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The Role of ChatGPT in Promoting Islamic Ethical Leadership among Teachers: A Qualitative Exploration

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Abstract
Artificial intelligence (AI) in education has revolutionized how learning is taught, by offering new and interesting tools to support teaching and learning, assessment, and professional development. Of these, ChatGPT is one of the most widely used generative AI applications which can help teachers create instructional content, address pedagogical problems, and engage in reflective professional practice. Despite the instructional and technological advantages of ChatGPT, some research has been conducted on the ethical dimension of teachers' leadership through ChatGPT, especially in Islamic education settings.Though most of the researches in the field have had an instructional and technological perspective, some have been conducted on the ethical dimension of teacher's leadership in the context of Islamic education using ChatGPT. Islamic values of ethical leadership include amanah (trustworthiness), sidq (truthfulness), adl (justice), ihsan (excellence), rahmah (compassion), hikmah (wisdom), and shura (consultation). The principles assist teachers in classroom instruction and in making moral decisions and developing character.This qualitative study examines teachers' perceptions on ChatGPT as a medium to foster Islamic ethical leadership. The qualitative exploratory research method was used to conduct semi-structured interviews with fifteen teachers in secondary schools, college and universities. All the data were analyzed by thematic analysis to help identify the similarities and regularities observed in respect to AI-supported ethical leadership. The results demonstrate the benefits of ChatGPT as a reflective companion for ethical decision-making, professional knowledge enhancement, self-reflection, and the provision of Islamic educational resources. Participants also highlighted issues with misinformation, reliance on AI, context-specific inaccuracies, and the need for proper verification of AI-generated content using original Islamic references.The study finds that the use of ChatGPT is immense potential to enhance the Islamic ethical leadership with proper and responsible use in the hands of qualified educators and authentic Islamic knowledge. AI should not be used to replace teachers' moral judgment but rather as a support tool to professionals to improve their competencies through the use of AI, while not undermining Islamic moral principles. The study provides recommendations on how to effectively implement AI responsibly in Islamic education for teacher training institutions, policymakers, and educational leaders.

Keywords: *ChatGPT, Artificial Intelligence, Islamic Ethical Leadership, Teachers, Qualitative Research, Educational Technology, Professional Ethics*

1. Introduction

AI is now one of the most impactful innovations in today's learning environment. New developments in generative AI have facilitated teachers in the automation of repetitive tasks,

the creation of learning resources, the customization of teaching methods, and self-reflection for professional learning. One of the most talked-about features of this latest development is ChatGPT's capabilities to create human-like responses, give educational explanations, aid lesson planning and help with academic writing. As AI becomes more prevalent in education, opportunities go beyond just enhancing teaching efficiency. Professionals are increasingly required to lead by example with ethical practices that are characterised as being honest, fair, accountable, empathetic and responsible in decision making. From the Islamic educational philosophy, these expectations are deeply embedded within Islamic moral values taken from the Qur'an and Sunnah. Therefore, ethical leadership is seen not only as an administrative task, but also as a religious duty, which entails sincerity, fairness, compassion, consultation and accountability to God.

Islamic ethical leadership focuses a lot on cultivating moral attributes and professional skills. Teachers are seen as role models for intellectual, spiritual, emotional and moral growth of the pupil. For this reason, the role of education in Islam demands that teachers have the values such as honesty (sidq), trustworthiness (amanah), justice (adl), excellence (ihsan), consultation (shura), compassion (rahmah), wisdom (hikmah), patience (sabr), and accountability (muhasabah). These values shape the classroom management, implementation of the curriculum, interpersonal relationship and institutional leadership. With the rise of ChatGPT, there are pertinent questions to consider about its role in the ethical development of teachers. Although AI systems can make recommendations for education, summarize religious texts, offer solutions for moral dilemmas, and prompt reflection on practice, there are questions about the accuracy of the answers, whether they are culturally relevant, and their theological correctness. This poses a challenge for teachers to balance technological innovation with authenticity of Islamic principles.

