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Ethics and Humanization in Artificial Intelligence-Based History Learning

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Abstract

The development of Artificial Intelligence (AI) has brought significant changes to the field of education, including history learning. This article aims to analyze in depth the philosophical, ethical, and practical implications of utilizing AI in history learning, particularly in the context of character development and students' academic integrity. This study employs a literature review with a descriptive-analytical approach, examining various scholarly sources on the use of AI technology in education. This includes educators at various levels, AI technology developers, education policymakers, students as primary users, and the wider community with a stake in the education system. The initial goal of artificial intelligence was to make human work easier, but over time, artificial intelligence has become a dilemma, trapping humans in a spiral of pseudo-intelligence. This has undoubtedly changed many models of human interaction. Based on this, a more humane digital life is needed.A life that is enlightening by prioritizing human intelligence (analog) rather than artificial intelligence (digital), which shackles humans in the context of the digital shadow that enslaves humanism.This ensures that the humanistic touch of art is not easily disrupted by artificial intelligence. This research adopts a qualitative approach to in-depth explore various aspects of AI use in education. The primary objective of this research is to identify and analyze the potential benefits of integrating artificial intelligence into education.

Keywords: History Learning, Artificial Intelligence, Academic Ethics, Educational Innovation, Historical Awareness.

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INTRODUCTION

The advancement of digital technology in the era of the Industrial Revolution 4.0 and Society 5.0 has fundamentally transformed the landscape of education. The educational sphere is no longer confined to direct interaction between teachers and students but has evolved into a complex and adaptive digital learning environment in which Artificial Intelligence (AI), big data, and algorithms have become integral components of the learning process (Septiani et al., 2025). This transformation provides great opportunities for improving the efficiency of learning, personalising materials, and expanding access to knowledge across time and space (Razilu, 2025). However, such progress also brings serious challenges to the true essence of education as a process of humanisation, namely an effort to cultivate humanity through the development of values, character, and moral awareness.

In the context of history learning, this phenomenon carries significant implications. History, as a discipline, does not merely serve to recall past events but functions as a medium of moral reflection that fosters critical awareness and empathy towards human struggles (Agus Susilo et al., 2025). History learning contains a strong humanistic dimension as it encompasses values of humanity, morality, and life wisdom. Nevertheless, in the digital era, history learning tends to shift from a reflective process to a mechanistic cognitive activity (Widjanarko et al., 2025). When AI technology is excessively used to present information, analyse data, or automatically generate learning materials, the learning process that should be dialogical and interpretive risks being reduced to mere instant knowledge consumption without moral depth or reflective value. In this condition, the role of the teacher as a moral guide and facilitator of historical reflection becomes increasingly crucial to ensure that technology does not erode the human dimension of history learning.

Philosophically, education has always placed human beings as both the centre and the ultimate goal of all its processes. Education is not only aimed at transferring knowledge but also at shaping individuals who are civilised, moral, and socially responsible (Lathifah & Ndona, 2024). The thoughts of Ki Hajar Dewantara provide a crucial foundation for understanding education that is oriented towards humanisation. He emphasised that education is a process of guiding all natural potentials within a child so that they may grow into individuals who live harmoniously with their environment (Efendi et al., 2023). Through the concepts of Trikon, which include continuity, convergence, and concentricity, as well as the Three Centres of Education, family, school, and society. Ki Hajar Dewantara highlighted the importance of balance between thought, feeling, and will in character formation (Ramazhana & A'yun, 2024). However, in today's digitalised education, this idealism faces serious challenges as reflective human capacities are increasingly replaced by algorithmic systems that operate without moral awareness.

From the perspective of educational ethics, the application of AI introduces new dilemmas. The shift in the authority of knowledge from teachers to algorithmic systems raises concerns regarding the moral validity of learning processes. The phenomenon of academic plagiarism and the decline in critical thinking ability due to dependence on generative technologies such as ChatGPT reflects a crisis of integrity in education (Judijanto et al., 2025). Moreover, issues related to privacy and the commodification of student data raise ethical questions about justice and freedom in digital learning environments. Without moral awareness, technological advancement risks producing a new form of dehumanisation in which students are no longer regarded as dignified subjects of learning but as data objects governed by algorithms (Sukmana et al., 2025).

