systems. Study by (Liu et al., 2023) Chat GPT have the potential and benefits for education such as student engagement, collaboration, and accessibility, and provide asynchronous communication, but it also shows number of concerns such as academic honesty and plagiarism it indicated how to manage ethical issues and responsibility both by student and teacher.

The use of ChatGPT to search for information and answers, especially in the field of morals and ethics such as in the Pancasila and Civic Education (PPKn) subject, raises questions about how the security for students who use AI-based ChatGPT to obtain information and answers. According to Barrat's view, AI may not be safe to use when AI lacks the same understanding and moral values as humans. Barrat emphasizes that independent AI can have implications for human control (Barrat, 2023). The control meant when using ChatGPT is whether the answers reflect the user's conscious thoughts or whether the user is influenced by ChatGPT in providing the answers. PPKn in Indonesia began with the introduction of civics lessons in the high school (*Sekolah Menengah Atas, SMA*) curriculum in 1962. At that time, PPKn learning provided experiences in history, geography, economics, politics, presidential speeches, the declaration of human rights, and knowledge about the United Nations (Winataputra, 2012:3). Additionally, Law No. 2 of 1989 concerning the National Education System emphasizes

the existence of Pancasila and Citizenship Education (PKn). This is also reinforced in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, specifically in Article 37 which regulates Citizenship Education (PKn). The content of PPKn is intended to develop individuals with a sense of nationalism and patriotism, where education involves deliberate and organized efforts to create a conducive environment and learning processes. This enables students to actively develop their potential in spiritual strength, self-control, personality, intelligence, moral virtues, and the skills necessary for themselves, society, the nation, and the state.

Civic Education subject aims to encourage students to think critically, both locally and globally, as part of citizenship education for the 21st century, particularly in the era of globalization and advancements in communication technology (Cogan & Derricot, 1998). How does technology such as ChatGPT influence PPKn in Indonesia, particularly in automating tasks, raising questions about the security and ethics of providing answers requested by students, and whether the answers are appropriate and accurate? As we already know answering questions using ChatGPT has become a common practice by students these days. So, the main point of this research is to see the safety of students and how accurate the answer provided by ChatGPT is based on PPKn at SMA. The safety and accuracy of the answer are about how ChatGPT provides the answer that is based on the inquiry given by students on how safe is to use this answer and who is responsible if they miss information. In this research experts at PPKn will analyse the answer provided by ChatGPT about its safety and correction of the answer.

Method

The method used in this research is qualitative, the method process is the first study using the PPKn book for senior high school as a document (Abdul Waidl, 2021) and (Tedi Kholiludin, 2021) as the main documents research (Creswell, 2011), the researcher then picks question based on the document and promoting it into ChatGPT 3.5. To assess the accuracy and ethical alignment of these responses, interviews were conducted with experts in PPKn. During this interview expert were present with ChatGPT generated answer and asked to provide feedback and record verbatim and analysed to independently area where ChatGPT answer were accurate or needed improvement and to address any ethical concerns. This study focuses on PPKn for senior high school to make profile student character based on Pancasila values (Romanti, 2022) 1) Belief in the One and Only God. 2) Just and Civilized Humanity. 3) The unity of Indonesia. 4) The People's sovereignty is Led by the Inner Wisdom of Deliberation among Representatives. 5) Social Justice for the Whole of the People of Indonesia. With this method researcher will explore of alignment value and moral implications of AI especially ChatGPT3.5 utilization in civic and citizenship education learning using ChatGPT, Pancasila as the ground norm (Kaelan, 2002) will become the main moral issue in accordance with Pancasila as ideology in Indonesian.