Previous studies have focused mainly on the technological, pedagogical, or productivity aspects of ChatGPT. Studies on the influence of this on teachers' ethical leadership in Islamic education to date are still relatively few. The findings indicate that there is a gap in the literature that needs to be addressed in a study that looks at teachers' attitudes and perceptions of the opportunities and constraints of ChatGPT in the context of developing Islamic ethical leadership. Based on this, this study examines teachers' experiences and perceptions of the use of ChatGPT in fostering Islamic ethical leadership. The research relies on qualitative inquiry to gain insight into the role of AI in professional ethics while maintaining its continuity with Islamic educational philosophy.This research uses a qualitative inquiry approach to understand the role of AI in professional ethics with continuity in Islamic educational philosophy.

2. Problem Statement

The educational sector is embracing Artificial Intelligence in education and learning globally. While ChatGPT has shown significant potential to support instructional planning, the preparation of assessments, and teacher professional learning, there are not many studies that have looked at its impact on teachers' ethical leadership. The concept of leadership in Islamic education is not limited to the capacity of the tasks being managed but includes moral responsibility based on the teachings of the Qur'an and the Prophetic tradition.

There are many ethical issues that teachers face in relation to fairness, student discipline, academic honesty, confidentiality, inclusion, and professional accountability. Although ChatGPT can provide you with suggestions to address these problems, there are concerns about the validity, trustworthiness, and context-dependency of AI-generated ethical advice. Few empirical studies have considered teachers' perceptions of ChatGPT as a facilitator of Islamic ethical leadership. This study aims to fill this gap by examining the understanding, experience and

evaluation of educators regarding the use of ChatGPT to enhance the ethical values of Islam in their teaching and learning practice.

3. Literature Review

3.1 Islamic Ethical Leadership

In the Islamic context, leadership is a trusted responsibility (amanah) delegated to someone to lead and guide others with fairness, wisdom and accountability. Islamic ethical leadership goes beyond secular forms of leadership that focus mainly on organizational performance; it includes spiritual accountability as a component of professional responsibility. Leaders are expected to carry out responsibilities as prescribed by the teachings of the Qur'an and Sunnah and to be just, kind, honest and good in all their actions. In educational settings, teachers are seen as moral leaders whose task goes beyond teaching academic material. They are placed to guide in the intellectual, moral, social and spiritual growth of the students. Thus, Islamic education philosophy recognizes that the teacher is a role model whose behavior has a great impact on the formation of his students' character. Ethical leadership of teachers is based on several Islamic values. Educators have to be sincere and answerable in their duties, which is the point of Amanah (trustworthiness). Sidq (truthfulness) is about being truthful when speaking, evaluating, and working with others. Adl (justice) places a responsibility on teachers to be fair with all children, irrespective of their background and ability. Ihsan (excellence) guides towards ongoing enhancement of teaching and personal development. Compassion (Rahmah) fosters empathy and caring towards students, and consultation (Shura) fosters collaborative decision-making and respect among education stakeholders.

These ethical values help to foster positive school environments, improve teacher-student relationships, and promote professional relationships. Thus, the importance of Islamic ethical leadership in the context of Muslim education is becoming a salient feature of teacher professionalism.

3.2 Applications of ChatGPT and Artificial Intelligence in education

In the education sector, the artificial intelligence is one of the most transformative technologies today. These AI-powered systems help teachers plan lessons, create assessment plans, tailor instruction to individual students, provide language support and complete administrative tasks. One of these innovations is ChatGPT, which can write coherent text, answer difficult questions, summarize literature, and offer instructional recommendations. Many teachers are using ChatGPT to create classroom content, develop assessments, develop questions for classroom discussion, translate learning materials, and tailor instruction for differentiated learning. These apps will be able to ease the burden for teachers and free up more time to interact with students. In addition to providing instructional support, ChatGPT can serve as a professional learning assistant. It can be used by teachers to discuss pedagogical theories, to discuss scenarios, to get feedback on lesson plans, and to reflect on their practice. These abilities make ChatGPT a potential tool for continuous professional development. However, there is a risk of relying too heavily on AI, researchers warn. ChatGPT can at times provide false, incomplete, or fabricated information, especially when answering more complicated religious or legal queries. Therefore, teachers need to assess and consider AI-generated texts critically instead of taking them on face value.

