

Research Article

## Artificial Intelligence Ethics within Christian Pedagogy: Reconstructing Faith Based Educational Discourses in the Era of Algorithmic Culture

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**Abstract:** The rapid integration of Artificial Intelligence (AI) in education presents both opportunities and ethical challenges, especially for faith based institutions such as Christian schools. These institutions must balance technological innovation with their theological commitments. As AI becomes more embedded in educational environments, Christian educators face the challenge of integrating AI in a way that aligns with Christian values, human dignity, and relational teaching roles. This study explores how Christian moral teachings can guide the integration of AI into education, providing a framework for ethical AI use in Christian schools. Previous studies have highlighted the ethical concerns associated with AI, including algorithmic bias, data privacy, and the potential for AI to undermine relational teaching roles. Christian educational theology, which emphasizes values such as human dignity, justice, and fairness, offers a robust framework for addressing these concerns. A biblical worldview and the concept of Imago Dei (the image of God) provide theological foundations for integrating AI ethically in education, ensuring that AI tools enhance human centered learning rather than replace human educators. Additionally, literature suggests that ethical guidelines informed by Christian teachings can mitigate AI's ethical risks and promote a more inclusive and equitable educational environment. This study employs a mixed methods approach, combining qualitative and quantitative research methods. The qualitative phase involves document analysis and interviews with Christian educators and theologians to explore theological reflections on AI and its ethical implications.

**Keywords:** AI Integration; Artificial Intelligence; Christian Ethics; Ethical Policies; Relational Teaching.

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### 1. Introduction

The rapid advancement of Artificial Intelligence (AI), particularly in the fields of machine learning and deep learning, has brought transformative changes across various sectors, including education. AI in education is designed to enhance the learning experience through personalized teaching, automated grading, and intelligent tutoring systems. These technologies aim to provide more efficient learning environments by offering high quality resources and individualized support (Liang, 2020; Yufei et al., 2020). AI's implementation is becoming increasingly widespread, with educational robots and AI-powered systems offering innovative teaching methods to improve student outcomes (Murashko et al., 2024). Furthermore, many countries have initiated policies to foster AI's use in education, emphasizing its potential to reshape traditional educational frameworks (Cheng et al., 2021).

However, as AI integrates more deeply into educational practices, it introduces several ethical challenges that could compromise moral reflection and decision making. The collection of vast amounts of personal data raises significant privacy and data security concerns, making it imperative to enforce robust data protection policies (Salloum, 2024).

Additionally, AI systems often carry the risk of algorithmic bias, potentially reinforcing existing inequalities and unfairly influencing the educational experiences of students (Dieterle et al., 2024; Prinsloo, 2017). Furthermore, the opacity of AI decision making processes can undermine trust in educational systems, leading to questions about accountability and transparency (Brand, 2020; Holmes et al., 2018). The reliance on AI-driven solutions may also limit the autonomy of educators and students, as algorithmic decisions may override individual judgment and context specific needs (Nikolaeva et al., 2023). These ethical dilemmas call for the establishment of comprehensive ethical frameworks that guide AI integration into educational systems, ensuring that such technologies align with values of fairness, inclusivity, and respect for privacy (Dieterle et al., 2024; Levantis & Sgora, 2024).

The integration of Artificial Intelligence (AI) in education brings both opportunities and challenges, particularly for faith based institutions such as Christian schools. As AI continues to reshape various sectors, it is crucial for Christian educational institutions to navigate the ethical implications of these technologies while staying true to their theological foundations. AI ethics, when aligned with Christian values, can emphasize human dignity, moral intention, and personal interaction values central to Christian pedagogy (An et al., 2024). In this context, the role of AI should not overshadow the relational and character building aspects of education, but rather support and enhance them, fostering a learning environment that respects the human image of God (*Imago Dei*).

Christian educational theology, grounded in the belief that humans are created in the image of God, provides a robust moral framework for the ethical use of AI (An et al., 2024). This framework offers guidance on ensuring that AI technologies support, rather than replace, the critical role of human teachers in forming relationships with students. Additionally, it can help safeguard human dignity, promote character centered pedagogy, and ensure that AI is used responsibly in the educational context. By incorporating AI ethics into Christian pedagogy, institutions can address concerns related to equity, inclusivity, and the responsible use of technology. These efforts can ensure that AI tools enhance personalized learning experiences, protect student privacy, and promote fairness (An et al., 2024; Liang, 2020).

Despite these potential benefits, significant gaps remain in the current discourse regarding AI ethics within faith based educational settings. One major gap is the limited engagement of theological frameworks in addressing the ethical implications of AI in education. While some studies have explored the intersection of AI and religious education, many discussions remain fragmented and fail to integrate theological principles with practical ethical challenges (Liang, 2020). Additionally, many faith based institutions lack clear policies and ethical guidelines for the responsible use of AI. The absence of structured ethical oversight can result in issues such as data privacy concerns, algorithmic bias, and the potential loss of the relational aspects that are foundational to Christian teaching (Liang, 2020; Murashko et al., 2024).

To address these gaps, there is a growing need for interdisciplinary collaboration that integrates theological, philosophical, and technological perspectives. Such collaboration could help develop more comprehensive and contextually grounded ethical frameworks for AI in education, ensuring that they are both theologically sound and practically effective (An et al., 2024; Cheng et al., 2021). Moreover, empirical research on the practical implementation of AI ethics in faith based educational settings remains scarce, highlighting the need for further studies that test and refine ethical frameworks in real world contexts (Cheng et al., 2021; Murashko et al., 2024).

