

# Studies of Ethical Dimensions of Education in Artificial Intelligence Era: A Study from a Humanism Philosophy Perspective Inspired by Carl Rogers

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**Abstract:** This study explores the ethical dimensions of education in the era of Artificial Intelligence (AI) through the lens of humanistic philosophy, drawing inspiration from the teachings of Carl Rogers. As AI technologies continue to reshape various aspects of society, including education, it is crucial to critically examine the ethical implications arising from these transformations. This research adopts a humanistic philosophy perspective, specifically emphasizing the ideals and principles advocated by Carl Rogers, to analyze the evolving landscape of education in the AI era. The study begins by providing an overview of the primary ethical concerns associated with the integration of AI into education, including issues related to privacy, bias, equity, and the commodification of knowledge. Drawing inspiration from Carl Rogers' human-centered approach to personal growth and self-actualization, this research identifies how AI technologies can influence the development of individuals and the quality of teacher-student relationships. Furthermore, the study explores how Carl Rogers' humanistic philosophy can guide the design of pedagogical practices that prioritize individual needs and experiences. Within this framework, the research examines the potential of AI to support personalized and responsive learning while upholding ethical values and relevant norms. The research also investigates the impact of AI on student assessment and how a humanistic approach can inform efforts to ensure that educational evaluations continue to consider the humane aspects of learning. Overall, this study aims to contribute to the ongoing discourse on the ethical dimensions of AI in education by providing insights from a humanistic philosophy perspective inspired by Carl Rogers. By analyzing the influence of AI on education through this philosophical lens, the study underscores the importance of addressing ethical concerns and promoting human-centered educational practices in the AI era.

**Keywords:** Ethical dimensions, education, Artificial Intelligence, Carl Rogers, humanistic philosophy.

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## Introduction

Education is a key aspect in human and societal development. In the modern era marked by technological advances, especially artificial intelligence (AI), education faces various challenges that have never existed before. AI has had a big impact on the learning process, both in the form of online learning, analyzing student data, and developing customized curricula. While AI can provide great benefits in improving the efficiency and quality of education, it also raises deep ethical questions.

In this context, humanist philosophy, represented by figures such as Carl Rogers, becomes relevant. Humanist thought emphasizes the importance of the individual, personal experience, and autonomous self-development in education. Carl Rogers was a psychotherapist and educator known for his client-centered theory that emphasized four key concepts: unconditional acceptance, empathy, honesty, and autonomy. This thinking is centered on the belief that individuals have the ability to grow and develop positively if given opportunities, conditions and a supportive environment.

In the era of artificial intelligence, where technology is increasingly involved in the educational process, it is important to consider the ethical implications of the use of AI in educational contexts. Ethical questions that arise include student privacy, fairness in access to education, the impact of AI on human interactions in learning, and more. Rogersian humanism provides a powerful framework for considering these ethical aspects, as it emphasizes the importance of acceptance, empathy, and individual autonomy.

The aim of this research is to explore the ethical dimensions of education in the era of artificial intelligence through the lens of Carl Rogers' humanist philosophy. This journal will explore the ethical questions that arise in the use of AI in education and advance the argument that a humanist approach can help address these challenges in a way that prioritizes personal development, student well-being, and moral values in education.

The research methodology used in this journal will include literature analysis, case studies of the use of AI in education, and a review of ethical concepts in education. It is hoped that the research results will provide valuable insights for educators, policy makers, and educational practitioners in understanding how to integrate artificial intelligence in a way that considers ethics and humanist values in education.