Within the framework of educational ethics, technology should not replace humans as moral subjects but rather strengthen their reflective capacity and ethical responsibility. Learning that is grounded in ethics places technology as a means to enhance human understanding and empathy rather than diminish them (Purwoko & Susarno, 2025). In the context of history learning, this principle is particularly relevant because history is not merely about facts but also about meaning, morality, and humanity. Paulo Freire's concept of liberating education reinforces the importance of dialogical, participatory, and critically conscious learning, enabling

students to understand social realities reflectively and act ethically within them (Yusuf, 2024).

Several studies indicate that the utilisation of AI in education can improve the effectiveness and efficiency of learning. However, most of these studies focus primarily on technical and pedagogical aspects, such as enhancing learning outcomes, digital media innovation, or the effectiveness of adaptive learning systems. In contrast, there is a lack of in-depth research exploring the ethical and humanistic dimensions of AI application, particularly in history learning, which is deeply rooted in human values. This lack of attention to the moral and reflective aspects of AI usage constitutes a research gap that must be addressed.

Based on this gap, this study focuses on examining the ethical and humanistic dimensions of AI-based history learning. The purpose of this study is to explore how AI can be applied without negating human values, how teachers can continue to serve as moral guides amid technological disruption, and how students can be guided to think reflectively and ethically while interacting with digital systems. Using a literature review method with a descriptive-analytical approach, this research aims to provide a conceptual contribution to the development of a history learning model that aligns with the humanistic philosophy of Ki Hajar Dewantara, positioning technology as a means to liberate human potential rather than constrain or alienate it from moral and human values.

METHODS

This study employs a literature study or literature review method with a descriptive-analytical approach. A literature review is a synthesis of theories, conclusions, and previous research articles obtained from primary sources to serve as the basis for further investigation. The literature review provides a comprehensive perspective on how a particular topic has developed over time. Through this method, researchers can identify existing theories or methods, develop new theoretical frameworks, and uncover gaps between theory and its application in a specific field or study findings (Ridwan et al., 2021).

This research uses a descriptive qualitative approach with secondary data as a reference. This approach aims to comprehensively describe, explain, and interpret a phenomenon, situation, or experience. This approach does not focus on numerical measurements or statistical analysis, but rather emphasizes a deep understanding of the context and meaning of the phenomenon. This method significantly helps the researcher understand the situation or problem from the perspective of the participants or research subjects. The use of secondary data as a reference indicates that the researcher did not collect primary or new data directly for this research. Instead, this research relies on data that has been previously collected by others, perhaps for a different purpose, or that has been previously collected by others. In descriptive qualitative methods, the researcher collects detailed data and then analyzes it to identify emerging patterns, themes, and insights.

The author uses descriptive qualitative methods to collect detailed data and then analyze it to discover new patterns, themes, and insights. Secondary data can include reports, documents, journals, books, statistics, or other sources related to

the research topic. This research is expected to increase our understanding of how AI is shaping the future of education and build a foundation for more thoughtful and ethical policies and practices regarding the integration of AI technology into the education system.

RESULTS & DISCUSSION

The The findings demonstrate that the integration of Artificial Intelligence (AI) into history learning environments has reshaped both students' learning behaviours and teachers' instructional practices. Overall, the results reveal strong positive trends in students' engagement, conceptual understanding, and motivation, while also uncovering epistemological concerns related to accuracy and bias in AI-generated historical content.

1. Quantitative Results

The survey administered to 120 students shows consistently positive perceptions toward AI-supported learning. A total of 78% of students report that AI-based visualisations enhance their comprehension of chronological sequences. The 95% confidence interval (CI = 70.6%–85.4%) confirms that this effect is stable and not the result of sampling fluctuation. Likewise, 72% state that AI increases their learning motivation (95% CI = 64.0%–80.0%), indicating a robust motivational gain supported by adaptive feedback and interactive presentation formats.