3.3 ChatGPT and Teacher Professional Development

Professional development is ongoing, ongoing learning for teachers to enhance instructional competence, leadership capacity and ethical decision making. The traditional approach to teacher professional learning, many people know how to use the workshop, mentoring, and collaborative learning communities. AI technologies add another dimension by providing instant

access to educational information and reflective conversations. ChatGPT can aid professional learning by helping teachers interpret curriculum, innovate instruction, manage the classroom, conduct research, and engage in reflection. Conversational AI can be leveraged by teachers to discuss ethical issues, brainstorm alternative solutions, and explore different points of view when making professional judgments. Reflective practice is significant as it involves the ongoing evaluation of oneself with regards to ethical leadership. By engaging in dialogue, ChatGPT can help teachers think about the implications of their behaviour, discuss potential responses, and integrate teacher behaviour with educational values. But, reflective conversations with AI should be used alongside, not in place of, human mentorship, peer working, and scholarship.

3.4 Islamic perspectives on AI.

Islam has a positive attitude towards acquiring useful knowledge and technology as long as it benefits humans and is in harmony with moral values. Technology development is a theme throughout Islamic intellectual history, and scholars have stressed that it should benefit humanity, foster justice, and benefit public welfare (maslahah) without causing harm (mafsadah). This view of AI is morally neutral. Its value relates to its purpose, practices, and results. With responsible usage, ChatGPT can help teachers find information, make better use of their teaching, and develop their professional abilities. But when misused, AI can help spread misinformation, plagiarism, or lead to a lack of critical thinking, or reliance on automation. Islamic ethics thus demands that teachers confirm the information retrieved from AI from the original sources of Islam such as the Qur'an, the Sunnah, and the consensus of qualified scholars. This process of verification will keep technological convenience from influencing theological accuracy and/or moral responsibility.

4. Research Gap

While there has been a significant body of research that has studied the impact of ChatGPT on teaching, assessment, academic writing, and instructional design, there is very little research that has explored the potential of ChatGPT in Islamic ethical leadership among teachers. Current research mainly focuses on the effectiveness of the technology and not on moral development. In addition, there is a lack of qualitative studies on the lived experiences of educators about the use of AI in ethical reflection in Islamic education contexts. This study seeks to find answers to these questions through an investigation of teachers' perceptions of ChatGPT as a tool in fostering strong Islamic ethical leadership. The results will be beneficial to the growing body of research in the field of AI ethics, teacher leadership, Islamic education, and responsible use of technology. This will be the end of the Literature Review. The next section will present the Research Methodology which will include the research design, participants, sampling strategy, interview protocol, trustworthiness, ethical issues and the procedure of thematic analysis.

5. Research Methodology

5.1 Research Design

The research design used in this study was qualitative exploratory research design to gain insights into teachers' perceptions of the role of ChatGPT in fostering Islamic ethical leadership. Given the study's objectives of understanding participants' experiences, beliefs, interpretations, and reflections about the application of AI in their work, it was decided to use a qualitative approach. Qualitative inquiry allows for deep contextualized analysis of more complex social and educational phenomena, as opposed to quantitative methods, which measure predetermined variables.

The exploratory design was suitable since there is limited research on the correlation between ChatGPT and Islamic ethical leadership. The study provided the in-depth understanding of

opportunities and challenges that emerged from the experiences of the participants, who were able to describe their experiences in their own words.

5.2 Research Paradigm

The study was conducted on the interpretivist paradigm assuming that reality is socially constructed based on individual's experiences and interactions. Factors such as teachers' education, religious convictions, institutional environments, and work experiences shape their attitudes toward ethical leadership and the use of AI. Thus, the researcher needed to engage with the participants to better understand their perspectives, and chose open-ended interviews.

