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A Governance Model For Digital Transformation And Artificial Intelligence Based On Christian Ethics In Christian Education Management: An Integrative Literature Review

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Abstract

Digital transformation and artificial intelligence (AI) offer opportunities to improve administrative efficiency, learning quality, and decision-making in Christian education management. However, their implementation raises challenges related to student data protection, algorithmic bias, digital competency gaps, transparency, and accountability. This study aims to integrate digital governance, responsible AI, and Christian ethics into a conceptual model for Christian education management. A qualitative descriptive approach was employed through an integrative literature review, using comparative and thematic analyses of relevant scientific literature, academic books, and policy documents. The findings propose a conceptual model comprising six components: values and mission, digital leadership and strategy, AI policies and governance, human resource competencies, infrastructure and data protection, and continuous evaluation and improvement. The study concludes that AI governance should balance managerial effectiveness, security, fairness, accountability, and Christian values. Educational foundations and school leaders are encouraged to establish AI policies, strengthen educators' competencies, protect data, and conduct regular evaluations. Future research should empirically assess the model's feasibility and effectiveness.

Keywords: Digital Transformation, Artificial Intelligence, Christian Ethics, Christian Education Management, AI Governance.

INTRODUCTION

Digital transformation in education involves strategic changes in management systems, organizational culture, leadership, and decision-making, beyond merely adopting technological tools. Artificial intelligence (AI) expands these opportunities through administrative automation, educational data analysis, adaptive learning, and

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data-driven managerial decisions. Renta-Davids et al. (2025) highlight AI's potential to improve decision-making effectiveness and administrative efficiency while emphasizing the need for stronger digital competencies and critical evaluation skills among educational leaders. Therefore, digital transformation requires planned, systematic, and continuous institutional change to improve educational quality, governance effectiveness, and institutional performance.

However, implementing digital transformation and AI presents ethical and organizational challenges, including student data privacy, algorithmic bias, decision-making transparency, technological dependency, academic integrity, and digital competency gaps. Zhu, Sun and Yang (2025) identify technological, educational, and social dimensions of AI-related ethical risks that may affect fairness and accountability. Similarly, Mouta et al. (2024) emphasize the importance of addressing overlooked ethical concerns in AI development and implementation. In Indonesia, educational management also requires stronger institutional policies, digital literacy, and comprehensive monitoring mechanisms. Consequently, successful digital transformation must prioritize security, fairness, integrity, accountability, and sustainable benefits alongside technological advancement and operational efficiency.

In Christian education, digital transformation and AI governance should be grounded in Christian values, including human dignity, love, justice, integrity, responsibility, and service. Sugiri (2024) emphasizes justice, human dignity, and compassion in evaluating AI applications in education. Lumbantobing and Siagian (2026) argue that AI integration in Christian Religious Education must preserve relational learning, character formation, and spirituality. Furthermore, Chrostowski (2026) maps developments in AI research within Christian religious education, highlighting opportunities for further investigation into integrating technology and religious values. Nevertheless, strategic, ethical, technological, and spiritual dimensions remain insufficiently integrated into governance frameworks appropriate for Christian education management. Potential gaps between technology adoption, institutional policy readiness, and human resource competencies further emphasize the need to systematically synthesize Christian ethical principles with responsible AI governance.

Accordingly, this study investigates the development of digital transformation and AI governance concepts in educational management through an integrative literature review. It examines how Christian ethical principles can be synthesized with responsible digital governance and AI management, particularly regarding love, justice, integrity, accountability, and respect for human dignity. The study aims to identify conceptual gaps and formulate an integrative governance model grounded in Christian ethics. The proposed model is expected to provide a theoretical foundation and practical guidance for educational foundations, school leaders, and educators in managing digital

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transformation and AI responsibly while maintaining the human-centered, character-building, and service-oriented mission of Christian education.

LITERATURE REVIEW

Digital Transformation in Education

Digital transformation in education is a systemic change process involving the use of digital technologies to improve work processes, organizational structures, institutional culture, and decision-making mechanisms. This process differs from administrative digitization, which merely converts documents or manual procedures into electronic formats, because digital transformation requires comprehensive adjustments to organizational strategies, human resource competencies, and governance. In their literature review on digital transformation in Indonesian secondary education, Wujarso, Aziz, and Sihite emphasize the interrelationship between management support, digital leadership, and digital literacy in establishing an effective educational environment (Wujarso et al., 2026). Therefore, digital transformation should be positioned as a strategic institutional agenda that connects technological innovation with improved service quality, organizational effectiveness, and institutional sustainability.