The integration of Artificial Intelligence (AI) into educational systems, especially within faith based institutions such as Christian schools, presents significant opportunities and challenges. As AI continues to evolve, it offers innovative possibilities for enhancing learning experiences through personalized teaching, automated grading, and intelligent tutoring systems (Burdett, 2023). However, these advancements come with ethical concerns that need careful consideration. Christian educational institutions are faced with the challenge of balancing technological innovation with their commitment to theological principles. The rapid growth of AI in education brings forth issues such as algorithmic bias, data privacy, and the risk of AI undermining the relational and character based aspects of teaching (Turaev et al., 2023). For Christian pedagogy, which emphasizes human dignity and relational teaching, the ethical use of AI must align with these core values to ensure that AI enhances, rather than replaces, the essential human connection in educational settings. This article explores how Christian pedagogy can address these ethical concerns by reconstructing a faith based model

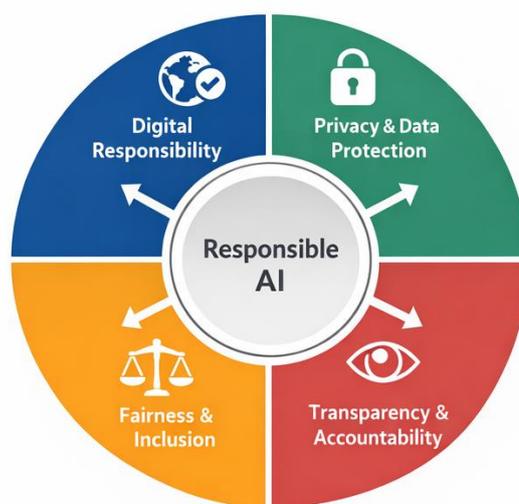
that integrates AI ethics, focusing on preserving human dignity and ensuring fairness in AI applications.

The central tenets of Christian education, such as the concept of *Imago Dei* the belief that humans are created in the image of God provide a moral framework for the ethical integration of AI in educational environments. This framework emphasizes the inherent dignity of every individual, guiding the development and implementation of AI technologies in ways that prioritize human well being and ethical decision making (Burdett, 2023). One of the most significant ethical challenges in AI-driven education is the issue of algorithmic bias, which can perpetuate inequalities and lead to unfair treatment of students. AI systems often rely on vast amounts of data, and when this data is unrepresentative or biased, it can result in biased algorithms that reinforce existing social disparities. Christian pedagogy can address these challenges by promoting transparency, accountability, and fairness in AI applications, ensuring that educational technologies serve all students equitably (Knowles, 2021). Additionally, the ethical concerns around data privacy are paramount, as the collection and use of student data raise issues of security and the potential for misuse. Christian institutions must ensure that AI systems are designed and used responsibly, protecting students' privacy while fostering trust and transparency in educational settings.

To address these challenges, the proposed faith based model integrates Christian ethical principles into AI design and implementation. The model is grounded in the belief that technology should serve humanity and not undermine relational teaching roles, which are core to Christian pedagogy. Christian institutions can adopt ethical AI design principles that prioritize human dignity, transparency, and fairness. Educating students about the societal impacts of AI, including the potential risks and benefits, is essential to fostering responsible digital citizenship. By incorporating case based teaching methods, students can explore real world ethical dilemmas in AI, encouraging critical thinking and moral reasoning. Furthermore, interdisciplinary collaboration between theologians, ethicists, and AI researchers is essential for developing a comprehensive ethical framework that aligns with Christian values. This collaboration can help ensure that AI applications in education are not only technically proficient but also ethically sound, upholding Christian teachings and fostering a positive learning environment. Through these efforts, Christian educational institutions can play a pivotal role in shaping the ethical use of AI in education, ensuring that technological advancements contribute to the holistic development of students in alignment with Christian principles (Turaev et al., 2023).

## 2. Literature Review

### AI Ethics Theories



**Figure 1.** AI Ethics Framework.

### ***Algorithmic Bias***

Algorithmic bias refers to the systematic and unfair discrimination embedded in AI systems, often arising from biased training data or flawed algorithmic design. This type of bias can lead to significant disparities in sectors like healthcare, criminal justice, and finance, perpetuating existing inequalities. For instance, in healthcare, AI tools have been found to make biased decisions based on data that is not representative of the entire population, leading to unequal treatment and healthcare provision (Ball Dunlap & Michalowski, 2024). Similarly, in criminal justice, biased AI algorithms can reinforce stereotypes, resulting in unjust outcomes and exacerbating systemic discrimination (Kazim & Koshiyama, 2021). To address these issues, it is crucial to implement strategies like data balancing, fairness constraints, and regular audits to ensure that AI systems operate equitably and without bias (Das & Khatua, 2024).

### ***Data Ethics***

Data ethics is a critical area that encompasses the moral and legal implications of collecting, processing, and using data. In AI applications, particularly in sensitive sectors such as healthcare and education, it is essential to prioritize privacy, data security, and transparency. AI systems depend heavily on vast amounts of data, and ensuring that this data is ethically collected and used is paramount to maintaining trust in AI technologies (Ahmed & Osman, 2024). For instance, in healthcare, AI systems must adhere to strict data protection measures to safeguard patient privacy and ensure data integrity (Ball Dunlap & Michalowski, 2024). In education, the use of AI-driven decisions should be transparent and fair, as biased data can lead to unfair treatment of students, affecting their outcomes (Gehring, 2023). Effective data ethics frameworks help maintain the balance between technological advancement and privacy protection, ensuring that data use remains ethical and just.

### ***Digital Responsibility***

Digital responsibility involves the ethical deployment and use of digital technologies, including AI. It ensures that AI systems are developed and implemented in ways that are fair, transparent, and accountable. One key aspect of digital responsibility is the development of explainable AI (XAI), which ensures that AI systems provide understandable and interpretable decisions to users, fostering trust and accountability (Kazim & Koshiyama, 2021). Furthermore, strong governance frameworks and ethical guidelines are necessary to manage the risks associated with AI. These frameworks should include standards for transparency, accountability, and fairness, ensuring that AI technologies serve all communities equally and do not exacerbate existing social divides (Gehring, 2023). By adopting digital responsibility, AI can be leveraged to enhance societal well-being rather than perpetuate harm.