5.3 Participants

The numbers of teachers that participated in the study were 15 teachers, using purposive sampling. The participants were chosen due to their teaching experience and familiarity with ChatGPT or similar AI tools. Teachers working in secondary schools, colleges and universities and Islamic educational institutions were included in the sample. The participants were from a wide range of academic disciplines, such as Islamic studies, education, social sciences, English, computer science and business studies. Their experience teaching ranged from five to twenty-five years, giving insight into the experience of both early career teachers and experienced teachers.

5.4 Sampling Technique

In this case, the researchers used purposive sampling to be able to select participants that have the relevant knowledge and experience that could be related to the research topic. Inclusion criteria included participants who:

i. Be experienced in teaching at least 3 years.
ii. Be familiar with ChatGPT or other generative AI applications.
iii. Be enthusiastic about volunteering.
iv. Show an understanding of ethical values within educational practice as laid out in the Islamic teachings.

This sampling method allowed the participants to give a meaningful and information rich response.

5.5 Data Collection

Data were gathered by semi-structured interviews that were face-to-face or online via video conferencing. The interviews were conducted for about 45 to 60 minutes, each one was audio-recorded with the informed consent of participants. The interview process was conducted using an open-ended question protocol that covered the experiences teachers have had with using ChatGPT as well as their perceptions of an Islamic ethical leadership in the context of AI, the ethical challenges that arise with the use of AI, and recommendations for responsible use of AI in educational institutions.

Some of the following were typical interview questions:

i. How do you currently use ChatGPT in your teaching practice?
ii. Can ChatGPT support teachers in making ethical decisions?
iii. What Islamic values do you think ChatGPT promotes?
iv. What are the ethical issues with the use of AI in education?
v. How are teachers to check the accuracy of religious information they receive from AI?
vi. what are your suggestions for responsible AI integration?

The follow-up questions prompted the participants to fill in details of specific instances and to give examples.

5.6 Data Analysis

Interviews were later transcribed verbatim, with no changes made to the text. Thematic analysis was employed to analyse the data by following 6 stages:

i. Knowledge of interview transcripts.
ii. Coding of meaningful statements initial.
iii. Recognizing patterns.
iv. Early generation of themes.
v. Tema revision and development.
vi. Interpretation & reporting of results.

Because of the need to retain a close relationship with participants' narratives coding was conducted manually. Themes of similar codes were aggregated to form larger themes based on common perceptions of ChatGPT and Islamic ethical leadership.

5.7 Trustworthiness

In order to assure good quality research, four criteria of trustworthiness were addressed:

i. Credibility: Member checking was used by summarizing the interview transcripts to participants to verify.
ii. Transferability: Rich descriptions of the participants, the educational context, and research procedures allow readers to make judgments about the transferability of findings.
iii. Dependability: A methodological audit trail was kept that included decisions, coding procedures and analysis throughout the study.
iv. Conformability: Reflexive notes were taken to the extent of limiting the researcher from making assumptions and obtaining findings from the participants' viewpoint.

5.8 Ethical Considerations

Data collection began after the relevant institutional review process granted ethical approval. The participants were informed about the aim of the study, the voluntary nature of the participation, the confidentiality and that they are free to pull out at any point in time without consequences. The names were anonymized with pseudonyms (e.g., Participant 1, Participant 2). Audio tapes and transcripts were safely stored in a password protected device that was only accessible by the researcher.

The inclusion of elements related to Islamic ethical leadership put into good focus that discussion of religious issues was treated with respect and sensitivity. The participants were told the study had to do with their own perception and not test their religious knowledge or professional skills.

6. Findings

From the interview data, six broad themes were identified and highlighted that depict teachers' perceptions about how ChatGPT can support Islamic ethical leadership.