In practice, digital transformation encompasses the development of digital competencies among educators and educational staff, the utilization of management information systems, data integration, and the application of analytics to support educational planning and program evaluation. Digital leadership plays a crucial role in establishing change priorities, fostering an adaptive work culture, providing resource support, and ensuring that technology use aligns with organizational needs. However, successful transformation depends not only on infrastructure availability but also on human resource readiness, clear policies, data security, and institutional capacity to manage change sustainably. In Christian education, these principles must be integrated with the institution's mission to ensure that technology supports educational service, character formation, and the development of students' potential without neglecting the human dimension (Amin et al., 2025).

Artificial Intelligence Governance

Artificial intelligence governance refers to a system of principles, policies, procedures, and oversight mechanisms that regulate the development and use of AI to ensure responsible implementation. Batool, Zowghi, and Bano identify various AI governance approaches at the team, organizational, industry, national, and international levels, emphasizing the importance of clarifying who is responsible, what aspects are regulated, when oversight is conducted, and how policies are implemented (Batool et al., 2025). In educational management, this framework is relevant to regulating AI

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applications in administration, student data analysis, learning material development, academic assessment, and decision-making support. Therefore, AI governance should be integrated into institutional governance rather than treated solely as a technical responsibility of information technology personnel.

The key principles of AI governance in education include transparency, accountability, human oversight, privacy protection, information security, fairness, and algorithmic bias mitigation. Zhu, Sun, and Yang demonstrate that the ethical risks of AI in education encompass technological, educational, and social dimensions, requiring comprehensive mitigation strategies. Meanwhile, Wieczorek, Hosseini, and Gordijn find that discussions of AI ethics in primary and secondary education remain fragmented across different approaches, highlighting the need for deeper engagement with ethical theories and the philosophy of education (Wieczorek et al., 2025). Based on these findings, Christian educational institutions should develop policies defining the boundaries of AI use, the responsibilities of administrators and users, data protection procedures, and mechanisms for reviewing decisions that may affect students' rights and interests.

Christian Ethics in Management

Christian ethics in management provides a moral foundation for organizational decision-making based on Christian values, including love, justice, integrity, responsibility, service, and respect for human dignity. In educational management, these values guide institutional priorities, responsible relationships, wise resource allocation, and the protection of students' interests. Thus, Christian ethics extends beyond individual behavior to encompass institutional policies, organizational culture, accountability mechanisms, and managerial evaluation. This perspective provides a normative basis for assessing whether technological innovations align with the educational objectives and moral responsibilities of Christian institutions.

Regarding artificial intelligence (AI), Sugiri (2024) highlights justice, human dignity, and compassion as essential Christian ethical principles for AI use in education. Topayung (2025) emphasizes the role of Christian leadership in maintaining critical judgment when AI is used in Christian religious education, particularly to prevent technological dependency and the weakening of reflective reasoning. These studies suggest that AI adoption should be evaluated not merely in terms of efficiency and technical accuracy but also in relation to its impact on human well-being and educational purposes. Accordingly, this study examines Christian values as normative principles that can be translated into AI-use standards, clear accountability structures, student protection measures, and institutional evaluation and oversight mechanisms.

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RESEARCH METHODOLOGY

This study employs a qualitative descriptive approach using an integrative literature review to analyze and synthesize theoretical perspectives, empirical findings, and policy frameworks concerning digital transformation, artificial intelligence (AI) governance, and Christian ethics in educational management. This method enables the identification of research patterns, comparison of conceptual approaches, evaluation of previous studies, and development of a relevant conceptual framework. Snyder (2019) explains that literature reviews can integrate existing knowledge and generate new understandings, while Torraco (2016) emphasizes critical synthesis as a means of developing new perspectives or conceptual frameworks. Secondary data are collected from scientific journals, academic books, and relevant policy documents through Scopus, Web of Science, ERIC, Google Scholar, Garuda, UNESCO, the Organisation for Economic Co-operation and Development (OECD), and the National Institute of Standards and Technology (NIST). Publications from 2022–2026 are prioritized, alongside seminal sources on management, ethics, and Christian education. Sources are selected based on relevance, bibliographic clarity, publisher credibility, and contribution to the research questions, then analyzed comparatively and thematically to identify conceptual gaps and formulate an integrated governance model for Christian educational institutions.