Table 1: Research Method

Document Analysis Text Classification	Prompting into GPT 3.5	Expert Analysis
Collecting Question Sentences from the PPKn's Book especially from chapter " <i>Uji Pemahaman</i> " Classify the question sentences and then filter them that have strong relevant with ethical and value of Pancasila	Prompting Question sentences Collecting answer sentences that generated by ChatGPT	Interview the PPKn Expert and get his opinion about ChatGPT answer 1. Correctness 2. Having issue about Ethic and Value based on Pancasila

Result and Discussion

This section presents the data finding obtain by exploring how AI work especially using ChatGPT 3.5 to provide specific answers to civic education data collection through a screening process. As an outline in the study, researchers begin by analysing the responses generated by ChatGPT 3.5 using specific question from learning material for grade X and XI, this question basically grounded in Pancasila values. The accuracy, relevance, and ethical alignment of ChatGPT respond are evaluated through qualitative method, expert feedback is gather based on interview especially in understanding local culture contexts. Trought interviews and comparison with local education materials researcher find how ChatGPT respond has limitation to maintain naturality, fairness, and accuracy when discussing Indonesian civic education topic. This approach help uncover weakness in contextual understanding, bias responses, and ethical concern related to the content produce by ChatGPT 3.5. Researchers select ChatGPT 3.5 as the primary tools for analysis, largely because it is the version most frequently used by student, this preference stems from the fact that ChatGPT 3.5 is available for free, making it more accessible to students who may not have the financial means to brought paid versions. As result, students commonly rely on this version for their learning support despite its limitations, such as outdated data and restricted features compared to the latest versions.

The research suggests that prompting ChatGPT 3.5 with clear, concise question is crucial for obtain more accurate response. With simplify and focus prompts especially when asking ChatGPT with complex and sensitive topic, breaking down inti smaller, manageable part can help getting more relevant and accurate answer, more direct prompts some time need like when asking questions about Pancasila for example “What are the main principles of Pancasila and how do they apply to daily life in Indonesia?” Ethical problems at the heart of making Chat GPT 3.5 a learning supporter, this research raise several ethical questions concerning about using ChatGPT 3.5 in educational settings, particularly to Pancasila value: bias and fairness ChatGPT may generated biased responses, especially dealing with culturally specific value like found in Pancasila, AI may Favor global, western perspectives, which can conflict with local culture and norm values. Academy integrity, student may misuse ChatGPT for completing assignments that could hinder their development or critical thinking skill, other issue raise question about academic honesty and depth learning. Ethnical neutrality, there are concern that ChatGPT does not fully grasp the moral and ethical principles of local contexts in Indonesia, as it is built on global data that may not align with Indonesia’s unique ethical, particularly the values embodied in Pancasila, the concern of lack the intrinsic understanding in making moral decision can lead to superficial or inappropriate response.

Artificial intelligence is a system that thinks like humans and a system that thinks rationally where the AI can do a) natural language processing, b) knowledge representation, c) machine learning, d) computer vision, and e) robotics (Russell & Norvig, 2016). In more advanced cases AI can have creativity and innovation based on relevant content to make decision making. In this case, Stuart Russell and Peter Norvig pointed out how AI can think rationally, think like humans, and act rationally this approach made AI more advanced and smarter to make AI act, think, and approach human behaviour based on these four (4) standards of human idealism. AI is an intelligent machine that can make a decision that is usually done by humans including using human natural language using machine learning models to analyse large datasets (Chukekar, 2021), Andrew Ng mentions that AI can process large datasets, automatization

specifications jobs, decision making based on data, deep contextual understanding, creativity, and innovation, ethical and moral decision making (Ng, 2016) this also make AI can proses many layers of data in many levels like deep learning this make AI can do speech recognition, visual object recognition, object detection, and many domains (LeCun et al., 2015) this capability of AI is very similar to what human can do and made AI can handle many jobs that need a human present.

AI “is the field that studies the synthesis and analysis of computational agents that act intelligently” (Poole & Mackworth, 2010) with this AI is an agent that serves three purposes: rational, autonomous, and adaptive. So, AI can make rational decisions based on the information they have, operating without human intervention learning from experience, and improving their performance over time, this made AI a tool that can help also give their own judgment, especially chatbot such as ChatGPT. AI “is systems that think like humans, systems that act like humans, systems that think rationally, systems that act rationally” (Kok et al., 2009) with this we can see how AI can integrate into human activity because AI used in ChatGPT can handle natural conversations and give an answer that acts like a human. AI is a machine that is close to human nature, especially in its intelligence that is attached to humans “Systems that display intelligent behaviour by analysing their environment and taking actions with some degree of autonomy to achieve specific goals” (Sheikh et al., 2023) it showing that AI capable to closed human intelligence in various act but not their feeling so we can conclude that AI is an intelligence machine but all their judgment is based on their rationality that closed to human but it’s not including their capability to have felling like human being. AI calculations are made based on their data and finally, they think and act rationally like humans.

