

CHAPTER I

INTRODUCTION

This chapter explains the background, problem formulation, and research objective.

1.1 Background

Along with technological advances, the application of Artificial Intelligence (AI) is growing (Bohr & Memarzadeh, 2020). AI is a technology capable of performing human cognitive functions processed through machines and systems on computers that can provide benefits in various fields (Kurniawan et al., 2023). Chat Generative Pre-Trained Transformer (ChatGPT) is a widely known AI implementations. ChatGPT is a Chatbot application from Open AI that runs on a language model architecture, first initiated on November 30, 2022 (Athilingam & He, 2024). ChatGPT has been a first and the most popular between all the AI-based chatbots (Malik et al., 2024). It has enabled ChatGPT to bring significant changes in various sectors, including in practice of nursing education (Kurniawan et al., 2023).

ChatGPT has become a new phenomenon that has been integrated into education (Farhi et al., 2023). ChatGPT in education is useful in enhancing the effectiveness of teaching and learning (Memarian & Doleck, 2023). Article written by Beege et al., (2024) also added that not only for students, the ChatGPT is also used by teachers in analysing the performance of students. However, some schools prohibit, and some encourage the integration of ChatGPT in schools, particularly for teachers and students (Athilingam & He, 2024).

Various studies highlight the issues and benefits of using ChatGPT in nursing education. In an article by Athilingam and He, (2024) explains that ChatGPT is particularly useful as a learning aid for students and lecturers.

Another article by Alkhaqani, (2024) stated that ChatGPT assists in the practice of nursing student's skills in simulating patient scenarios, increasing student knowledge, and facilitating students in learning by answering questions.

ChatGPT should be developed in a way that is safe and beneficial to humans (O'Connor et al., 2023). However, concerns for plagiarism resulting from the use of ChatGPT is common in nursing education (Alkhaqani, 2023). It has occurred due to the lack of good quality materials, which often forces nursing students to access inappropriate websites, thus ignoring the original source (Wardat et al., 2023). The impact of its use can cause data breaches on student privacy and can decrease critical thinking and creativity of nursing students (Arif et al., 2023).

ChatGPT in nursing education has had several roles, but its use has also raised controversies, including ethical considerations (Yuliyana & Daswito, 2023). According to Hamad, (2024) the use of ChatGPT should be a serious concern because it is important to maintain the integrity of education and it is necessary to keep the application of ChatGPT in line with goals that education wants to achieve. In a study conducted by Kwak, (2022) explained that although the impact of AI provides positive expectations in the world of nursing education, concerns are violations and the occurrence of data distortion which results in inappropriate data analysis.

The uses and benefits of ChatGPT have been researched by Sallam, (2023) giving recommendations that there is an urgent necessity for additional research that can evaluate the impact and risk of ChatGPT, and it is important to explore further guidelines for using ChatGPT with health care students, in health services and in health research. While the points provided by the authors focus more on ethical considerations and responsibility, these need to be discussed further.

Based on research conducted by Dwihadiah et al., (2024) for the use of ChatGPT among the students and lecturers at Indonesian Universities with a sample of 430 respondents consisting of 119 lecturers and 311 students, it shows that lecturers have a higher level of awareness and use (84.2%) than students

(57.5%). Although students have a high awareness of the existence of ChatGPT, many of them are sceptical and do not feel the need to use it because it does not provide significant benefits. The survey showed that 63.75% of lecturers thought the application of ChatGPT should be limited in an educational field.

The use of ChatGPT in education and health education is reflected in a survey conducted at Northwestern University, Institute for Artificial Intelligence in Medicine (IAIM) and Institute for public Health & Medicine (IPHAM) to 420 student respondents found that 40% have used ChatGPT. The study shows that occur pros and cons in integrating ChatGPT in the field of education, research, and health (Zhang et al., 2024). Therefore, clear guidelines and responsible practice are needed to minimize their negative impact (Zhang et al., 2024).

Although the integration of ChatGPT in nursing education has shown many advantages and applications, such as supporting both the delivery of education and learning outcomes for lecturers and students, ethical considerations require deeper attention. Challenges such as the occurrence of plagiarism, academic integrity that is at risk of being threatened and maintaining data and privacy must be carefully managed. In addition, research on the ethical implications of ChatGPT in nursing education remains limited. Given these ethical concerns, no comprehensive scoping review has been conducted related to ethical considerations in nursing education and the data is still scattered, so it is necessary to do literature mapping. The findings from this scoping review aims to deliver deeper understanding of the ethical considerations of using ChatGPT in the context of nursing education. This research is valuable in ensuring that the use of ChatGPT can be used wisely and with integrity to maintain the quality of nursing education and is useful as a guide for future studies.

1.2 Problem Statement

Along with the times, the use of ChatGPT is increasingly popular in various aspects including in the context of nursing education. Many benefits are provided by ChatGPT in the world of nursing education, however it also presents controversy in its ethical considerations that will cause concern. Based on the data review conducted by the researcher, there are still few studies that examine the ethical considerations of using ChatGPT in nursing education, so the researcher decided to conduct a scoping review related to the ethical considerations of using ChatGPT in nursing education.

1.3 Research Objectives

The objectives of this research are sectioned into two, namely general objectives and specific objectives.

1.3.1 General Objectives

The general objective of this study is to be mapping the ethical consideration using ChatGPT in nursing education.

1.3.2 Specific Objectives

The specific objectives are to identify the ethical considerations of using ChatGPT in nursing education.

1.4 Research Question

- 1) What is known from the existing literature about the ethical considerations of using ChatGPT in nursing education?

1.5 Research Benefits

1.5.1 Theoretical Benefits

This scoping review can provide comprehensive understanding of the ethical consideration using ChatGPT in nursing education.

1.5.2 Practical Benefits

This scoping review can be useful as a reference for nursing institutions and for nursing students in enriching the literature on the ethical consideration using ChatGPT in nursing education.