### ***Strategies for Addressing Ethical Challenges***

To address the ethical challenges posed by AI, several strategies have been proposed. Transparency and explainability are fundamental in fostering trust and accountability in AI systems. By making the decision-making process of AI accessible to users and stakeholders, AI systems can become more understandable and accountable, ensuring that their actions align with ethical standards (Gehring, 2023). Additionally, mitigating algorithmic bias is crucial. Implementing fairness constraints, balancing data, and conducting regular audits are essential steps for ensuring that AI systems make equitable decisions, thus preventing discrimination and ensuring fairness across various sectors (Ball Dunlap & Michalowski, 2024; Das & Khatua, 2024).

Data protection plays a pivotal role in safeguarding privacy, particularly in sectors such as healthcare and education where data sensitivity is paramount (Ahmed & Osman, 2024). Robust data protection measures are necessary to maintain the integrity and security of data used in AI systems, preventing breaches and misuse. Moreover, establishing strong ethical governance frameworks is vital. Developing comprehensive regulatory standards can guide the responsible development and deployment of AI technologies, ensuring these systems benefit society while minimizing potential risks (Gehring, 2023; Kazim & Koshiyama, 2021). Ethical oversight ensures that AI remains a tool for good, promoting equity and social responsibility.

## Christian Philosophy of Education and the Integration of Faith Learning



**Figure 2.** Integration Model: Christian Faith and Academic Education.

### *Theological Foundations*

The concept of a biblical worldview is fundamental to integrating faith and learning in Christian education. A biblical worldview asserts that the Christian faith and academic pursuits are not separate but deeply interconnected through a comprehensive biblical narrative (Esqueda, 2014). This perspective suggests that all aspects of life, including education, should reflect Christian beliefs and the teachings of Scripture. By framing education within a biblical worldview, Christian institutions emphasize the role of faith in shaping students' understanding of the world and their place in it.

Another important theological foundation is the Christian identity and mission of educational institutions. Christian schools are tasked with maintaining a distinct identity and purpose that is grounded in their faith. This mission requires a conscious effort to integrate Christian values into all areas of education, from administration and teaching to community outreach and spiritual development (Murison & Benson, 2018). Christian schools face the challenge of resisting secular influences and ensuring that their faith based mission remains central to their educational approach.

The theological complexity of integrating faith and reason is also crucial to understanding Christian education. This process involves navigating various philosophical and theological paradigms to ensure that both faith and reason are respected. Christian educators must balance rational inquiry with theological principles, ensuring that students' intellectual development aligns with their spiritual growth (Esqueda, 2014).

### *Role of Christian Values in Education*

Christian education aims to foster holistic development, integrating both spiritual and academic growth. This approach nurtures virtues such as love, compassion, and ethical behavior, preparing students to live out Christian values in both their professional and personal lives (Pennington, 2020). Holistic development encourages students to see education as more than just acquiring knowledge, but as a way to grow in character and faith.

A moral and ethical framework is another essential element of Christian education. This framework is based on biblical principles that guide students' actions and decisions in all areas of life. Christian education provides a solid moral foundation, helping students navigate the complexities of the world while staying grounded in their faith (Islam et al., 2024). The goal is to develop individuals who not only excel academically but also lead lives marked by integrity and moral responsibility.

Christian education also places a strong emphasis on community and relational learning. In this approach, education is seen as a collaborative and supportive process, where learning takes place within a loving community of believers. This model fosters relationships where students' worth is not determined by their performance, but by their inherent value as individuals created in the image of God (Murison & Benson, 2018). By focusing on relational learning, Christian education nurtures students' emotional and spiritual well being alongside their intellectual development.

**Practical Implications**

The integration of faith and learning in the curriculum requires thoughtful curriculum design. Christian educators embed Christian values across subject areas and create learning experiences that reflect these values. This may involve project based learning, ethical discussions, and community engagement activities that reinforce the integration of faith and academic learning (Pennington, 2020).

Assessment practices in Christian education should align with the goal of using students' gifts for God's glory. Assessments should be transparent, recognizing human fallibility, and promoting continuous improvement. Rather than simply measuring academic achievement, assessments should aim to develop character and foster spiritual growth, ensuring that students are equipped to serve God in all aspects of life (Pennington, 2020).

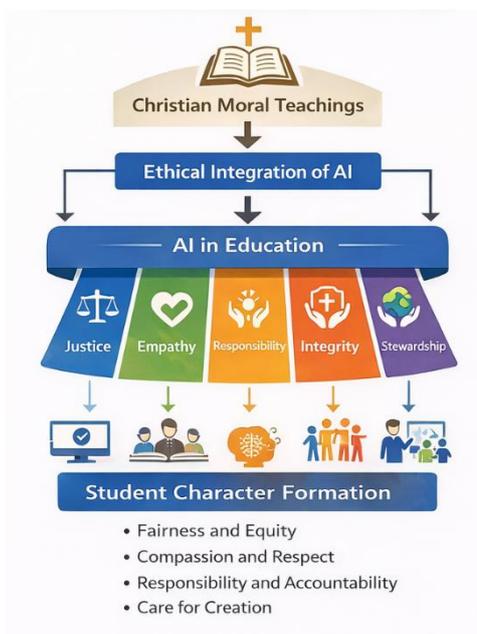
Effective leadership and institutional policies are vital for the successful integration of faith and learning. Strong leadership ensures that Christian values are reinforced through the daily practices of the institution. Institutional policies should support the mission of Christian education, fostering an environment where faith based values are lived out and modeled for students (Islam et al., 2024).

