

ETHICAL CONSIDERATIONS IN USING CHATGPT: INDONESIAN EFL TEACHERS PERSPECTIVES

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Abstract

This study explores ethical considerations in the use of ChatGPT from the perspective of English as a foreign language (EFL) teachers in Indonesia. Using a mixed-methods and explanatory sequential as designs, data was collected from 30 English teachers in several cities, including Malang, Pasuruan, Kediri, Jember and Gresik. Research tools included a validated questionnaire (through factor analysis) and semi-structured interviews. The findings highlighted 5 key ethical indicators: privacy concerns, accuracy and reliability, dependability, academic integrity, and emotional aspects of learning. Teachers emphasized the importance of protecting personal data and guiding students in sharing personal data in ChatGPT. In the aspect of accuracy, the responses generated by ChatGPT need to be double-checked for potential errors by adding other references. In the finding of dependency in the use of ChatGPT, the need for teachers to continue to design their own materials and continue to invite students to discuss when using ChatGPT in class. Related to academic integrity, teachers emphasized the need to practice honesty and limit misconduct in classwork. Finally, the emotional aspect of ChatGPT cannot replace the classroom teacher. Thus, the role of teachers in classroom giving motivation, empathy, and engagement. These findings highlight the need for clear guidelines and ethical awareness among teachers, students, and institution guideline.

Keywords: Ethical consideration, chatgpt, teacher perspectives, AI in education, EFL teachers.

INTRODUCTION

Digital technology such as ChatGPT becoming a hot topic in education. The thing that has become viral in the university is about the launch of a smart tool named ChatGPT (Chan, 2023);(Lim et al., 2023). ChatGPT can help both teachers and students in finding information or ideas to be explored. (Fikri et al., 2024). On the one hand, ChatGPT considered to help teachers and students, such as in designing lessons, writing, translating and giving feedback. However, on the other hand, many are worried that the use of ChatGPT will create dependency, weaken critical thinking skills, and lead to plagiarism (Murtiningsih et al., 2024). Therefore, the use of ChatGPT needs to be followed by clear guidelines to support a good learning process.

To ensure the wise usage of ChatGPT, ethical approaches in education need to be considered. One of them is through the Technoethical Framework from Krutka et al (2019) which includes four aspects: ethics, law, technology and pedagogy. Teachers have an important role to play in ensuring that ChatGPT is used responsibly, understanding the limitations of the technology, and prioritizing the values of integrity and student safety. Therefore, ChatGPT can be optimally used, without ignoring the role of humans in the learning process.

However, even though ChatGPT very helpful for teachers and students in learning, it still needs to be further researched about the ethical use of ChatGPT. This is important the use can be done responsibly and not misused. The research on the ethical use of ChatGPT can help this technology is used in the right and safe way in education. In addition, it is the perspective of teachers, not students, that needs to be researched the most. This is because the teacher who decides whether

ChatGPT can be used in the classroom, while the students just follow directions. Therefore, it is important to understand how teachers viewed the use of ChatGPT in the learning process. Therefore, this study is based on the following research questions:
What ethical considerations do EFL teachers perceive when using ChatGPT in English language teaching and learning?

METHOD

Study Design

In this study, the researcher used a mixed-method approach that began with quantitative data collection and continued with qualitative data. Researchers chose this approach because they wanted to provide an in-depth answer from teachers' perspectives. According to (Creswell & Creswell, 2003), Combining quantitative and qualitative data will result in a deeper understanding of the data. Through a combination of both, the researcher was able to explore teachers' perspectives on the ethical use of ChatGPT statistically and narratively at the same time.

This research design uses an explanatory sequential design, which starts with quantitative data collection through an online survey to teachers. The results of this survey then became the basis for selecting several respondents with varying scores such as agreeing, undecided and disagreeing answers to be interviewed further. In the second stage, researchers conducted interviews to explore deeper explanations of the answers that given in the survey. The purpose of this design is to find out the level to which teachers agree, hesitate, and disagree with the use of ChatGPT, and then strengthen the statistical results with the reasons from the teachers through interviews. After collecting the interview data, the researcher will analyze and interpret it to complement the results of the quantitative survey.

Setting and Participants

The research involved 30 English teachers in East Java Gresik, Kediri, Jember, Pasuruan, and Malang who actively use ChatGPT and have a minimum teaching experience of 10 months. They consisted of 5 lecturers, 13 high school teachers, and 13 junior high school teachers. Participant selection was conducted through official permission to schools and the Education Office, as well as online to nearby teachers. Data collection was conducted online and offline, depending on location and ease of access, without comparing individuals each other.

Data Collection

Data collection in this study was conducted in three stages: beginning, middle and end. In the beginning stage, the researcher requested a research permission letter from the college, and then submitted it to the selected schools to get permission to conduct the research. After permission was given, the researcher distributed questionnaires through Google Forms sent via WhatsApp, and participants were given about one week to fill them in. The middle stage consisted of distributing the questionnaire online to nearby teachers without a formal permission letter, and within three days, the researcher received about 20 responses. All data from the questionnaires were collected in Excel and analyzed using SPSS. In the final stage, the researcher conducted interviews with 6 teachers who were selected from the questionnaire results because their answers were varied and interesting to explore more deeply. The interviews were conducted both online and offline, depending on the teachers' availability, and were conducted in a polite way, including permission and thanks upon completion.