### **Research Methode**

This research is a qualitative descriptive research, namely research that aims to gain a deep understanding of the problems. human and social, not describing the surface part of a reality as quantitative research does with its positivism. The data used in this journal uses the literature study method (Library research), which is a series of activities related to methods of collecting library data and information with the help of various materials such as: books, magazines, documents, notes, scientific papers and others. others and processed by means of editing, organizing and analysis of the author. The literature review method is a research method that is carried out by

investigating, analyzing, and summarizing relevant literary sources to gather information on a particular topic. This method focuses on a secondary research approach, which means that the data used has been collected by other people before, and the research is carried out by re-analyzing the data. The literature review method is often used in research, especially to understand the latest knowledge developments on a particular topic, develop a theoretical basis, or conduct a literature survey. By using this method, researchers can convey insight and understanding of research topics without conducting direct field research. The literature review research method has benefits as a tool for understanding the latest developments in knowledge on a particular topic, compiling a theoretical basis, or conducting a literature survey. However, it is important to always clearly state reference sources and avoid plagiarism when using data from literary sources.

### **Research and Discussion**

#### **Ethical Dimension**

According to David B. Resnik, the ethical dimension is the aspect that underlies human actions and decisions in various areas of life. It includes the moral considerations, values, and ethical principles that guide the behavior of individuals, groups, or organizations. The ethical dimension helps answer questions about what is right and wrong, and provides a framework for just and moral action. Dimensions in ethics are a set of aspects that form a framework of moral values and ethical principles that guide behavior and decision making in various life contexts. These are very important components in helping us understand, analyze, and live life with high integrity and morality. The dimensions of ethics are the foundation that supports all the actions and decisions we make in our lives. It covers various aspects that shape our understanding of what is right and wrong, as well as how we behave in accordance with relevant moral values. First of all, we have moral principles, such as honesty, fairness, empathy, and integrity, which form the basis of ethical behavior. These principles are

guides that help us judge our actions and the actions of others.

Furthermore, codes of ethics or ethical standards are concrete regulations that regulate behavior in various contexts, including in professions or organizations. This code of ethics details the ethical norms and obligations that members of the group must follow. Cultural context influences our views on ethics. Each culture has its own unique ethical norms and values, which influence how we view morality and ethics. Rights and responsibilities are another important dimension of ethics. This includes consideration of individual rights to privacy, liberty, and protection, as well as the inherent responsibility of individuals or organizations to act ethically. Justice and distribution are ethical issues that involve questions about how resources, benefits, or burdens are distributed fairly among individuals or groups. Awareness of the social and environmental implications of actions or decisions is also an important part of the ethical dimension. Ethical decision making is a very central process in the ethical dimension. It involves critical thinking, value judgments, and evaluating the moral consequences of possible actions taken. Ethical awareness and education are important aspects of the ethical dimension. Awareness of ethical values and ethical education help individuals and organizations become more competent in dealing with ethical dilemmas and living lives in accordance with the ethical principles they adhere to. In the business world, for example, the ethical dimension refers to fair, transparent and responsible business practices. This includes fair treatment of employees, customers and shareholders, as well as avoidance of practices that harm society or the environment. In this case, ethics functions as a guide for companies in running their business with integrity and paying attention to social impacts.

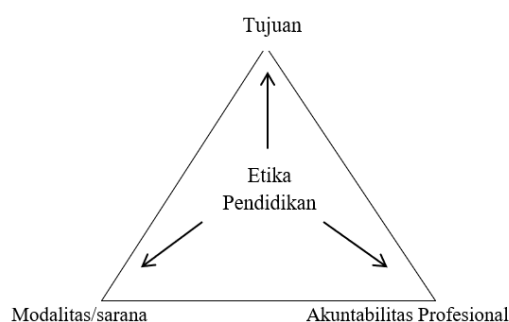
According to Beauchamp and Childress in the book *Principles of Biomedical Ethics*, in the world of health, the ethical dimension includes patients' rights to receive quality care and respect for their medical decisions. This also includes the moral responsibility of health professionals to safeguard patient privacy and avoid conflicts of interest.

In the book *The Ethics of Teaching* by Strike and Soltis, in the educational context the ethical dimension means ensuring that the education provided does not only focus on academic aspects, but also promotes the development of students' character and morals. Ethics in education includes fair treatment of all students, avoiding plagiarism, and promoting values such as integrity and honesty.