**Challenges and Considerations**

One significant challenge in Christian education is the rise of secularism, which threatens the distinct Christian identity and mission of educational institutions. Christian schools must actively resist secular influences and work to maintain their focus on faith and spiritual development in the face of growing secularism (Murison & Benson, 2018).

Additionally, the language and terminology used to describe the integration of faith and learning can impact its effectiveness. Terms like "faith learning integration" may reinforce the separation of faith and academic learning, suggesting the need for alternative vocabulary that better captures the holistic nature of Christian education (Esqueda, 2014).

**Moral Theology and Character Formation**



**Figure 3.** Christian Moral Values and AI in Education.

### ***Ethical Guidelines and Virtues***

Christian ethics advocate for the development of AI technologies that prioritize human dignity and uphold ethical principles such as justice, respect, and care for others, especially the vulnerable (Globokar, 2024). These virtues can serve as foundational principles for integrating AI into educational settings. Christian moral teachings emphasize the importance of using AI to support and enhance human centered learning rather than replacing the relational roles of educators. For instance, AI technologies should be designed in a way that fosters inclusivity and fairness, ensuring that students from diverse backgrounds benefit equally from AI-driven educational tools (Sumbera, 2024). By incorporating these virtues, Christian educational institutions can create an environment where AI enhances ethical learning, encourages critical thinking, and promotes responsible citizenship among students.

### ***Character Centered Pedagogy***

Christian educational institutions often adopt a character centered pedagogy, which emphasizes moral intention, personal interaction, and human responsibility in the learning process (Sumbera, 2024). This pedagogy can be applied to AI integration by ensuring that AI tools are used to support the development of students' character and ethical reasoning. AI-driven educational technologies can offer personalized learning experiences that promote virtues such as empathy, responsibility, and respect. These tools can help students cultivate these virtues by offering tailored support, facilitating moral reflection, and engaging them in discussions about ethical dilemmas (Globokar, 2024). AI, when used appropriately, can thus enhance the moral and character development of students while maintaining the relational nature of education.

### ***Theological Reflection and Critical Assessment***

The integration of AI in Christian education requires theological reflection to assess its implications on education and society. Christian teachings encourage a critical and thoughtful approach to technological advancements, ensuring that AI serves the common good while preserving fundamental Christian values. Theological reflection is essential in preventing the uncritical acceptance of AI and its potential to undermine human relationships and values (Globokar, 2024). This process involves assessing AI's role in education with a focus on human dignity and the potential for AI to support, rather than replace, the human element of teaching. Christian educators are encouraged to approach AI as a tool that can enhance educational outcomes without compromising the ethical foundations of Christian pedagogy (Sumbera, 2024).

### ***Human Dignity and Relational Teaching***

A central tenet of Christian educational theology is the concept of *Imago Dei* (the image of God), which holds that humans are created in the image and likeness of God (Globokar, 2024). This concept underscores the importance of human dignity in education. In the context of AI, this teaching emphasizes that AI should not replace human educators but should assist them in creating more personalized, effective learning environments. By supporting relational teaching, AI tools can help maintain the human connection between educators and students, which is central to Christian moral teachings (Sumbera, 2024). This ensures that AI complements the relational and formational aspects of education, rather than diminishing them, and supports the overall development of students' character and moral reasoning.

### ***Ethical Oversight and Policy Development***

As AI becomes more integrated into education, it is essential to establish ethical oversight and policy development to address concerns such as data privacy, algorithmic bias, and transparency (Sumbera, 2024). Christian moral teachings can provide valuable guidance in the development of these policies by emphasizing the importance of fairness, accountability, and inclusivity in the use of AI technologies. Policies informed by Christian ethics can ensure that AI systems are deployed in a manner that protects students' privacy, mitigates biases, and promotes equity (Globokar, 2024). Such ethical oversight is essential to ensure that AI technologies are used responsibly and serve the best interests of all students, particularly those who are most vulnerable to discrimination or exploitation.

## Previous Studies on AI in Faith Based Education

| Impact of AI in Faith-Based Education: Summary of Previous Research  |  |   |
|--|--|---|
| Aspect   | AI-Enhanced Learning   | Traditional Learning  |
| Student Engagement   | <ul style="list-style-type: none"> <li>AI tools increase engagement through interactive and adaptive content</li> </ul>                          | <ul style="list-style-type: none"> <li>Lower engagement due to standardized teaching methods</li> </ul>   |
| Personalized Learning  | <ul style="list-style-type: none"> <li>Customizable AI systems provide tailored educational experiences for individual students</li> </ul>       | <ul style="list-style-type: none"> <li>One-size-fits-all approach that may not address individual student needs</li> </ul>                              |
| Character Formation  | <ul style="list-style-type: none"> <li>Character development supported through AI-driven mentorship and ethical scenarios</li> </ul>             | <ul style="list-style-type: none"> <li>Focuses more on academic content, with less emphasis on character building</li> </ul>                            |
| Ethical Awareness  | <ul style="list-style-type: none"> <li>Ethical AI education fosters awareness of Christian values and responsible technology use</li> </ul>      | <ul style="list-style-type: none"> <li>Limited emphasis on ethical issues related to technology</li> </ul>  |
| Teacher Support  | <ul style="list-style-type: none"> <li>AI assists teachers with administrative tasks, curriculum planning, and providing personalized</li> </ul> | <ul style="list-style-type: none"> <li>Teachers manage all tasks manually, leading to potential burnout and lack of personalized interaction</li> </ul> |
|  <ul style="list-style-type: none"> <li>AI tools innovation</li> <li>From healthcare to entertainment integration in Christian education</li> </ul> |  | <ul style="list-style-type: none"> <li>Teachers manage all tasks manually, leading to potential burnout and lack of personalized interaction</li> </ul> |

**Figure 4.** Impact of AI in Faith Based Education: Summary of Previous Research.

### *Ethical and Pedagogical Challenges*

Faith based schools face unique ethical and pedagogical challenges when integrating AI into their educational practices. As Christian educational institutions like SMA Katolik Frater Don Bosco emphasize, maintaining human dignity and a character centered pedagogy is crucial. AI is introduced not to replace relational teaching roles but to support them, ensuring that human responsibility and moral intentions remain at the core of the learning process (Tran & Nguyen, 2021). This approach highlights the need for AI to enhance the educational experience without compromising the relational and moral values integral to Christian education.