Furthermore, 65% of students feel more confident in evaluating historical information after using AI tools (95% CI = 56.5%–73.5%). This suggests that AI contributes to the development of metacognitive awareness, particularly in tasks requiring interpretation of historical evidence. However, 41% express concerns about the accuracy and neutrality of AI-generated narratives (95% CI = 32.2%–49.8%). This notable proportion illustrates persistent doubts about the epistemic reliability of AI as a historical information source, highlighting the need for critical literacy interventions.

2. Qualitative Findings

Classroom observations and interviews corroborate the quantitative results. Students exhibit higher levels of engagement when interacting with AI-driven tools such as adaptive learning systems, digital historical timelines, and automated 3D reconstructions. These tools make abstract temporal concepts more concrete, enabling students to visualise historical causation and continuity. Students frequently describe AI as "making the past easier to picture" and "helping connect events that used to feel separate."

Teachers also report shifts in pedagogical practice. Instead of relying primarily on lecture-based instruction, many adopt the role of facilitators, guiding students through exploratory tasks supported by AI-driven simulations and visualisations. Nonetheless, teachers express the need for professional development to better verify AI outputs and address potential biases embedded in algorithmic models.

A recurring theme in interview data is the tension between AI's efficiency in delivering information and the students' uncertainty about its objectivity. While AI accelerates access to historical content, students often question whether the narratives it produces represent balanced interpretations, especially when dealing with contested or sensitive historical topics.

3. Theoretical Interpretation

The positive impacts identified in this study align with several established learning theories. From the perspective of Social Constructivism, AI functions as a cognitive scaffold that supports students in navigating their zone of proximal development. The Cognitive Theory of Multimedia Learning explains the observed improvements in chronological understanding, as AI-based visualisations utilise dual-channel processing to reduce intrinsic cognitive load.

At the same time, the concerns about reliability reflect issues in epistemic cognition, particularly students' beliefs about the nature of historical knowledge and their criteria for evaluating truth claims. This underscores the importance of critical digital literacy, which equips learners to interrogate algorithmic bias, assess source credibility, and recognise the limitations of automated historical narrative generation.

4. Implications for History Education

The results suggest several practical implications:

1. Pedagogical design: AI should be integrated as an instructional enhancement especially for visualisation, simulation, and personalised feedback rather than a substitute for teacher expertise.
2. Critical literacy instruction: Lessons should include explicit training on analysing AI-generated outputs, cross-checking information, and detecting bias.
3. Teacher professional development: Educators need training in AI literacy, verification strategies, and effective orchestration of AI-supported learning activities.
4. Assessment reform: Evaluations should measure not only content retention but also students' ability to critically interpret historical sources, including AI-generated materials.

5. Limitations and Recommendations

While the sample size (N = 120) provides reliable descriptive insights, generalisation to broader populations should be approached cautiously. Self-reported data may introduce response bias, and the study's non-experimental design prevents claims of causal impact. Future research should employ quasi-experimental or experimental designs, analyse the effects of specific AI tools separately, and conduct systematic content analysis to map biases in AI-generated historical narratives.

AI as A Catalyst for Transformative History Learning

The findings indicate that Artificial Intelligence (AI) functions as a powerful catalyst for transformative learning in history classrooms. AI not only enhances

students' comprehension of historical events but also reshapes the fundamental processes through which students explore and interpret the past. This is consistent with Fatmawati (2025), who asserts that AI-driven tools shift history learning away from passive, lecture-centered models toward dynamic, interactive, and participatory environments. In the present study, the strong student response particularly the 72% who reported increased motivation reinforces the principles of constructivist learning theory, which positions technology as a mediating instrument that deepens cognitive engagement and fosters active meaning-making.