Data Analysis

After the data was collected, the researcher analyzed the questionnaire results using descriptive statistics with SPSS application. The analysis was conducted by calculating the percentage level of teachers' agreement with various statements about ethical considerations in the use of ChatGPT.

From these results, the researcher could see a general view of teachers' perspectives on the ethics of using ChatGPT in English language learning. For the interview data, the researcher used thematic analysis based on the theory of (Braun & Clarke, 2006). The process began with listening to the recorded interviews twice, transcribing the transcripts while taking notes on the questions, then coding and categorizing themes and subthemes according to the respondents' answers. This step helped the researcher organize the interviews in a manageable and easy to understand.

FINDINGS

This chapter presents the research findings related to aspects of ethical considerations in the use of ChatGPT from the teachers' perspective. In this chapter, several ethical aspects that came in the use of ChatGPT are explained, including concerns for privacy, accuracy and reliability, dependency, academic integrity, and the importance of human relationships and ethical presence in the learning process. Each of these aspects will be further explained based on the items.

Privacy Concern

From this study, 30 respondents strongly agreed about being careful in sharing personal data on ChatGPT with a percentage of 70%, 27% agreed, and 3% were undecided. Some teachers who gave neutral answers said that they were not focused enough when reading the statements in the questionnaire at the beginning of filling out the data, thus they thought the statement means strongly agree. The first finding in this privacy concern indicator is shown in Figure 1.

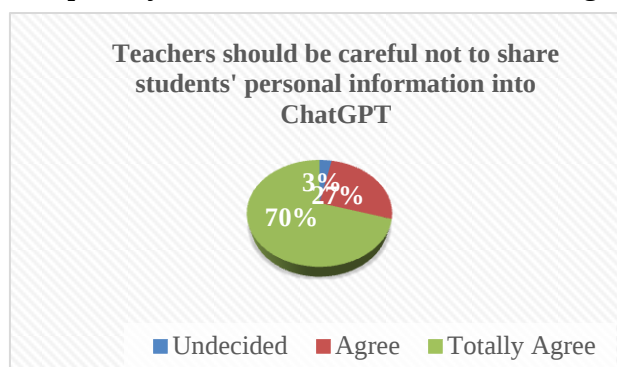


Figure 1 Teachers should be careful not to share students' personal information into ChatGPT

The results of this interview are described in the section below:

"As a teacher, I cannot do that, because it's not in line with the rules. It can also be prosecuted later if for example someday it can be exposed". P1im

The first reason from participant 1 about being carefully to shared personal data is about refuses to do things that are not in the rule because she is afraid of doing something that is not in the rules. She also worried about could get into legal problems if she was exposed.

"Because it will be disturbing if someone misuses our data like that ... Information must be personal identity, right... Names are also not right... we enter cellphone numbers, emails don't. Then what else ... family data, family card ... yes that is related to personal identity". P6N

The second reason from participant 6 about the teacher was worried, if personal data was misused, it could disturb or harm her. She emphasized that data such as name, mobile number, email, family data, and family card are personal information that should be protected and not shared in a random way.

The second finding of privacy concern is related to teachers needing to sensitize students in being careful in the use of personal data when using ChatGPT. This is shown by teachers strongly agreeing with a percentage of 67% and there are those who are still undecided with a percentage of 30%. The teacher's reasons can be seen below:

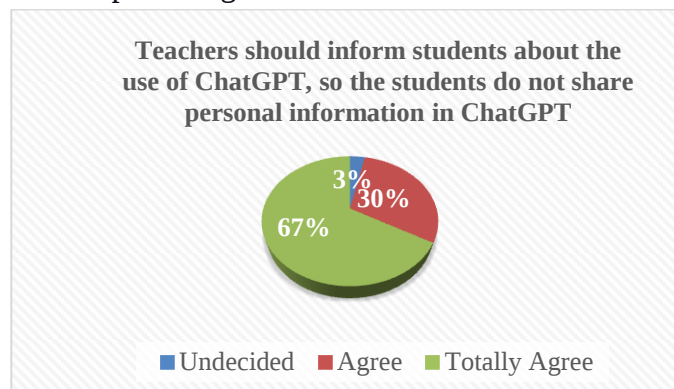


Figure 2 Teachers should inform students about the use of ChatGPT, so the students do not share personal information in ChatGPT

“I tell to the students, because we are already in this era... if they already know, we just discuss the details, the dangers, if this is the case, what the impact will be, like that.”. P4l

The use of ChatGPT in education needs to be carefully considered, especially because of the ease which is can threaten the security of personal data. Therefore, teachers have an important role to warn students to be careful in sharing personal information when using tools like ChatGPT.