### *AI in Religious Education (RE)*

The integration of AI into Religious Education (RE) has been examined through both historical and contemporary applications. Studies have shown that while AI tools can improve administrative efficiency and personalize learning, they also present risks, such as theological distortion and overreliance on technology. Institutions like Harvard Divinity School have adopted AI thoughtfully, ensuring that it complements, rather than replaces, the relational aspects of RE. This careful balance is necessary to maintain the integrity of religious education while utilizing technological advancements to enhance learning outcomes (Burdett, 2023).

### *Adoption and Acceptance*

Research on AI adoption in Christian education, particularly in Vietnam, indicates varying levels of readiness and acceptance across different age groups. Younger generations, such as Generation Z, are more open to adopting AI innovations in education. However, some church personnel remain cautious, highlighting the need for targeted efforts to address concerns about technology's role in faith based education. These findings suggest that AI adoption in Christian educational contexts may be influenced by generational differences and the level of comfort with technological advancements (Tran & Nguyen, 2021).

### *AI's Role in Enhancing Learning*

AI has been shown to enhance various aspects of learning, particularly in cognitive and psychomotor domains. Tools like AI chatbots and adaptive learning platforms have been found to contribute to knowledge retention and skill based training. However, AI faces limitations in affective learning, which requires human emotional intelligence and moral guidance an area where AI technologies are currently less effective. This limitation underscores the importance of human interaction in fostering emotional and moral development, even as AI supports other aspects of the learning process (Kazim & Koshiyama, 2021).

### *Spiritual Chatbots*

The use of customized spiritual chatbots in faith based education has emerged as an innovative tool for providing nonjudgmental, instantaneous answers to difficult spiritual questions. These chatbots offer students a convenient way to explore faith related topics and address doubts in real time. While they have shown positive impacts on individuals' faith development, concerns about over reliance on these bots have been raised, particularly in relation to diminishing traditional spiritual practices. The risk lies in students potentially relying too heavily on technology, bypassing personal reflection, mentorship, and traditional religious guidance (Burdett, 2023; Gehring, 2023).

### *AI-Optimized Educational Tools*

AI-optimized educational tools, such as personalized videos and interactive quizzes, have been tested in religious education, including in Islamic educational contexts. These tools have demonstrated significant improvements in student performance and engagement, offering a promising approach to blending traditional educational methods with modern technological innovations. By providing personalized learning experiences, AI tools can cater to the individual needs of students, enhancing both engagement and educational outcomes (Kazim & Koshiyama, 2021).

## 3. Materials and Method

This research employs a mixed methods design to explore how Christian moral teachings can guide the integration of Artificial Intelligence (AI) in education. The qualitative phase involves analyzing theological frameworks, focusing on how Christian values such as human dignity, justice, and relational teaching can inform AI ethics in educational settings. Data will be collected through interviews with theologians, ethicists, and educators, followed by a review of Church documents and key theological writings. In the quantitative phase, a survey will be conducted among Christian educators, administrators, and students to assess how AI tools are used in schools and whether they align with Christian ethics. The survey will explore issues like fairness, transparency, and data privacy in AI applications. Data analysis will include descriptive statistics and thematic analysis to identify patterns and gaps in ethical implementation. Ethical considerations will be prioritized, with informed consent, confidentiality, and IRB approval ensuring the study adheres to research ethics. Despite potential limitations, such as response biases and sample representation, the research aims to develop an ethical framework for AI integration that upholds Christian values, providing practical recommendations for policy and curriculum development in Christian schools. The study's outcomes will help ensure AI enhances education while promoting human dignity and moral development.



**Figure 5.** Research Methodology Flowchart Structure.

## Research Design

This study adopts a mixed methods research design, combining both qualitative and quantitative research approaches. The initial phase involves qualitative data collection through interviews and document analysis to explore how Christian moral teachings can inform the integration of AI in educational settings. This allows for a deep understanding of the theological foundations and ethical principles at play. The second phase follows with quantitative research through a survey to assess how these ethical guidelines are practically applied in Christian schools, providing measurable data on the level of AI integration and its alignment with Christian values. The mixed methods approach is effective for triangulating data, providing a more comprehensive understanding of the research question. This design is particularly suited to examine both the theoretical frameworks surrounding Christian ethics and the practical application of AI in education. By combining both qualitative insights and quantitative assessments, the research aims to bridge the gap between theological reflection and real world educational practices, ensuring that AI integration upholds Christian values such as fairness, justice, and human dignity in learning environments.

## Qualitative Research Phase

In the qualitative research phase, this study begins by examining the intersection of Christian ethics and AI through theological and ethical frameworks. The research will focus on gathering insights from theologians, ethicists, and Christian educators to understand how core Christian principles, such as the concept of *Imago Dei* (human dignity), can inform AI integration in educational practices. Semi structured interviews and document analysis of key theological writings and Church documents will guide the exploration of these frameworks. The aim is to uncover how Christian teachings can serve as a foundation for developing AI systems that support, rather than replace, relational teaching roles in schools. By using a qualitative approach, the study will provide a deep, reflective exploration of the ethical concerns surrounding AI from a Christian perspective, addressing the importance of human centered education and character development. The insights garnered will offer foundational ethical principles to be incorporated into the development of AI tools in Christian schools.