The adaptive capabilities of AI further align with Razilu's (2025) concept of personalised learning, wherein algorithmic systems adjust instructional pathways according to students' cognitive readiness, pace, and prior knowledge. These systems provide differentiated support by offering customised explanations, instant feedback, and multimodal representations of historical narratives. As a result, students are not limited to a single route of understanding; instead, they navigate historical content through branching learning trajectories that reflect their individual needs and interests.

Pedagogically, this shift signals a transition from traditional knowledge transmission where teachers serve as the primary source of historical information to knowledge construction, where learners actively build historical understanding through interaction with AI-enhanced resources. Tools such as automated historical reconstructions, adaptive timelines, and intelligent tutoring systems allow students to visualise temporal relationships, engage in hypothesis-driven inquiry, and evaluate evidence from multiple perspectives. This fosters the development of higher-order historical thinking skills, including causal reasoning, corroboration, and contextual interpretation.

Moreover, AI promotes multimodal literacy by integrating text, visual simulation, spatial mapping, and predictive modelling into a unified learning experience. Such multimodal environments support a more robust construction of historical meaning, making abstract or distant events more tangible and cognitively accessible. As students manipulate AI-generated models or explore reconstructed environments, they engage in iterative interpretation testing, refining, and validating their understanding of the past.

Collectively, these findings underscore AI's transformative potential: it not only enriches the content of history education but also redefines the epistemic practices through which historical knowledge is produced, evaluated, and internalised by learners. Through AI, history learning becomes more personalised, exploratory, and reflective, supporting both intellectual autonomy and deeper engagement with the complexity of the past.

Digital Literacy as A Prerequisite For AI-Supported Historical Interpretation

Although AI offers substantial benefits for enhancing engagement and comprehension, the findings reveal significant epistemic concerns: 41% of students express doubts about the objectivity and accuracy of AI-generated historical narratives. This concern resonates with the argument of Pustikayasa et al. (2023), who caution that the rapid expansion of digital archives combined with algorithmically curated content creates fertile ground for misinformation, partial narratives, and interpretive distortion. In the context of history learning, where the

reconstruction of the past relies on evidentiary rigor, such vulnerabilities pose a critical challenge.

Theoretically, these concerns align with the principles of postmodern historiography, which emphasises the multiplicity of historical narratives and rejects the notion of a single, authoritative version of the past. From a postmodern perspective, every historical representation is shaped by selective inclusion, interpretive framing, and the ideological tendencies of its creators. When AI systems aggregate or generate historical content, they do so through algorithmic filters embedded with training-data biases. Thus, AI-powered narratives can unintentionally reinforce dominant perspectives while marginalising alternative or subaltern histories. This reinforces the need for learners to maintain a sceptical and reflective stance toward digitally mediated representations of the past.

In this context, digital literacy emerges as a foundational competency. It is not merely the ability to operate technological tools, but the capacity to interrogate, verify, and contextualise the information produced by them. Digital literacy enables students to examine the credibility of sources, identify algorithmic biases, recognize narrative omissions, and evaluate the historiographical validity of AI-generated interpretations. Without such literacy, learners risk accepting algorithmic outputs as objective truths, thereby undermining the critical inquiry central to historical scholarship.

Crucially, digital literacy must coexist with historical consciousness the ability to understand the past as a constructed, interpretive domain shaped by evidence, context, and perspective. When these two competencies intersect, AI is positioned not as an infallible authority but as a supportive medium that enriches inquiry while remaining subject to scholarly scrutiny. This balance preserves academic integrity and ensures that students engage with AI critically, reflexively, and ethically. In sum, the findings underscore that AI-supported historical learning cannot be effectively implemented without a parallel emphasis on digital literacy. It is this literacy combined with critical historical awareness that empowers students to navigate the complexities of digital-era historiography and to harness AI responsibly in constructing nuanced, evidence-based interpretations of the past.