RESULT AND DISCUSSIONS

Digital Transformation and AI Governance Challenges

The first challenge in digital transformation and artificial intelligence (AI) governance concerns leadership readiness, digital strategy, and educators' AI competencies and digital literacy. Effective transformation requires leaders to establish a clear vision, develop policies, allocate resources, and align technology adoption with educational objectives. Renta-Davids et al. (2025) highlight AI's potential to improve administrative efficiency and decision-making while emphasizing the need for stronger digital competencies and critical evaluation of AI outputs. Therefore, Christian educational institutions should implement structured digital transformation strategies and provide continuous training for leaders, teachers, and educational staff to ensure effective and responsible technology use (Sposato, 2025). The second challenge involves data privacy, security, ownership, algorithmic bias, transparency, and accountability. Since AI systems may process sensitive student information, institutions must establish clear rules for data collection, storage, access, use, and deletion while defining the responsibilities of technology providers and institutional users. Batool et al. (2025) and Zhu et al. (2025) emphasize risk mitigation, responsibility allocation, transparency, and oversight,

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highlighting the importance of human supervision, bias assessment, and evaluation mechanisms to prevent discrimination and protect students' interests.

The third challenge concerns aligning technological innovation with the values and mission of Christian education, particularly human dignity, love, justice, integrity, and service. Sugiri (2024) emphasizes the relevance of Christian ethics in evaluating AI applications, especially regarding fairness, human dignity, and compassion, while Mau et al. (2024) highlight the need to balance AI innovation with theological commitments and the relational role of educators. These perspectives demonstrate that technological efficiency should not be the sole basis for decision-making, particularly when AI may affect students' character development, interpersonal relationships, and spiritual formation. Accordingly, Christian educational institutions should integrate technology policies, ethical guidelines, human oversight, and regular evaluations into a governance framework consistent with their institutional values and mission.

The Relevance of Christian Ethics in AI Governance

Christian ethics provides an essential moral foundation for AI governance, ensuring that technology respects human dignity and supports holistic educational goals. Principles of human dignity, love, care, justice, and integrity require prioritizing students' well-being, maintaining responsible human oversight of important decisions, mitigating algorithmic bias, ensuring equitable access, and establishing transparent AI use policies. Miao et al. (2023) emphasize a human-centered approach to generative AI in education and research, while the OECD (2024), through its OECD Recommendation on Artificial Intelligence, highlights human rights, fairness, transparency, and accountability as foundations for trustworthy AI. In Christian education management, stewardship and accountability require effective data protection, responsible technology selection, prudent resource management, regular impact evaluations, clear responsibilities, complaint mechanisms, decision documentation, and corrective procedures. UNESCO (2021), through its Recommendation on the Ethics of Artificial Intelligence, emphasizes human rights, privacy, fairness, transparency, and human oversight, while Miao et al. (2023) highlight the importance of institutional policies and educator capacity development. Integrating Christian ethics with international AI governance frameworks provides a normative foundation for operational standards that balance technological efficiency with integrity, compassion, justice, and moral responsibility throughout educational management.

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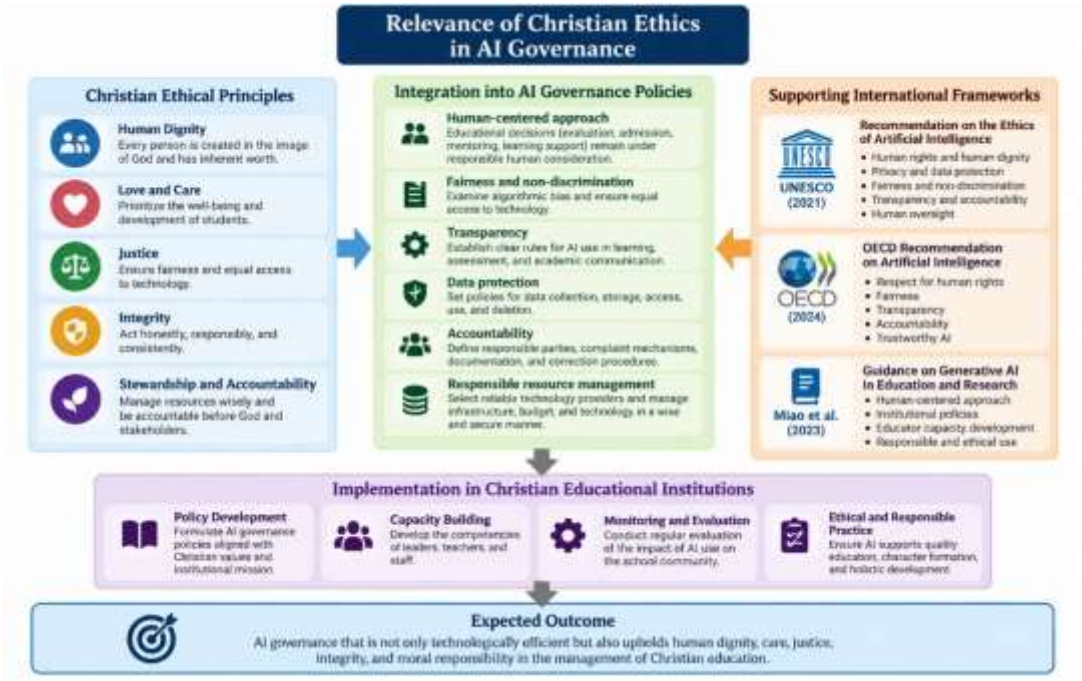