### *Theological and Ethical Framework Analysis*

The theological analysis will focus on the integration of AI with Christian moral teachings, particularly emphasizing the importance of human dignity and relational teaching. *Imago Dei*, the belief that humans are created in the image of God, will be explored as a key principle for AI integration. This principle suggests that AI should enhance educational outcomes without compromising the fundamental value of human beings. The ethical considerations will include fairness, transparency, and the avoidance of biases, which are central tenets of Christian morality.

Additionally, the study will explore how Christian social ethics can inform AI integration, advocating for tools that foster equity, inclusivity, and ethical accountability. The Church's documents will provide a robust framework, guiding how AI can be used responsibly in schools. These documents often emphasize the need for AI systems that are not just efficient but just, promoting the common good while respecting individual rights. This phase will culminate in a comprehensive ethical framework that ensures AI tools align with Christian values, particularly in educational contexts.

## Quantitative Research Phase

Following the qualitative phase, the quantitative research will involve a **survey** targeting Christian educators, administrators, and students in Christian schools. The survey will be designed to assess the extent to which Christian moral teachings are applied in the integration of AI within educational practices. It will focus on understanding how AI tools are perceived in terms of promoting fairness, accountability, and human dignity, core tenets of Christian ethics. Additionally, the survey will explore the level of awareness among educators and students regarding the ethical implications of AI, particularly around issues like data privacy and algorithmic bias. This phase will provide a measurable perspective on how Christian ethics influence AI usage in real world educational settings, offering empirical data to complement the qualitative insights.

### ***Survey on AI Implementation in Christian Schools***

The survey will be distributed to a diverse group of Christian educational institutions, including primary schools, high schools, and universities. It will seek responses from educators, administrators, and students regarding their experiences with AI tools in education. The survey will include both closed ended questions, utilizing Likert scales to measure the extent of agreement with statements on AI ethics, and open ended questions to allow participants to elaborate on specific experiences and concerns. Through this survey, the study aims to gauge the alignment of AI practices with Christian values and to identify any gaps in ethical implementation within these schools.

The data collected will be analyzed to determine trends, such as how often AI tools are used, the perceived benefits, and the challenges faced in integrating Christian ethics with AI systems. The survey will also assess how ethical guidelines related to fairness, data privacy, and transparency are implemented and adhered to within Christian educational environments. The findings will provide valuable insights into the practical application of ethical AI in these settings.

### ***Data Analysis***

The quantitative data collected through the survey will be analyzed using descriptive statistics, including frequency distributions and mean scores, to summarize responses and identify patterns in the application of AI ethics in Christian schools. This will provide an overview of the extent to which Christian values are integrated into AI practices. Additionally, factor analysis will be used to identify key factors that influence the adoption and ethical use of AI in Christian schools, such as the role of leadership, teacher training, and institutional policies.

The qualitative responses from open ended questions will be analyzed using thematic analysis to identify recurring themes related to AI integration and ethical concerns. These themes will be compared against the framework developed during the qualitative phase to identify areas of alignment or discrepancy. This analysis will provide a comprehensive understanding of how Christian ethical principles are applied to AI integration, offering both quantitative and qualitative insights into the practical challenges and opportunities of integrating AI within Christian educational settings.

### ***Ethical Considerations***

This research will adhere to ethical guidelines throughout the data collection and analysis processes. All participants will be provided with an informed consent form, explaining the purpose of the study, the voluntary nature of participation, and how their data will be used. Confidentiality will be maintained by anonymizing the responses, ensuring that no personal identifiers are associated with the data. Additionally, the study will seek approval from the Institutional Review Board (IRB) to ensure that ethical standards are upheld. Special care will be taken when dealing with sensitive topics such as data privacy and the implications of AI on personal dignity. The study will also be mindful of potential biases in the data collection process, ensuring that diverse perspectives are represented, especially from different Christian educational settings. Ethical considerations regarding the transparency and fairness of AI tools used in schools will be central to the research, ensuring that AI systems are not only effective but also just and equitable.

### ***Limitations***

While this research provides valuable insights into the integration of Christian moral teachings and AI in education, there are several limitations. First, the study relies on self reported data from surveys, which may be subject to response biases, such as social desirability bias, where participants might provide answers they believe are more socially acceptable rather than their true opinions. Additionally, the sample may not be fully representative of all Christian educational institutions, especially those outside Western contexts. The diversity of Christian schools, including variations in denominational beliefs and educational practices, may impact the generalizability of the findings. Furthermore, the focus on ethical guidelines and AI tools may not capture the full range of practical challenges faced by schools when implementing AI, such as resource constraints or technical limitations. Despite these limitations, the study aims to offer important insights into the ethical considerations of AI in Christian education.