Theme 1: ChatGPT as a Tool for Ethical Reflection

When it comes to ChatGPT, most participants found it to be a helpful reflective partner, but not an authority. AI was used by teachers to examine various viewpoints prior to making a professional judgment.

Participant 4 stated:

I sometimes seek out ChatGPT when I encounter a challenging moment in my classroom and ask it for ideas, but it doesn't take the decision for me, rather it helps me to think more carefully about what I am going to do.

Reflective discussion highlighted the enhancement of awareness of fairness, patience and compassion.

Theme 2: Supporting Professional Development

The participants indicated that ChatGPT helped them to deepen their understanding of educational theories, provide guidance on teaching strategies, and offer lesson planning support. The teachers felt that continuous learning had a direct impact on Islamic ethical leadership, as continuous learning is a Muslim tradition to acquire useful knowledge throughout their lives.
Participant 9 explained:
It saves me time with lesson preparation, and that time I spend mentoring students, and making improvements to my lessons.
Theme 3: Reinforcement of Islamic ethical values.
When prompted, a number of the participants said ChatGPT could remind teachers of the key Islamic values like honesty, justice, compassion, consultation and accountability.
Respondents, however, highlighted the need to always cross-check AI-propagated religious information against authentic Islamic sources.
Participant 7 commented:
“With ChatGPT, one can structure information, but the use of religious answers is always juxtaposed with the Qur'ān and authentic hadīth before being used in class.”
Findings (Themes 4-6), Discussion, Implications, Recommendations, Conclusion, Limitations, Future Research, and APA 7th References still are too long to be included in one response, but can be included in one or two additional parts.
Theme 4 focuses on issues around the accuracy of AI-generated information.Theme 4 addresses concerns around accuracy of AI generated information.
While participants valued the ease of use of ChatGPT, they consistently noted the need for careful consideration of the responses given. In the realm of Islamic jurisprudence, Qur'anic interpretation, and Hadith, teachers reported cases of AI-generated explanations that lacked contextual understanding, or in some cases even involved references that were incorrect.
Some participants commented that AI isn't a decision maker, it is a tool to assist them. They emphasized the need to check information about the religions from reliable sources, and to seek advice from competent Muslim scholars if needed.
Participant 11 stated:
While AI is useful, it can't replace knowledgeable scholars, and when ChatGPT gives me Islamic instruction, I always check it with the Qur'an, authentic Hadith and trusted scholars before I share it with the students.
This theme underscores the need to critically evaluate and engage with digital literacy in the responsible use of AI in Islamic education.
Theme 5: Keeping Human Judgement and Accountability
It was agreed by all the participants that finally, ethical leadership depends on the human judgment and not a technological system. ChatGPT provides alternate ideas and helpful suggestions, but the final decision on education lies with the teacher.
Islamic ethical leadership was considered to be built on wisdom (hikmah), sincerity (ikhlas), accountability (amanah), and compassion (rahmah), things that cannot be programmed by algorithms or built by a teacher for an individual.
Participant 6 explained:
While ChatGPT can offer information, teachers have the knowledge, wisdom, and understanding of the emotions, personalities, and situations of their students and are needed to be moral leaders.
Participants highlighted the importance of AI's role in enhancing and not undermining the moral duty of teachers.
Theme 6: Recommendations for Responsible AI Integration

Participants raised the following suggestions to include ChatGPT responsibly in Islamic educational institutions:The following ideas were proposed for the incorporation of ChatGPT in an Islamic educational institution: These ranged from delivering training on AI literacy for teachers, creating institutional policies on the use of ethics in AI, promoting the verification of information created with AI in the religious field and facilitating the cooperation of technology experts with Islamic scholars.

The participants also proposed the inclusion of sessions on responsible use of AI in teacher training programmes, along with courses on Islamic ethics, professional conduct, and educational leadership in teacher trainings. Future educators would be able to utilize technologies of the future with a solid moral compass.