“Yes, because of that... eee... I’m afraid of the students... it’s different... If there are many people, they will be different... I’m afraid there will be an effect that is not positive, not good for other students.... That’s why I was undecided between yes and no”. P2j

This teacher was hesitant because he was worried that students would misuse ChatGPT if not monitored. He was afraid that the use of ChatGPT could be bad for other students, because each student has a different character. Thus, he was unsure whether to allow it or not.

The result of this section is the use of ChatGPT does bring benefits, but teachers still need to provide clear and in-depth guidance to students related to the risks, especially about personal data security. Although there are teachers who are hesitant (such as P2j) for fear of being used wrongly by students, there are also those (such as P4l) who prefer to provide direction regarding the need to be careful in using ChatGPT and provide an explanation about the negative impact. Then, students can be wiser in using ChatGPT in this digital era.

The third finding of privacy concern is related to collaboration between teachers, schools and parents is needed to maintain students' privacy when using ChatGPT. This is shown by teachers strongly agreeing with a percentage of 54% and some are still undecided with a percentage of 8%. The teacher's reasons can be seen below:

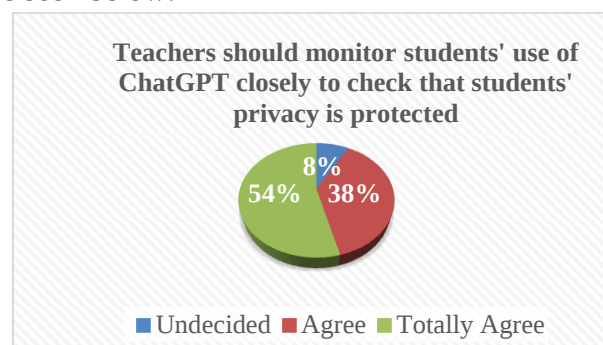


Figure 3 Teachers should monitor students' use of ChatGPT closely to check that students' privacy is protected

"We also cannot handle students... it will use chatgpt for learning only what or at home for friends to share with. We can collaborate with both parents". P1im

Teachers realize that they cannot fully monitor students' use of ChatGPT, especially when outside of school. Therefore, collaboration with parents is necessary to ensure ChatGPT is used wisely and for learning purposes.

"I am unconfident because I have never implemented it like that ... because after several times practicing it, there are too many negative impacts. Thus, rules are made unless it is not important.". P2j

The teacher felt hesitant because he never applied ChatGPT directly in learning. He considered many negative impacts; thus, the school made a rule to limit use unless it was absolutely needed.

The result of this section is teachers realize that monitoring of ChatGPT use cannot be implemented fully, especially outside the school area. Therefore, collaboration with parents and the implementation of school rules are crucial to ensure that ChatGPT is used wisely and does not have a negative impact on the learning process.

Accuracy and Reliability

In the use of ChatGPT in the classroom, it is important for teachers and students not to immediately accept the information without evaluation. Information from ChatGPT may seem quick and easy, but it may not always be accurate or appropriate to the learning context. Therefore, teachers have an important role to adjust and filter the material before delivered to students. In this study, we found two main things related to accuracy and reliability aspects, which are: Thinking Critically about ChatGPT Answers and Double-check with another sources. The first finding is related to Thinking Critically about ChatGPT Answers. The data below shows that teachers strongly support filtering information first with a percentage of strongly agreeing 73% and 27% agreeing. This explanation is explained below:

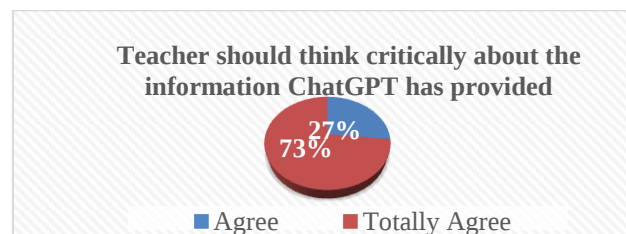


Figure 4 Teacher should think critically about the information ChatGPT has provided

"Sure, because ChatGPT is just a tool. Hence, they also can be wrong ... well if we instantly pushed, generalized what ChatGPT stated could be not in accordance with the needs of students.". P1im

Teachers realize that ChatGPT is only a support tool, not a source of totally good one. Therefore, the information provided may be wrong or inappropriate for the students' needs if directly accepted without consideration or adjustment.

"...We still eeee..must be careful we must keep being selective to choose a learning process source, lesson source of information, even if it is from advanced technology even though we do not accept the information casually, it must still be criticized in line with the methods". P3idn

The teacher emphasized technology such as ChatGPT is nowadays advanced, but we still have to be careful and selective in choosing learning resources. Information from technology should not be accepted uncritically, but should still be criticized and adapted to the right learning method.

From this result teachers realize that ChatGPT is only a support tool, not a primary source that is always correct. Therefore, information from ChatGPT needs to be checked and adapted to students' needs and learning context. They also emphasize the importance of being selective and critical of information, even it comes from advanced technology.