### **Expected Outcomes**

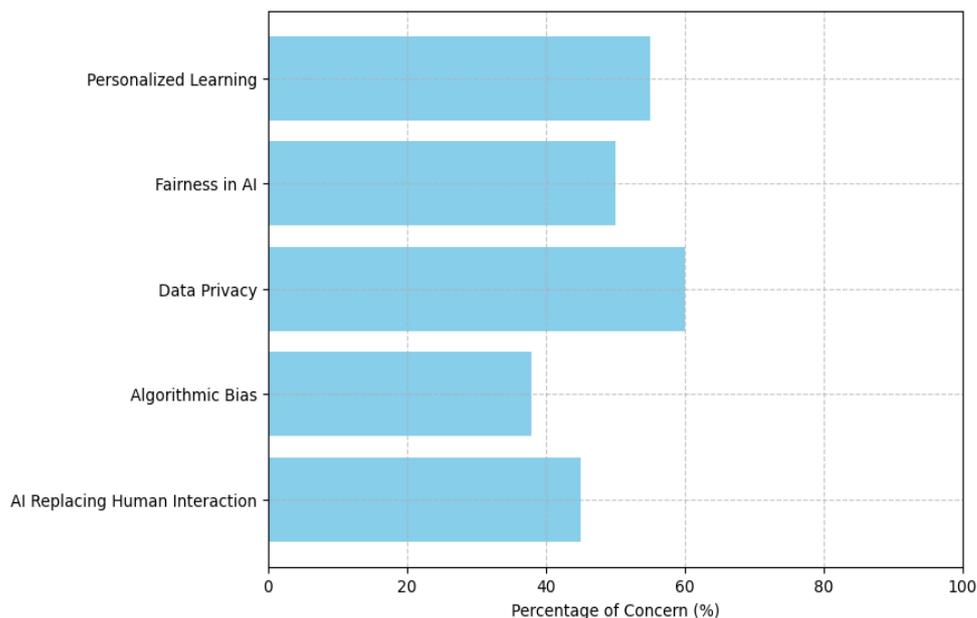
This study expects to develop a comprehensive ethical framework for AI integration in Christian education, grounded in Christian moral teachings. It will provide practical recommendations for Christian schools on how to align AI practices with values such as human dignity, fairness, and accountability. The research will also highlight the role of Christian educators in guiding the responsible use of AI, emphasizing the importance of character development and relational teaching in an increasingly digital learning environment. The findings are expected to inform policy development within Christian educational institutions, offering strategies for effective AI integration that respects Christian values and promotes the common good. Ultimately, the study aims to ensure that AI technologies are used to enhance educational outcomes while upholding the principles of Christian pedagogy, fostering environments where both spiritual and academic growth are prioritized.

## **4. Results and Discussion**

The integration of Artificial Intelligence (AI) in Christian education presents both opportunities and challenges. While AI has the potential to enhance personalized learning and streamline administrative tasks, educators expressed concerns that it could undermine the relational, character building aspects central to Christian pedagogy. Christian education emphasizes human dignity, moral growth, and personal interaction, making the shift toward AI a challenge in maintaining these values. Key ethical concerns include the potential for algorithmic bias, data privacy issues, and the risk of AI replacing human educators. To address these concerns, Christian moral teachings, such as justice, fairness, and care for the vulnerable, offer a framework for ethical AI use. A faith based pedagogical model for AI integration emphasizes *Imago Dei* (human dignity), ensuring that AI supports, rather than replaces, human centered teaching. This model advocates for transparency, fairness, and accountability in AI design, and stresses the need for ethical oversight and policy development in educational institutions. By integrating Christian virtues such as empathy and justice into AI practices, the model aims to use technology in a way that enhances education while preserving the relational and spiritual aspects of teaching, fostering both academic and moral growth in students.

### **Results**

The integration of Artificial Intelligence (AI) into Christian education has elicited mixed perceptions among educators and students. Many educators expressed concerns that AI, if not carefully integrated, could undermine the relational and character building aspects of teaching, which are central to Christian pedagogy. Specifically, educators feared that AI might replace human interaction, a key aspect of education in Christian schools, where personal relationships between teachers and students are seen as foundational for moral and spiritual growth. Furthermore, the ethical concerns raised by educators included the potential for AI to perpetuate biases, particularly in areas such as grading and admissions, where algorithmic decisions could disadvantage certain groups of students. There was also significant concern about data privacy, as the use of AI often involves the collection and processing of sensitive student information. This concern aligns with broader societal debates about the ethical use of data, with Christian educators emphasizing the importance of safeguarding students' privacy and protecting their personal data from misuse.



**Figure 6.** Perceptions of AI Ethics in Christian Education.

The bar chart above illustrates the perceptions of AI ethics within Christian education, showing the percentage of concern among educators and students about different ethical issues. Data privacy (60%) is the most significant concern, reflecting growing fears over the security and handling of personal information in AI-driven systems. Following closely are worries about AI replacing human interaction (45%) and algorithmic bias (38%), both critical in preserving the relational and fairness aspects of Christian education. On the other hand, the concern about personalized learning (55%) indicates recognition of AI's potential to enhance individualized educational experiences.

However, the study also revealed that both educators and students recognized the potential benefits of AI in enhancing educational experiences. AI was seen as a tool for personalizing learning, offering students tailored experiences that could cater to their individual learning needs. This potential for personalization was appreciated, especially in Christian schools where nurturing each student's spiritual and academic growth is a priority. AI's ability to assist in tasks like grading, feedback provision, and educational resource management was seen as a way to free up educators to focus more on relational aspects of teaching. Despite concerns, educators and students saw AI as an opportunity to improve the educational experience, provided that it is implemented in a way that aligns with Christian values.

## Discussion

One of the most significant challenges in integrating AI into Christian education is balancing technological innovation with the theological commitments of Christian pedagogy. While AI can enhance personalized learning and efficiency in educational practices, Christian educators face the difficulty of maintaining the relational dynamics that are essential to the faith based model of education. Christian pedagogy emphasizes character development, moral reasoning, and spiritual growth elements that require personal interaction and mentoring. The integration of AI, particularly in ways that prioritize efficiency over human connection, threatens these core values. To overcome this, Christian educators need to ensure that AI tools are used to support, rather than replace, human centered teaching. This requires careful policy development that aligns technological advancements with Christian ethical principles, ensuring that AI is a servant to the educational mission and not a substitute for the relational and formational role of educators.

Another key challenge identified was the ethical oversight of AI in Christian educational settings. Many institutions currently lack clear ethical guidelines or policies to govern the responsible use of AI, which can lead to a range of issues such as algorithmic bias and data privacy concerns. Christian moral teachings, particularly the concepts of justice, fairness, and care for the vulnerable, provide a framework for addressing these challenges. For instance, Christian ethics advocate for the fair treatment of all individuals, which can guide AI

developers and educators to design and implement AI systems that are free from biases and ensure equitable treatment for all students. Additionally, the principle of care for the vulnerable central to Christian teachings calls for the careful consideration of how AI might disproportionately affect marginalized students or communities. Ethical oversight, informed by Christian values, is essential to ensure that AI does not perpetuate existing inequalities but instead serves to uplift and support all students, particularly those most in need.