This makes AI a valuable assistant because it is easier to understand such as using human natural language. In summary, AI represents an advanced tool that mimics human-like rationality in decision-making processes, operating autonomously, learning from experiences, and adapting its responses over time, making it an ideal agent for tasks like handling natural conversations in platforms like ChatGPT. While AI can replicate aspects of human intelligence and rational thinking, it lacks the capacity for human emotions, and thus, its judgments remain purely logical and data-driven. This combination of rational processing and adaptability makes AI a valuable assistant, particularly as it can interact using natural human language, making it accessible and practical in diverse applications. Consequently, AI's capacity to simulate human interactions while maintaining objective reasoning offers a unique blend of utility and familiarity.

AI now has been integrated into human activity in various ways such as economy, health, transportation, security, privacy data, and ethical decisions that disrupt human daily life (Hagendorff, 2020) and can threaten human jobs. This made a new issue arise how is the ethic of using AI in human daily activities, especially in ethics and decision making, one of the main points is the using artificial intelligence for social good (AI4SG) that has seven ethical factors (1) falsifiability and incremental deployment; (2) safeguards against the manipulation of predictors; (3) receiver-contextualized intervention; (4) receiver-contextualized explanation and transparent purposes; (5) privacy protection and data subject consent; (6) situational fairness; and (7) human-friendly (Floridi et al., 2021). This ethic is one of the standards of AI so it can become a responsibility and have fair and a positive impact that is significant to society. AI ethics or machine ethics has become a discussion in interdisciplinary theories, guidelines,

policies, principles, rules, and regulations related to AI, and the ethical AI, that is, the AI that can uphold ethical norms and behave ethically (Huang et al., 2022). AI use has spread to various fields in this topic AI is used in the PPKn study, with the main point that spread into four categories. For a better explanation, the table below will show the main point of the PPKn study in higher education using (Abdul Waidl, 2021) and (Tedi Kholiludin, 2021) as PPKn for X and XI grades:

Table 2. Analysis of ChatGPT 3.5 Expert Identified Limitations in PPKn for Grades X and XI

Topic PPKn (X and XI)	Question Filter	Limited Identified
Pancasila		Bias, poor contextual understanding, and failure to capture local cultures.
Nation's Founders' Ideas	30	Bias and fairness issues.
Application in National Context	23	Limited grasp of diverse Indonesia culture
Implementation Challenges	30	Overemphasis on global values, missing local traditions.
The 1945 Constitution	40	Needs deeper political context; lacks comprehensive details.
Constitutional Concepts		Inadequate coverage of detailed constitutional aspects.
Unity in Diversity	30	Ethical issues: sensitive topics need careful handling.
Cultural Identity and Collaboration		Issues with ethics and academic integrity.
Nationality and Sovereignty	21	Misses emotional and experiential aspects of Indonesian identity.

With this table, we categorize ethics based on Pancasila, Indonesia's 1945 Constitution, and unity in diversity, which is known as gotong royong, based on Indonesia's local wisdom. This research will explore how ChatGPT responds to this main topic, especially focusing on a local ethic that is grounded in culture and Indonesian history. The main issue is how ChatGPT can behave ethically and set clear boundaries for safety without interpreting any issue in a way that benefits one group or imposes another. As one expert noted:

“It is crucial for ChatGPT to provide answers that respect Indonesia's diverse cultural contexts and avoid any bias that could favor one perspective over another. AI tools like ChatGPT must be programmed to uphold neutrality and cultural sensitivity, ensuring responses are not only accurate but also culturally appropriate. This is important when using ChatGPT to provide answers to questions, so it maintains neutral statements and doesn't direct the answer, allowing the reader to make judgments based on their understanding.”