Overall, the ethical dimension is a very important guide in various aspects of our lives, helping us to live moral and responsible actions. These dimensions not only influence our actions, but also reflect the values and principles that shape our character as individuals and our contributions to society.

### **Etichal Dimension of Education**

The aim of education is to foster in students the freedom to form responsible moral subjects, in addition to acquiring knowledge. This goal refers to the moral ideal of educating subjects who are independent, dignified, and able to live together in plurality. Critical reflection on values and norms related to educational policy in the teaching and learning process is discussed in educational ethics with its three dimensions.



#### **a. Educational Goals**

The fundamental problem is that practical forms of education cannot be separated from educational goals. Every educational system with its objectives is determined by the philosophy of humans and society that it adheres to so that it is never neutral or value-free. So behind the goals set is implied an underlying philosophy of man and society. There are at least 4 goals that constitute educational ideals:

- 1) First, acquisition of knowledge and skills or skills to answer market demand. Educational efforts are focused on acquiring specific knowledge and skills to excel in their field. Education is directed at contributing to the welfare of society by preparing people to enter the workforce.
- 2) Second, educational goals emphasize humanistic orientation. Education is directed at helping students develop reasoning abilities to be responsible for their statements, beliefs and actions. In this way, education becomes a process of forming students' basic dispositions and intellectual and emotional abilities in relationships with others, the environment and nature. The benchmarks for the success of this goal are interest in reading and the ability to understand what is read, the ability to capture other people's thoughts correctly and respond to them openly and critically, and the habit of studying the basics of forming one's own opinions.
- 3) Third, responding to social, economic and justice challenges. Education is directed at preparing people to be able to recognize and explain the problems faced by society and then try to produce answers that are based on ethics. This goal cannot be separated from the intrinsic political dimension of education. Therefore, the acquisition of knowledge and skills is not for its own sake and not for the sake of science itself, but for the service of human development, peace and welfare of society.
- 4) The fourth goal of education, namely the ability to science itself. Usually those goals are more directly related to higher education. The aim of this education is to invite students to learn something for the advancement of the scientific discipline itself. The benchmark for success is that the research carried out leads to the discovery of new theories. The challenge lies in trying to answer ethical problems and how to deal with or prevent the misuse of science and technology.

The ethical dimensions of the four educational goals lie in the value content or importance of each educational goal. So educational ethics examines

each of these goals starting from the context of the place by calculating the extent to which it meets the needs of the local community. The value or interest content can be highlighted by examining the extent to which political, ideological or economic interests are proportional in determining educational policy. Policies must be clearly formulated in terms of priorities, programs, methods and philosophical basis. Clarity of objectives formulated in education policy shows sharpness of vision and concern for community aspirations.

#### **b. Modalities**

The modality of educational ethics explains the problem of how to bridge educational norms (what should be done) and factual actions. Educational problems are usually focused on learning materials, pedagogical communication models, competencies and moral awareness to be achieved, the quality of educators, various methods (institutional pedagogy, groups), and evaluation models. The ethical dimension of modality lies in the choice of systems/means which are essentially loaded with values or interests.

The four educational objectives explained above determine the communication model in the learning process that is applied. Of course, in practice, the distinction between the three models of pedagogical communication is not as strict as that described below, but one model always presupposes the use of another model.

- 1) Pedagogical communication model with object competencies in the form of explanations.
- 2) Appropriation pedagogical communication model or pedagogy with unlimited responsibility.
- 3) Dialogic pedagogical communication model or shared responsibility.

These three models of pedagogical communication cannot be separated from the applicable educational curriculum. The curriculum becomes very important during times of social change because education guarantees prosperity in the future. So learning must be placed at the center of experience so that everyone continues to develop their potential.

### c. Professional accountability

One approach to educational ethics, proposed by John Tomlinson and Viviane Little, is to link ethics to issues of epistemological authority and professional goals, which include four dispositions in the teaching and learning process:

- 1) First, disposition towards rationality.
- 2) Second, the disposition to fight for the interests of students.
- 3) Third, the disposition to be humble.
- 4) Fourth, the principle of "can be wrong" applies to all parties involved in an educational partnership. Ketiga, disposisi untuk rendah hati.