The second finding is related to Double-check with other sources. This finding is very interesting because it is seen from the percentage that tends to strongly agree in adding other information besides ChatGPT itself. This can be seen in the chart below:

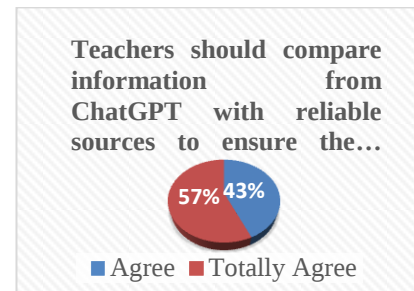
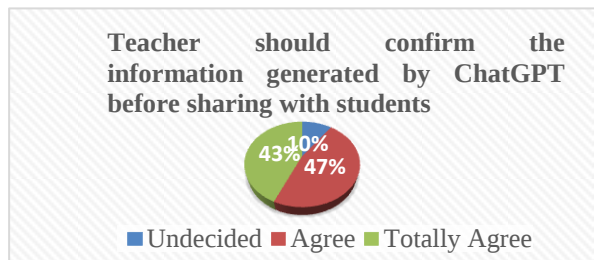


Figure 5. Teacher should confirm the information generated by ChatGPT before sharing with students

Figure 6 Teachers should compare information from ChatGPT with reliable sources to ensure the bias of ChatGPT
“Yes, if it doesn't become a hoax ... It is a pity that my students get the wrong information... Before the launch of chatGPT, there were many other things, we could get it from books, we could get it from attending seminars. Must be from other sources too”. P1im

The teacher emphasized that information from ChatGPT could be a hoax if not checked properly. She feels that is a shame if students receive wrong information. Therefore, teachers believe that sources of information should not only from ChatGPT, but should be supported by other sources such as books, seminars, or other reliable references.

“Yes ... afraid that something is wrong and not in line with the needs of the material needed by students. that's why it should not be given directly to students. Hence, it is necessary to immediately see first this is correct, not in line with the needs and character of students... In line with the targeted learning objectives”. P2j

Teachers worried if the information from ChatGPT does not match the material or the students' needs. Therefore, the information should not be given directly to students without checking first. Teachers need to make sure the content is correct and in line with the students' characters and the learning objectives to be achieved.

From this result the teacher expressed they worried that the information from ChatGPT could be wrong if not checked first. They feel a shame if students get misinformation, they think that information should not only be sourced from ChatGPT, but also supported from books, seminars, or other reliable sources. The teacher also emphasized that before the material given to students, it must be confirmed first and its suitability for student characters and learning objectives.

Dependency on Using ChatGPT

The use of ChatGPT makes it easier for teachers and students to access information. However, this ease of use can also lead to dependency if users do not control its implementation. This study identified five key findings, including: Creating Materials Independently Without Fully Relying on ChatGPT, Responsible Integration of ChatGPT in Student Learning, Ethical Responsibility to Maintain Teaching Quality, Balancing ChatGPT Use with Discussions, and Developing Skills to Support Ethical Use. These findings are presented through charts and supported by descriptions from interviews to explore the findings in more depth.

For the first result of Dependency on using ChatGPT is about Creating Materials Independently Without Fully Relying on ChatGPT for the teachers. Can be seen in this chart below:

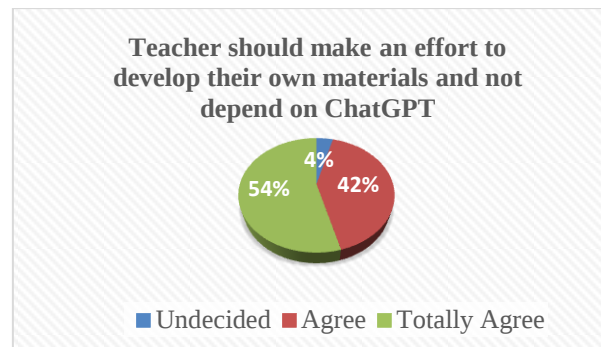


Figure 7 Teacher should make an effort to develop their own materials and not depend on ChatGPT
“Very agree... Because that's... what it is... I'm the one who knows the condition of the class, not ChatGPT”

In this result, just teachers know about the level of students in their class. Then, teacher make own materials depend on students and the idea from ChatGPT.

“Why do I disagree, because the teacher's job is not just one or two, there are usually double jobs, up to triple, up to layers of jobs. Now if there is a more efficient way, why does it have to take longer? With the condition that, it is still checked again....”

Teachers do not have just one task, but often handle several jobs at once. Therefore, if there is a more efficient way, such as using ChatGPT, it is okay to use it as long as the results are double-checked.

Based on these results, it can be concluded that teachers still play a central role in understanding the conditions and needs of students in the classroom, therefore the creation of materials should be adapted to the abilities of students, even though it can be assisted by ideas from ChatGPT. On the other hand, because teachers often handle many tasks at once, the use of ChatGPT is considered useful for work efficiency, as long as the results are still critically reviewed.