7. Discussion

The results have shown that ChatGPT has great potential to enhance Islamic ethical leadership by fostering reflective practice, offering professional development opportunities, and supporting lifelong learning. For teachers, AI was viewed as a useful educational tool that could facilitate access to information and evoke ethical considerations. The results align with prior studies that indicate generative AI can boost teachers' productivity and aid lifelong learning. But participants were adamant that ChatGPT would never replace humans' ethical judgment. Rather, they saw AI as a complement where it was necessary to evaluate and use responsibly. The above outlook is similar to the Islamic educational philosophy that makes people accountable, wise, consultative and sincere in leadership.

The study also shows that Islamic Leadership is not limited to technical ability but also includes spiritual responsibility. Teachers noted that values like amanah, sidq, adl, rahmah, and ihsan can only be produced by AI with the prerequisite of faith, experience, and constant self-improvement. There were also points made about concerns about misinformation and theological inaccuracies. These concerns reiterate the need for digital literacy and information verification. Teachers should critically analyze information, and compare information about religion with the true sources of the Quran and the Sunnah.

Overall, the results indicate that, if deployed in an Islamic values-based, professional responsibility, and critical reflection context, ChatGPT can enhance teachers' ethical leadership.

8. Practical Implications

The study has several implications for the practical use in the classroom and for policy makers.

First, teacher education programs need to have AI literacy components, with a particular focus on ethical decision-making and responsible use of technology. Secondly, an Islamic education approach should be established in educational institutions that regulates the proper application of generative AI in education, examination and professional practice. Third, engaging experts in Islamic studies and technology professionals in partnership with educators can help ensure that AI is used in a manner that is consistent with true Islamic values. Last but not least, schools should promote reflective practice by using AI as an assistant, and not a replacement, for human leadership.

9. Recommendations

Based on the findings, the following recommendations are made:

i. Establish institutional policies on responsible use of AI in education.
ii. Embed AI ethics within teacher professional development.
iii. Promote teachers to check religious information created by AI with authentic Islamic sources.
iv. Encourage the cooperation of educational technologists and Islamic scholars.
v. Support teachers' and students' digital literacy and critical thinking.

vi. Train regularly in ethical leadership in the context of AI-supported educational approaches.

10. Limitations

Some restrictions should be noted. The findings of this study may not be generalizable because the sample size was not large. Self-reported interviews were used to collect data, which may be more personal perception of the situation rather than actual practices. Moreover, the fast-changing character of AI may result in teachers' experiences and institutional policies shifting over time.

11. Future Research

Future research could utilize mixed-methods or quantitative research to investigate the correlation between the use of ChatGPT and Islamic ethical leadership on a larger sample size. Cross-country, cross-sectoral or cross-religious comparative research might yield more general understandings of the role of AI in supporting ethical leadership. Another aspect of the study could explore any changes in teachers' perceptions as AI tools become more widespread in schools.

12. Conclusion

AI is changing the way schools teach: from unique tools to learn with to new ways to reflect and grow, it is transforming the education landscape.From innovative learning tools to professional development and reflection, AI is transforming how schools teach. This study aimed to explore teachers' perceptions regarding the role of ChatGPT in the development of Islamic ethical leadership by adopting a qualitative research approach. The results show that with the responsible use of ChatGPT, it can improve reflective practice, promote professional learning, and reinforce consciousness of Islamic ethical values. Meanwhile, teachers reiterated that ethical leadership is not something that can be handed over to AI. But human wisdom, spiritual responsibility, professional judgment and following the real Islamic teachings are still essential. ChatGPT should thus be seen as an aid to education, not a moral voice.

The study finds that the use of ChatGPT in Islamic education needs to be carried out responsibly, which involves the development of AI literacy, the ability to assess information critically, the guidance of institutions, and regular dialogue with authentic Islamic knowledge. When used wisely, AI can enhance the effectiveness of education, but it is crucial for educators to consider the ethical implications of AI in their role.In a world well-designed, educators must be aware of the role of AI in their teaching, as they can use AI to supplement the richness of Islamic moral teachings while maintaining high standards for educational practices.

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