These four dispositions are the basis for educational ethics to create a "learning society", namely when learning is placed at the center of experience to make each person continue to develop their potential.

Educator professionalism is based on education, training and experience and is driven by conscience and the meaning of the calling as an educator which is the best guarantor against unprincipled value references (Tomlinson; Haryatmiko, 2012).

Professional accountability is measured from trust which is a condition for the development of the teaching and learning process. This accountability refers to the responsibility of educators towards service users which is measured by the results of their work through their skills in using available resources.

### Humanism Philosophy Perspective Inspired by Carl Rogers

Humanism is a school of psychology based on existentialism, a philosophical thought that places the value and position of humans as criteria in all things. Assumes that each individual has the freedom to choose and act to determine his or her own destiny. According to Rogers, all people have an innate desire to achieve what they want and consistently behave according to themselves. In the learning process, students should not be forced but are required to learn by freely developing abilities according to what they are interested in and master. They are expected to be able to make their own choices and responsible for his choices.

This theory argues that experience can have more influence than students' abilities. In this theory it is also said that knowledge does not come from a person's potential or innateness, but is the result of a collection of experiences so that it becomes knowledge. cA person's potential is not the main thing. Because there could be people who have great potential but don't have much experience, it could be that this potential will be buried. Rogers' perspective quoted by Akhmadi regarding the humanistic philosophy of gaining experience is a process of self-maturation, where later individuals will be able to recognize themselves, determine their lives, be independent to overcome the problems they face. The quote above gives an indication that humans are capable of having strength from within themselves and have authority over whatever they face. However, this cannot be separated from the construction of the experiences encountered. The more experience a person has, the higher his authority will be. The authority referred to here is not individuality, but rather self-reliance to face all existing conditions.

### Etichal Dimensions Of Education In Artical Intellegence Era : A Study From a Humanism Philosophy Perspective Inspired by Carl Rogers

There are ethical issues that need to be resolved with the use of artificial intelligence (AI) in education. Making sure AI systems are created and utilized ethically is one of the primary problems. To resolve these issues, a humanistic ethical viewpoint might be helpful. The necessity of the therapist being a sincere and authentic human being in the therapeutic connection is emphasized by Carl Rogers' humanistic approach to therapy. This strategy may be used to guarantee that AI systems are created and utilized in a manner that is consistent with human values and beliefs when using AI in education.

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The possibility for privacy abuses while using AI in education is yet another ethical problem. Large volumes of data on students can be gathered and analyzed by AI systems, which can be utilized for anything than teaching. The privacy and data protection rights of students must be respected while designing and using AI systems in order to address this issue.

In conclusion, it is critical to address the ethical aspects of education in the age of artificial intelligence. Carl Rogers' humanistic approach to therapy may be extended to the employment of AI in education. Humanistic ethics can offer a helpful viewpoint for tackling these challenges. It's critical to make sure AI systems respect students' privacy and data protection rights and are created and utilized in a way that is consistent with human values and ideals.

### Conclusion

The ethical dimension of education in the era of artificial intelligence is an important issue that needs to be addressed. Humanistic philosophy inspired by Carl Rogers can provide a useful perspective for addressing these concerns. Humanistic learning theory emphasizes the importance of engaging social skills, feelings, intellect, artistic skills, practical skills, and more as part of education. Rogers' humanistic approach to therapy emphasizes the importance of the therapist being a genuine and real human being in the therapeutic relationship. Humanistic psychology provides a foundation for the understanding of humanism, while education serves as a "playing field" upon which these principles are implemented in practice. By applying humanistic principles in the use of AI in education, it is possible to ensure that AI systems are designed and used in a way that is consistent with human values and principles. This can help to address ethical concerns such as bias and discrimination,

privacy violations, and the potential for AI to replace the role of teachers.

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