For the second result of the dependency on using ChatGPT is Responsible Integration of ChatGPT in Student Learning. Can be seen in this chart below:

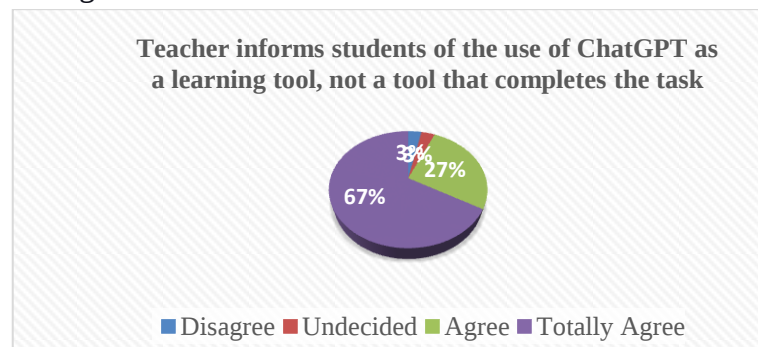


Figure 8 Teacher informs students of the use of ChatGPT as a learning tool, not a tool that completes the task
“Learning tool... learning tool. What I can explain is, students think on their own. They understand it by collecting information in the ChatGPT, then they organize it, with their own ideas. The task solving tool is the same as if we use the task solver tool, the task solving tool, of course, these students don't think... Thus, they just make what keywords are written at each point and then just copy and paste. The important thing is they complete the task”. P1im

In this result, the use of ChatGPT as a learning tool can encourage students to think for themselves, understand information, and organize it with their own ideas. However, is only used as a task-completing tool, students are likely to not think critically and simply copy answers to complete the task.

“Because at this time, students sometimes use ee... this technology inappropriately.... yes. Maybe that's my concern. If learning is the process. If it's completion, it's just completed after searching...”. P3idn

In this result, teachers disagree because they are afraid that students will use technology such as ChatGPT inappropriately, simply to complete assignments without learning process. For teachers, learning is a process of understanding, not just searching for and copying answers to complete assignments.

From these two perspectives, it can be concluded that the use of ChatGPT can actually help students think independently, understand, and organize information using their own ideas. However, if only used to complete assignments, students are likely to not learn deeply and simply copy answers. Teachers are also concerned because many students are currently using technology like ChatGPT inappropriately, focusing only on the final result without going through the learning process.

For the third result of the dependency on using ChatGPT is Ethical Responsibility to Maintain Teaching Quality. Can be seen in this chart below:

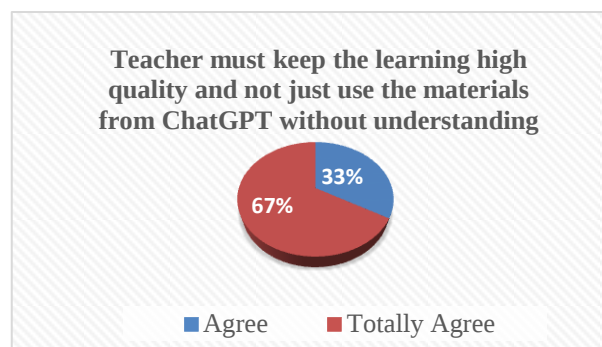


Figure 9 Teacher must keep the learning high quality and not just use the materials from ChatGPT without understanding

“I will still try my best to be a professional teacher... well one of these professional teachers is a teacher who knows their students eeee... the classroom vibe or the condition of my class is a comfortable and quality condition for my students even though... eee ... there are times when I also use ChatGPT. Mostly what builds bonding with my students to make quality classes make the class comfortable is myself and the students...”. P1im

This teacher wants to continue trying to be a professional teacher who understands the conditions and environment of the classroom and the needs of her students. Even though she sometimes uses ChatGPT, she emphasizes that the quality and comfort of the classroom are built more on the relationship between herself and her students than on technology.

“Right, this quality means that we do not just give the material in an explanatory way, but they don't have any interaction back, right?” P3idn

It can conclude that, the quality of learning is not only about delivering material process, but also getting students interact with each other and the teacher.

For the fourth result of the dependency on using ChatGPT is Balancing ChatGPT Use with Discussions. Can be seen in this chart below:

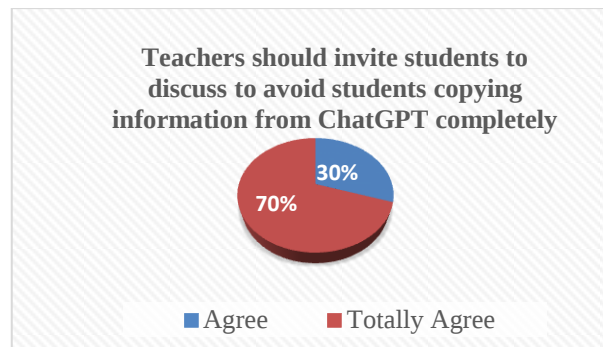


Figure 10 Teachers should invite students to discuss to avoid students copying information from ChatGPT completely

“The discussion is like a group, how to try to solve it. Maybe from the statement, a statement, what does your group think? Well, each group will later negotiate their respective opinions ... Support each other, share with other groups”. P4l

Discussions in learning should be conducted in groups, where students share opinions, discuss solutions, and negotiate with others. The goal is to create teamwork, mutual support, and share ideas between groups to gain a deeper understanding.