Using ChatGPT for education has interacted with many interests in interdisciplinary all over the world it shows concern about plagiarism as the main issue (Bhullar et al., 2024) and (Su & Yang, 2023), ChatGPT also has limitation such as Bias and Fairness, Accuracy and Reliability, Context and Understanding, Ethical Concerns, Technical Limitations, and Creative and Critical Tasks (Ali et al., 2024; Bhullar et al., 2024; Rozado, 2023). To provide a clearer understanding of these limitations and their impact on learning, particularly in the subject of Civic Education (PKn), further details are presented in the table below. This analysis aims to

examine how the use of ChatGPT can influence the teaching of citizenship values and ethics in the educational context.

Table 3. Limitations of ChatGPT in Civic Education: Issues and Implications

Limitation	Issue	Civic Education Expert Preview
Bias and Fairness	ChatGPT data is from around the world and varies	For example, understanding about <i>gotong royong</i> because it contains local wisdom and varied local interpretations, but ChatGPT uses a global value.
Accuracy and Reliability	ChatGPT can contain information that looks convincing but in truth, it is not accurate	Civic Education contains history, law, and moral values, and misleading information can become serious, Indonesia has its own culture and moral values that ChatGPT data doesn't have
Limitations of Contextual Understanding	Although ChatGPT has various information about culture and histories it doesn't have a complex understanding of the local context	ChatGPT often misses the richness of Indonesian culture and lacks detailed historical perspectives, especially regarding religion and its link to Pancasila, often providing only a general view.
Ethics and Academic Integrity Issues	The student may use ChatGPT for cheating and for completing their work	Using ChatGPT this way makes students not understand the content because it is generated by ChatGPT, it can also influence student's points of view
Limitations in Teaching Values and Morals	ChatGPT as an AI doesn't have an intrinsic understanding of Indonesia values it may not be effective for a deep understanding of Indonesia moral value	ChatGPT can only give general points for values such as justice, cooperation, and democracy. Such an issue needs more learning points like Indonesian society toward their democracy their understanding, response, and culture.

The use of AI such as ChatGPT in education keeps increasing, transforming not only how people learn but also the methods of education. This raises an important question: should the use of ChatGPT be promoted in the education system? Educators must carefully discern how ChatGPT can be integrated into their subjects and understand the evolving role of teachers in this era. One expert, Redi Yamanto, who was cited as a key informant in the research, emphasized that "teachers must now focus less on being the primary sources of knowledge and more on fostering the development of students' soft skills, such as critical thinking, creativity, emotional intelligence, and collaboration." According to Yamanto, the traditional role of teachers as knowledge providers is gradually shifting. In the current era of digital transformation, where AI technologies like ChatGPT are increasingly integrated into education,

teachers must prioritize nurturing the human capacities that AI cannot replace. These skills are crucial for students to adapt to a rapidly evolving world, where the ability to think critically and creatively, work collaboratively, and manage emotions will determine success in both personal and professional life. This reflects a broader transformation of teaching roles, where the emphasis shifts from content delivery to nurturing essential human skills that AI cannot replicate (Gentile et al., 2023). What about the application of ChatGPT in Civic Education? In the table below, the researcher has outlined key thematic questions designed for senior students to provide educators with a more comprehensive view of how ChatGPT responds to questions in this specific subject area. By analyzing these responses, educators can better understand the tool's effectiveness in teaching Civic Education and its potential impact on students' learning experiences, particularly in fostering critical thinking and ethical understanding.