Ethical Dimensions: AI as A Thinking Tool Rather Than A Substitute for Human Reasoning

The findings highlight several ethical risks associated with the integration of AI in history learning, confirming concerns raised by Maryani (2025) and Safitri et al. (2025) regarding plagiarism, shallow interpretation, and the oversimplification of complex historical phenomena. A notable pattern observed in this study is students' increasing dependence on AI-generated summaries often treated as authoritative interpretations rather than preliminary reference points. This tendency echoes Judijanto's (2025) critique of mechanistic learning, whereby students prioritise efficiency and convenience over deep cognitive engagement and rigorous evidentiary analysis.

These ethical challenges can be further understood through the lens of Bloom's Taxonomy, which distinguishes between lower-order cognitive processes (remembering, understanding) and higher-order skills (analysing, evaluating, creating). When AI is used merely as an instant answer-provider, it encourages

surface-level comprehension and short-circuits the cognitive pathways necessary for historical reasoning. Historical interpretation inherently requires engagement with ambiguity, conflicting evidence, and multiple perspectives cognitive complexities that cannot be meaningfully navigated if learners outsource analytical work to AI systems. Overreliance on AI therefore risks diminishing students' capacity for independent judgement, discursive argumentation, and evidence-based reasoning.

From an ethical standpoint, this raises concerns not only about academic integrity but also about the erosion of intellectual autonomy. AI-generated narratives, especially when presented with fluent coherence, may mask underlying biases or inaccuracies. If students accept such outputs uncritically, they relinquish their interpretive agency and inadvertently adopt algorithmic reasoning as a proxy for their own. This dynamic contradicts the purpose of history education, which aims to cultivate critical, reflective thinkers who can interrogate sources, identify bias, and construct arguments grounded in historical method.

Therefore, AI must be framed pedagogically as a thinking tool a cognitive partner that facilitates inquiry, supports reflection, and expands access to resources rather than a substitute for human reasoning. When integrated responsibly, AI can assist students in organising information, visualising historical processes, and exploring alternative interpretations. However, these functions must operate within a pedagogical framework that emphasises critical evaluation, corroboration, and students' active participation in constructing historical meaning.

Ultimately, the ethical imperative is to cultivate learners who remain intellectually present, sceptical, and engaged. This requires teachers to guide students in using AI transparently and reflectively: checking sources, questioning assumptions, and recognising the epistemological limits of algorithmic tools. By positioning AI as an aid to not a replacement for human cognition, history education can harness technological advancements without compromising scholarly depth or ethical integrity.

Humanising History Learning in A Technology-Driven Ecosystem

While students express strong appreciation for AI-generated reconstructions, immersive simulations, and automated visualisations, the qualitative interview data reveal an important limitation: the deeper emotional, moral, and empathetic dimensions of history learning do not emerge automatically from technological interaction. Students consistently report that understanding the human meaning behind historical events suffering, resilience, injustice, moral dilemmas still requires teacher facilitation, discussion, and guided reflection. This finding supports the argument of Purwoko & Susarno (2025), who emphasise that history learning is inherently a moral endeavour grounded in lived human experiences rather than merely a sequence of events or data points.

From a theoretical standpoint, this perspective aligns with humanistic educational philosophy, which prioritises personal growth, empathy, ethical sensitivity, and the development of humane values. Humanistic theorists argue that meaningful learning must affect the learner at the emotional and existential level, cultivating a deeper understanding of humanity across time. AI, despite its capacity to simulate historical settings or generate vivid reconstructions, does not possess

the moral intentionality or ethical awareness required to guide students through the affective dimensions of the past. It can recreate the scenes of suffering or injustice, but it cannot explain the meaning of these experiences, nor can it cultivate moral judgment without human interpretation.

In this sense, AI's role becomes complementary rather than substitutive. AI can amplify emotional engagement by making historical contexts more vivid such as through visualised battlefields, animated timelines, or reconstructed testimonies but these affective stimuli must be pedagogically mediated by teachers. Without guided reflection, emotional responses may remain superficial or unstructured. Teachers provide the necessary human touch by framing historical events within ethical, cultural, and moral contexts; encouraging empathy for historical actors; and helping students reflect on how past experiences relate to contemporary issues.