“One of the methods so that students can collaborate with their friends. later if ... there is already a problem and will produce a solution that will definitely be discussed”. P5j

One effective approach to motivate students to collaborate is to assign them problems that they must solve together. This will naturally lead to discussions and collaboration as they work together to find solutions.

It can be concluded that group discussions are an effective method for encouraging collaboration among students. By giving them problems to solve together, students will be involved in sharing opinions, negotiating, supporting each other, and sharing the ideas and avoid cheating information from ChatGPT.

For the last result of dependency on using ChatGPT is Developing Skills to Support Ethical Use. The result can be seen in the chart below:

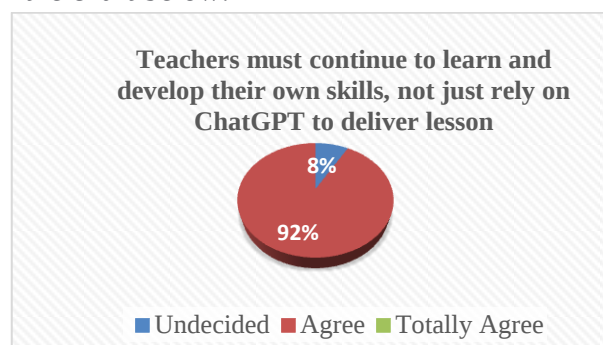


Figure 11 Teachers must continue to learn and develop their own skills, not just rely on ChatGPT to deliver lesson
“A professional teacher must also not be eee ... Like I have this knowledge, she does not keep up with the times, that's not okay. We have adapt. .. Examples of teacher self-development can be discussions with colleagues, then we can also participate in training, we can participate in seminars or we can also learn from our own students”. P1im

Professional teachers should not be satisfied with their own knowledge and stop growing. Teachers must continue to adapt to the developments of the times. Teachers can develop themselves through discussions with colleagues, attending training courses or seminars, and even learning from their experiences and interactions with students.

Academic Integrity

Academic integrity is important as a form of responsibility in completing tasks and respecting the work of others. Quantitative data related to this is presented in a chart and results in three sections, which are teacher guidance to maintain academic honesty, the Importance of Honesty in Learning with ChatGPT, and limiting in the use of ChatGPT. This will be explained further through the interviews conducted below:

For the first result of academic integrity is teacher guidance to maintain academic honesty. The result can be seen in the chart below:

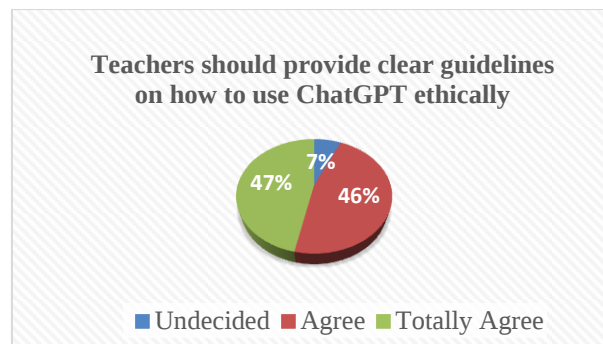


Figure 12 Teachers should provide clear guidelines on how to use ChatGPT ethically

“Strongly agree, because it will relate to the honesty of students' honesty values whether the school work done by the student is pure the result of his own thinking or even 100% he does not know what he is doing. it will also have an impact when they grow up too”. P1im

Teachers strongly agree because this relates to the value of honesty in students, whether the work they do is truly their own or completely not theirs. This dishonest attitude can also have an impact on their behavior in the future.

“Please use it wisely continue because later after that it will be an oral test with me when there must be guidelines”. P5md

Teachers still give permission to use ChatGPT. However, there are clear guidelines or rules for its use. For example, students are tested again through oral tests with teachers.

It can be concluded that teachers emphasize the importance of academic honesty in the use of ChatGPT. The use of this technology is allowed, as long as it is used wisely and with the guidelines that have been set. To make sure students understand and are honest, teachers also do follow-up evaluations like oral tests.

For the second result of academic integrity is the Importance of Honesty in Learning with ChatGPT. The result can be seen in the chart below:

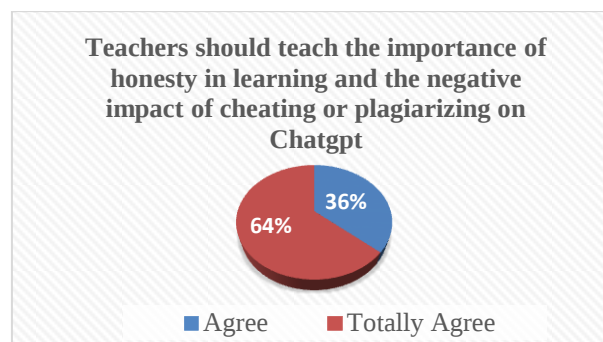


Figure 13 Teachers should teach the importance of honesty in learning and the negative impact of cheating or plagiarizing on Chatgpt

“From a young age, we've been trained to be honest and that must be emphasized. Not only activity... not only in chatgpt... in any case... make a class agreement because before we use chatgpt, we have a class agreement. No opening things that are not related to learning the topic we are learning today”. P2j

The value of honesty should be instilled from an early age and emphasized in various aspects, not only in the use of ChatGPT. Teachers recommend that a class agreement before using technology, ensuring that students remain focused and do not access topics unrelated to the lesson.