Table 4. Evaluation of ChatGPT Responses and Analysis for PPKn Topics

Question-Based PPKn Book	ChatGPT Respond	Analysis
Pancasila How is the implementation of Pancasila in daily life?	Pancasila in Indonesian culture is complex and has many internal and external factors.	ChatGPT's response is too general: lacks detail on specific practices within Indonesia's diverse culture.
Implementation and understanding "gotong royong"	" <i>Gotong royong</i> " is part of Indonesian culture meaning working to gather, and helping to achieve goals, many forms of " <i>gotong royong</i> " such as agricultural activities, community work, social activities, natural disasters, and religious activities.	This explanation is a general explanation of " <i>gotong royong</i> ", it still needs exploration it shows how ChatGPT views but as a student must be capable of seeing in deeper meaning. " <i>Gotong royong</i> " mentioned by Soekarno as eka Sila (Latif, 2012), human is part " <i>monoplularis</i> " mono as individual and plural as a community (Kaelan, 2010).
Understanding the constitution and rules	Basically, it can answer about the 1945 Constitution of the Republic of Indonesia. But some	Indonesian constitutional hierarchy is generally mentioned by ChatGPT, but it lacks full document access and detailed local wisdom insights, necessitating teacher guidance for complete understanding (UU No 5 Year 2017)
Unity In Diversity	Explain how to live in harmony with different cultures, religions, and ethnic.	ChatGPT's responses may reflect global values and overlook Indonesia's unique religious and cultural perspectives, requiring deeper local context and understanding

Pancasila reflects Indonesia's unique cultural and historical context, emphasizing spiritual values, respect for humanity, national unity, traditional democratic practices, and social justice. These principles collectively shape Indonesian civic education and national identity. Dr. Subelo Wiyono, S.H., M.Pd., an expert in civic education studies, highlights that:

“Pancasila, as Indonesia's ideology, encapsulates values deeply ingrained in the nation's culture and history. It begins with the Belief in the One and Only God, emphasizing spiritual values essential for moral development and freedom. The principle of Just and Civilized Humanity underscores the importance of respect and empathy in Indonesia's multicultural society, fostering unity. The Unity of Indonesia integrates diverse cultural elements into national identity, while Democracy Guided by Inner Wisdom reflects traditional village practices like *musyawarah untuk mufakat*, showcasing local wisdom. Lastly, Social Justice for All the People of Indonesia is rooted in the fight for independence and the 1945 Constitution's call to abolish colonialism for the sake of humanity and justice. Collectively, these principles shape Indonesian civic education and national identity”

Civic education in Indonesian not only understanding responsibility as a citizen but also learning to understand their culture, local values, and interactions based on local values and wisdom, such as a *Program Penguatan Pendidikan Character* by the Minister of Education and Culture that contains: Pancasila value, Holistic Approach, and Community Envelopment (Budhiman, 2017). ChatGPT failed to capture the details about value, culture, and interaction based on Pancasila in daily activities. Moral values such as spiritual, humanity, unity, democracy, and social justice for all the people of Indonesia are essential values of Pancasila and part of civic education as Indonesia moral based, values are important and have essential moral views are part of education and develop good moral judgment (Lickona, 2013). ChatGPT as an AI doesn't have moral judgment and makes its judgments based on data it's have, AI doesn't have empathy that human has so it fails to make judgments based on empathy, but it can make the suggestion that a general moral point of view is right, but it does not include local point of view that representative of the rich and unique culture of Indonesia people.

Conclusion

Utilizing ChatGPT as an assistant for learning Pancasila and civic education (PPKn) presents both prospects and challenges. While ChatGPT is a valuable tool for providing diverse information and facilitating understanding, it also has limitations and ethical concerns. One notable advantage of ChatGPT is its ability to process large datasets and generate information efficiently through advanced statistical and data science methods. However, the accuracy and relevance of its content are sometimes questionable, particularly when it comes to capturing the unique nuances and cultural specifics of Indonesian society it revealed that it often falls short in addressing the complexities of local wisdom and Pancasila values. The ethical implications of using AI in education are multifaceted, concerns including bias, justice, and integration issues. Students may encounter problems if they rely solely on AI-generated content without critically analysing it. This reliance can hinder their ability to engage in critical thinking and may dull their analytical skills. Furthermore, AI lacks the capacity for empathy and cannot fully comprehend or represent Indonesia's rich cultural and moral context. This limitation underscores the need for human oversight and the integration of local perspectives in the educational process to ensure that students not only acquire knowledge but also develop the ability to evaluate morals and values according to Pancasila principles. In conclusion, while

ChatGPT holds potential for supporting civic education, its use requires careful consideration. Educators must be mindful of its limitations and ethical issues, maintaining a human-centered approach that aligns with local values and cultural contexts. Education should not merely involve obtaining answers from ChatGPT but should engage students in a process of exploration and critical evaluation.

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