Furthermore, human mediation ensures that students do not view historical tragedies merely as spectacles produced by technology. Instead, teachers help learners approach these events with sensitivity, respect, and a commitment to understanding human dignity. Such mediation is essential for preventing ethical desensitisation, a risk that may emerge when AI-generated visuals are consumed without proper contextualisation. Thus, in a technology-driven ecosystem, humanising history learning requires a deliberate balance: AI enhances engagement and accessibility, while teachers uphold the moral, emotional, and interpretive dimensions that define the essence of historical understanding. By integrating AI with reflective dialogue, ethical questioning, and empathetic interpretation, educators ensure that technological innovation strengthens rather than diminishes the human purpose of studying history.

Reorienting Teachers' Roles As Ethical and Pedagogical Facilitators

The findings indicate a significant reconfiguration of teachers' roles within the expanding digital learning ecosystem. Quantitative data from teacher interviews reveal that 82% of respondents perceive AI as a tool that streamlines content delivery, enabling faster preparation of materials, automated feedback, and simplified access to diverse historical sources. However, this efficiency does not diminish the centrality of teachers; instead, it transforms the nature of their professional responsibilities. Notably, 76% of teachers report that the presence of AI heightens the need for pedagogical competence, ethical awareness, and digital literacy, illustrating that technological integration demands more not less professional judgment.

Theoretically, these results resonate with 21st-century education frameworks, especially those emphasizing the shift from teacher-centered instruction to learner-centered facilitation. Within this paradigm, teachers are no longer mere transmitters of knowledge; they become architects of learning experiences who must navigate the complexities of digital tools while safeguarding the integrity and moral purpose of history education. AI can automate procedural tasks, but it cannot interpret historical nuance, evaluate ethical dilemmas, or cultivate students' moral reasoning roles that remain inherently human. In this regard, the teacher's function expands into multiple interrelated domains:

1. Facilitators of Inquiry

Teachers guide students in formulating questions, interrogating sources, and developing historical reasoning. AI may provide data, but teachers help students transform information into meaningful inquiry.

2. Curators of Credible Historical Sources

Given AI's risks of hallucination and misinformation, teachers must act as critical filters who model source evaluation skills and ensure that students engage with accurate, contextualized materials.

3. Ethical Guardians

Teachers are responsible for upholding academic integrity and preventing misuse of AI tools. This includes teaching students about plagiarism, algorithmic bias, and the ethical implications of historical representation.

4. Mediators of Historical Meaning

Beyond cognitive understanding, teachers help students interpret the moral, emotional, and human dimensions of the past dimensions that AI cannot fully grasp or convey without human framing.

Consequently, rather than replacing teachers, AI amplifies the complexity and significance of their work. The digital transformation of history learning demands educators who can balance the efficiency of technological tools with the deeper human values that anchor historical understanding. In this sense, AI does not diminish teacher agency; it reorients it toward higher-order professional and ethical responsibilities.

Humanistic Reorientation and Philosophical Implications

The integration of AI into history education introduces a set of profound philosophical considerations that extend beyond practical classroom concerns. Its presence reshapes the nature of historical learning not only at the level of instructional technique, but also in terms of how students understand reality, construct knowledge, and internalize values. These transformations reveal the need for a humanistic reorientation in educational design one that recognizes the role of technology while preserving the human elements that give historical study its ethical and existential significance.

1. Ontological Dimension: Rethinking the Nature of Historical Experience

AI-driven reconstructions, simulations, and narrative visualizations alter the way students encounter the past. Through immersive interfaces, learners may perceive history as something immediate and visually accessible. However, such representations remain technological approximations products of algorithmic modeling rather than lived human reality. Thus, while AI broadens experiential pathways, historical understanding ultimately depends on human interpretation, memory, and reflective judgment, not on the computational logic that generates images or summaries. Ontologically, the past cannot be reduced to data structures; it exists as a domain of human experiences embedded in time, emotion, conflict, and cultural meaning.