For the last result of this part is limiting the use of ChatGPT. The result can be seen in the chart below:

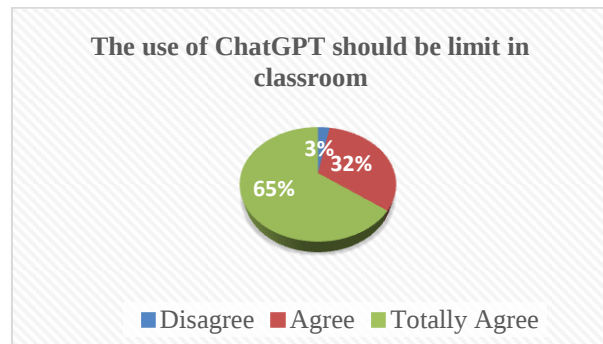


Figure 14 *The use of ChatGPT should be limit in classroom*

“Because if pure using ChatGPT students will be passive”. P1im

This finding shows that, when too much ChatGPT used in the classroom during the learning and teaching process, students will be passive.

“I strongly disagree that they are limited if there is an opportunity for them to use that convenience”. P4l

Teachers strongly disagree with limiting students' use of technology such as ChatGPT, as long as there are opportunities to support their learning process.

From these two statements, it can be concluded that although the use of ChatGPT can make students passive if the use of ChatGPT too much, teachers do not entirely agree to limit use. The most important thing is how the technology is used appropriately to support the learning process, not to replace the active role of students.

Human Connection and Ethical Presence in Learning

In modern learning processes, emotional aspects must be given attention as they can influence student motivation and creativity. From this data result, data ini, they have 2 item which are ChatGPT cannot give real emotion in class and student create and connect. It can be seen in this chart below:

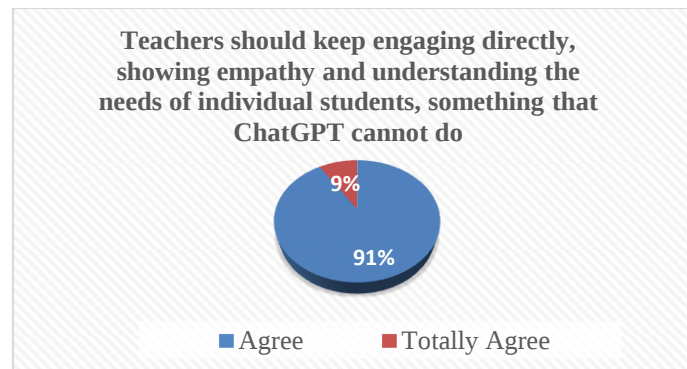


Figure 15 Teachers should keep engaging directly, showing empathy and understanding the needs of individual students, something that ChatGPT cannot do

“ChatGPT is just technology, it does not have feelings, it does not have empathy, we... teachers have that feeling. So, technology cannot replace empathy. Only teachers who can feel the happiness of our students towards students are only teachers who understand the needs of students”. P1im

ChatGPT is just a technological tool without feelings or empathy, which means it cannot replace the emotional role of a teacher. Only teachers can feel emotions, understand students' needs, and build empathetic relationships in the learning process.

“AI does not know the name of feelings, right..? That i was said before. That's why the teacher must still be directly engaged ... to identify how the student is doing, the student's condition. Because in general ... we know that computerization cannot understand people's feelings”. P4l

Artificial intelligence (AI) is unable to understand or feel human emotions. Therefore, direct involvement from teachers very important in recognizing students' conditions and feelings, because only humans can truly understand students' emotions and needs.

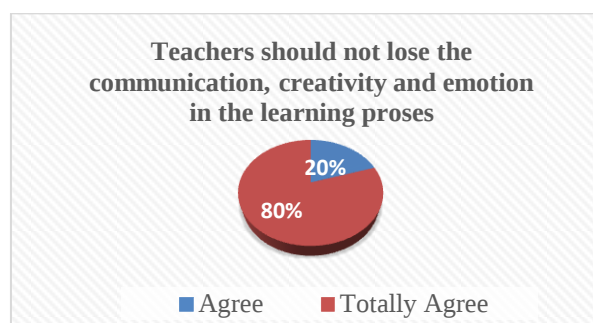


Figure 16 Teachers should not lose the communication, creativity and emotion in the learning proses

“We are humans not robots ,,, so yes ... eeee ... we need attention, affirmation, that's how students can feel comfortable in class...”. P6n

Attention is an emotional attachment that makes students feel comfortable in class and builds more meaningful relationships in the learning process. Therefore, teachers need to maintain emotional intelligence in learning.