Finally, the study proposed a new faith based pedagogical model for AI integration, grounded in Christian ethics. This model emphasizes the need for a character centered pedagogy, where AI is used not only to enhance academic outcomes but also to foster spiritual and moral growth. Christian teachings on human dignity, particularly the concept of *Imago Dei* (the image of God), serve as the foundation for this model, ensuring that AI is used in ways that respect and uphold the inherent worth of every individual. The proposed model encourages AI integration that is transparent, fair, and accountable, with a strong emphasis on mitigating biases and ensuring data privacy. By embedding Christian virtues such as justice, empathy, and care into the AI design and usage process, this model provides a holistic approach to AI in education that aligns with the mission of Christian schools. The model also highlights the importance of interdisciplinary collaboration between theologians, ethicists, and AI researchers to develop a comprehensive ethical framework that ensures AI applications support, rather than undermine, the values of Christian education.

## 5. Comparison

The findings highlight the importance of incorporating AI ethics into the Christian education curriculum, an idea that was emphasized throughout the discussion. The urgency of integrating a faith based AI ethics curriculum stems from the ethical concerns raised regarding algorithmic bias, data privacy, and human dignity. The results from the study showed that educators and students are aware of these ethical challenges and recognize the potential for AI to enhance personalized learning, provided that AI is used in alignment with Christian values. As a result, the conclusion advocates for the inclusion of AI ethics in the curriculum, ensuring that students not only learn how to use AI technologies but also understand the ethical implications of AI in educational contexts. This curriculum would guide students in applying Christian moral teachings, such as justice, fairness, and care for the vulnerable, when engaging with AI tools, thus fostering a more ethically aware generation of educators and learners.

The discussion also highlighted significant challenges in integrating Christian values with AI in education, particularly due to the lack of ethical oversight and policies in many Christian institutions. These concerns were reflected in the need for robust policy development, which is further underscored in the conclusion. The study's results showed that Christian schools are often uncertain about how to navigate the ethical dilemmas associated with AI. To address this, the conclusion calls for the development of clear digital education policies that align with Christian values, ensuring that AI technologies are used responsibly and equitably. Such policies should prioritize transparency, fairness, and accountability, providing guidelines for ethical AI use in classrooms. By implementing these policies, Christian educational institutions can ensure that AI enhances the educational experience without compromising the foundational values of Christian education, such as relational teaching and moral development.

In comparing the findings, discussion, and conclusions, a clear alignment emerges between the concerns raised in the results and the recommendations offered in the conclusion. Both the findings and the discussion emphasize the need for Christian educational institutions to integrate AI in a way that upholds Christian moral teachings. The results indicated that AI ethics should be addressed through a curriculum that not only educates students on AI technologies but also instills a sense of moral responsibility. The discussion elaborated on how AI could undermine the relational aspects of teaching, which are central to Christian pedagogy, and called for careful integration to maintain these relationships. The conclusion extends this idea by recommending that Christian institutions develop a comprehensive AI ethics curriculum and policies to guide AI integration in a way that supports Christian values, ensuring that AI serves to enhance, not replace, human centered teaching.

The urgency of a faith based AI ethics curriculum and policy recommendations are both a direct response to the identified ethical challenges. The lack of ethical oversight, as highlighted in the discussion, and the need for clearer guidance on the use of AI in education are central to the conclusion's recommendations. By creating policies and curricula that integrate Christian ethics into AI education, Christian schools can navigate the ethical complexities associated with AI while ensuring that these technologies align with their mission to promote human dignity, fairness, and justice. This comparison demonstrates a strong connection between the concerns raised throughout the research and the actionable recommendations put forth to address them, ultimately guiding Christian institutions toward the responsible and ethical integration of AI in education.

## 6. Conclusion

The integration of Artificial Intelligence (AI) in Christian education presents both significant opportunities and challenges. Throughout this study, we have explored the ethical concerns associated with AI in educational settings, particularly within Christian schools, and examined how Christian moral teachings can guide its ethical integration. The findings underscore the need for AI tools to enhance, rather than replace, the relational and character building aspects of teaching that are central to Christian pedagogy. Ethical concerns, such as algorithmic bias, data privacy, and the preservation of human dignity, were identified as key challenges. These concerns were particularly significant in light of the findings that AI, while offering personalized learning and operational efficiency, can undermine the human centered approach to education if not carefully implemented.

The discussion highlighted the critical role of Christian ethics in addressing these concerns. Christian moral teachings, grounded in principles such as justice, fairness, and care for the vulnerable, provide a robust framework for ensuring that AI is used ethically. This framework emphasizes the importance of maintaining relational teaching roles and safeguarding human dignity while incorporating technological advancements in the classroom. The proposed faith based pedagogical model calls for the integration of these Christian values with AI systems, promoting transparency, fairness, and ethical decision making processes.

In conclusion, the study advocates for the urgent need to integrate AI ethics into the Christian educational curriculum. A faith based AI ethics curriculum will not only equip students with the necessary technical knowledge to navigate the digital world but also instill a strong moral foundation based on Christian values. Additionally, it is essential for Christian educational institutions to develop clear and comprehensive digital education policies that align with their values. These policies should ensure that AI technologies are used responsibly, fostering an educational environment where students' well being and moral development remain a priority. By integrating Christian moral teachings into the use of AI, Christian schools can ensure that these technologies serve to enhance, rather than detract from, the mission of education grounded in faith.

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