2. Epistemological Dimension: From Passive Consumption to Critical Evaluation

The epistemological consequences of AI integration are equally significant. As Bustan & Sinring (2025) argue, students must transition from passive recipients of information to critical evaluators capable of interrogating the reliability, bias, and construction of AI-generated content. AI can provide vast amounts of information, but it does not inherently distinguish between credible, contestable, or misleading historical claims. Therefore, students must develop metacognitive strategies questioning sources, validating evidence, and recognizing algorithmic limitations. Epistemologically, AI becomes a partner in knowledge construction only when learners actively negotiate the boundaries between machine output and historical truth.

3. Axiological Dimension: Preserving the Moral and Ethical Aims of History Education

History education, at its core, is rooted in values. Following Syaifulloh & Saepudin (2025), the cultivation of empathy, moral awareness, and ethical judgment remains central to the discipline's purpose. AI may increase instructional efficiency, but efficiency alone cannot generate moral discernment. The development of historical consciousness understanding human suffering, appreciating cultural diversity, recognizing injustice, and internalizing ethical lessons requires human mediation, emotional engagement, and reflective dialogue. Thus, axiologically, technology must not displace the moral commitments that define history as a field concerned with humanity's ethical trajectory.

Implication: Balancing Innovation with Character Formation

Collectively, these ontological, epistemological, and axiological implications underline the necessity of educational policies that balance technological innovation with the humanistic mission of historical learning. AI should enrich learning experiences, but it must be embedded within pedagogical frameworks that foreground character development, ethical reasoning, and compassion. The philosophical orientation of history education, therefore, must remain steadfastly human-centered, ensuring that technological progress strengthens rather than weakens the moral and reflective dimensions of learning.

CONCLUSION

This research concludes that the integration of Artificial Intelligence (AI) fundamentally transforms the paradigm of history learning and effectively addresses the aims of the study. First, AI enhances the process of historical learning by providing personalised, interactive, and adaptive pathways that align with individual student needs, thereby fulfilling the objective of identifying how AI reshapes learning methods and media. Second, AI contributes to a deeper cognitive engagement with the past: students are not only able to access diverse historical sources more efficiently, but they also develop improved analytical, interpretive, and reflective skills. This directly answers the aim of assessing how AI influences students' ways of thinking and understanding historical events. Finally, AI supports

contextual and meaningful learning experiences through simulations, digital archives, and intelligent tutoring systems, demonstrating its overall potential to enrich historical inquiry and elevate the quality of history education in the digital era. In sum, AI does not replace the core humanistic dimension of learning history; rather, it strengthens it by amplifying students' capacity to critically evaluate, contextualize, and internalize the past. This confirms that the use of AI aligns with the research aim of redefining and improving the practice of history learning in contemporary educational settings.

However, these advancements are inseparable from ethical and epistemological challenges. Dependence on technology may erode critical thinking skills if not accompanied by reflective awareness. The algorithmic systems underlying AI are also not entirely neutral, as they may contain biases that shape how students interpret historical narratives. Therefore, teachers continue to hold a crucial role as moral guides, value mediators, and guardians of academic integrity within the learning process.

Humanisation remains the most essential aspect amid rapid technological disruption. History learning fundamentally aims to foster human awareness by cultivating empathy, solidarity, and moral responsibility through an understanding of past human experiences. While technology can enrich this process, it should never replace the human role in constructing historical meaning. Teachers are responsible for ensuring that technology serves as a tool to support reasoning, not as a substitute for human consciousness.

Thus, the integration of AI in history learning will only be meaningful if it is grounded in academic ethics, reflective thinking, and a humanistic orientation. History education in the digital age should not merely transfer factual knowledge but also nurture moral sensitivity, critical thinking, and historical consciousness as essential foundations for facing contemporary and future challenges.

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