“One of the criteria to become a teacher, to be accepted like that. For example, the general text procedure ... That does not always have to be followed as directed by chatgpt. students sometimes have their own varied styles, using materials that are not always what in the ChatGPT”. P2j

Teachers maintain communication and creativity among students by providing guidance for projects, while ChatGPT is used as a tool to help students explore and develop their ideas.

In this result, It can be concluded that the role of teachers is not only to deliver material, but also to provide attention and emotional support and feedback. This helps students feel comfortable in the learning process. In addition, teachers also play a role in guiding students to be creative and communicative, using ChatGPT as a tool, not as the only source.

DISCUSSION

This study aims to identify EFL teachers' perspectives on ethical considerations in using ChatGPT in English Language Teaching and Learning. The survey and interview results show that there are 5 ethical indicators that need to be known, which are Privacy concern, accuracy and reliability, dependency, academic integrity, human connection and Ethical Presence in Learning. The first finding is related to teacher and student privacy. Teachers should not randomly enter their own personal data or students into ChatGPT such as email, cellphone number, or other identities must be maintained. Teachers need to give students direction. They need to understand which information can and should not be shared online and the need for collaboration between teachers, school regulations and parents to stay safe in using digital technology. This is supported by previous research (Hoel & Chen, 2018); (Khan, 2024); (Wu et al., 2023) related to privacy data that should not be shared. Then this research supported by (Botturi et al., 2024) which uses an ibuddy approach, where students are actively involved in understanding the use and protection of their personal data. Furthermore, this research supported by (Kim et al., 2024) about Prompt Analytics Dashboards (PAD) that teachers can use to monitor student interactions with ChatGPT.

The second discussion about teachers realize that not all ChatGPT responses can be instantly trusted. Some teachers said that they still need to verify the material with other information before sharing into the learning process. This shows that teachers have the ability to think critically about technology and not be passive users. Although ChatGPT can be a very useful tool, it still needs human filtering to decide which information is worthy. (Deilen et al., 2023); (Oates & Johnson, 2025); (Ali et al., 2024); (Crompton & Burke, 2024) supports this conclusion by stating that ChatGPT can provide the good responses although not always accurate with critical thinking, and double-check information before share it.

The third finding shows that too much relying on ChatGPT can actually reduce the quality of teaching or learning. Some respondents said that teachers should still try to create their own materials to fit the needs of students, ChatGPT is only a learning tool not a tool to complete the tasks, inviting discussions to keep understanding the material, and continuing to develop teacher skills by joining training. This finding supported by previous research (Arefian et al., 2024); (Dornburg et al., 2024); (Fikri et al., 2024); (Punar Özçelik & Yangın Ekşi, 2024); (Tran et al., 2024); (Memon & Kwan, 2025); (Zhou et al., 2024); (Blonder et al., 2024) which shows that reliance on AI in education can inhibit teacher creativity if without controlled the use it.

The fourth result of this findings is academic integrity shows that the academic integrity is a main focus in the use of ChatGPT in English language learning. Even ChatGPT makes it easier to find information and create materials, teachers are concerned about the potential for misuse by

students. Therefore, teachers agreed to limit the use of ChatGPT in class and provide clear guidelines to students. This is in line with the findings of Cotton et al., (2024) who showed the difficulty of teachers in detecting student work using artificial intelligence, and research by (Ahsan et al., 2022) who recommended an indirect method such as item-count technique to measure the negative impact of technology use. Furthermore, the teachers in this study also emphasized the importance of teaching academic honesty through direct teaching, providing feedback, and agreements with students. This finding also in line with Kovari (2025) and Petricini et al. (2025), who emphasized the need for creative tasks and educational approaches to avoid academic misconduct.

The last result is about Ethical Presence in Learning. In classroom, students' emotional engagement, motivation, and self-confidence are important aspects that cannot be replaced by technology such as ChatGPT. This is supported by (Yin et al., 2024) and (Yetişensoy & Karaduman, 2024), which states that although ChatGPT can create convenience in learning, it cannot respond to students' emotional condition obviously. In addition, teachers in this study also emphasized the importance of communication, creativity and student motivation when using ChatGPT in class. The qualitative results strengthen that collaboration between teachers and students greatly contributes to building learning motivation. This finding is in line with research by (Labadze et al., 2023), which shows that empathy, creativity, and communication cannot be replaced by artificial intelligence.

CONCLUSION

This study investigated how teachers' perspectives on using ChatGPT and teachers' perspectives on the limitations or ethics of using ChatGPT. The results of this study show that the use of ChatGPT in English language learning in the classroom needs to pay attention to ethical aspects. From 30 respondents in East Java, six important indicators were found: privacy, accuracy, dependability, academic honesty, and emotional ethical aspects in learning. Teachers realize the importance of safeguarding students' personal data, double-checking information from ChatGPT, and still creating their own materials so as not to be fully dependent. They also emphasized honesty in the use of ChatGPT to avoid plagiarism, as well as the importance of keeping an eye out for possible bias in the answers given. In addition, teachers feel that their role is still important because ChatGPT cannot replace the attention, empathy and guidance they provide in person. Overall, teachers use ChatGPT with caution, paying attention to its impact on students, and encouraging collaboration with schools and parents and clear rules for use.

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