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INTEGRATING ETHICAL ARTIFICIAL INTELLIGENCE IN SECONDARY EDUCATION: A FRAMEWORK FOR RESPONSIBLE DIGITAL PEDAGOGY

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Abstract

The rapid development of artificial intelligence has brought significant transformations in the education sector, including secondary education. However, the adoption of AI without a clear ethical framework has the potential to pose risks, ranging from algorithmic bias to violations of student data privacy. This study aims to formulate a framework for responsible digital pedagogy by integrating AI ethical principles into secondary education practices. Through a literature review method, this study examines theories, policies, and global best practices related to AI ethics and its use in learning contexts. The results of the study identify five main elements in the ethical digital pedagogy framework: algorithmic transparency, data protection, access equity, ethical digital literacy, and teacher involvement as critical facilitators. This study emphasizes the need for collaboration between policymakers, educators, and technology developers to create a safe, fair, and socially responsible learning environment in the digital era. This framework is expected to be a reference in the formulation of humanistic AI-based education policies and curricula at the secondary school level.

Keywords: artificial intelligence, AI ethics, secondary education, digital pedagogy, digital literacy, education policy

INTRODUCTION

The rapid advancement of digital technology in the last two decades has given birth to various significant transformations in various sectors of life, including in the world of education. One of the technological innovations that is now starting to be widely applied in educational environments is artificial intelligence. AI not only brings changes in the way students learn and teachers teach, but also opens up great potential in personalized learning, data-based

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