Figure 1. Visual Framework of the "Relevance of Christian Ethics in AI Governance"

Development of Conceptual Models

A. Foundations of Values and Mission

The proposed conceptual model for digital transformation and artificial intelligence (AI) governance in Christian education management begins with institutional values and mission, grounded in Christian ethics, human dignity, integrity, justice, and responsible stewardship. These principles guide digital strategies, AI policies, human resource development, data protection, and institutional oversight, ensuring that technology supports educational services, character formation, and students' well-being while preserving human responsibility in critical decision-making. This preliminary model requires further refinement through critical synthesis of literature on educational management, AI governance, and Christian ethics to establish a clear theoretical foundation and coherent relationships among its components.

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Table 1. Conceptual Model of Digital Transformation and AI Governance Based on Christian Ethics in Christian Education Management

Model components	Main principles or elements	Implementation in Christian education management	Expected results
1. Value foundation and mission	Christian ethics, human dignity, integrity, justice, and stewardship.	Establish Christian values as the basis of vision, policies, and decisions on the use of technology.	Governance that is aligned with the mission and identity of Christian education.
2. Digital leadership and strategy	Visionary leadership, strategic planning, and moral responsibility.	Develop a digital transformation roadmap, prioritize the use of AI, and allocate resources appropriately.	Directed, measurable, and sustainable digital transformation.
3. AI policy and governance	Transparency, accountability, human oversight, and risk mitigation.	Establish guidelines for the use of AI, division of authority, supervisory procedures, and complaint mechanisms.	Responsible and accountable use of AI.
4. Human resource competence	Digital literacy, AI competence, professional integrity, and spirituality.	Organizing AI training, strengthening digital ethics, and mentoring for leaders, teachers, and education staff.	Human resources who are competent, critical, ethical, and adaptive to technological changes.
5. Infrastructure and data protection	Information security, privacy, access fairness, and stewardship.	Choose the appropriate technology, protect student data, regulate information access, and reduce the digital divide.	Safe, inclusive, and supportive infrastructure for education services.
6. Continuous evaluation and improvement	Evaluation of impact, fairness, quality of service,	Evaluate the effectiveness of AI use, identify risks, receive	Improving the quality of governance and technological

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	and accountability.	feedback, and improve policies.	alignment with the mission of Christian education.

Table 2. Intercomponent Relationships in the Model

Conceptual stages	Conceptual relationships
Foundation	The values and mission of Christian education are the basis of all strategic and operational decisions.
Briefing	Digital leadership and strategy translate these values into transformation policies and priorities.
Implementation	AI governance, HR competencies, and infrastructure support the safe and responsible implementation of technology.
Control	Evaluation and supervision ensure the use of AI is in accordance with educational policies, ethics, and objectives.
Repairs	The results of the evaluation are used to update strategies, improve competencies, and improve policies in an ongoing manner.

B. Leadership and Strategic Governance

Strategic leadership and governance are fundamental to directing digital transformation and artificial intelligence (AI) adoption in Christian educational institutions. This component involves establishing a digital vision, developing AI policies, allocating responsibilities, and managing risks to ensure alignment with educational objectives and Christian values. Renta-Davids et al. (2025) highlight AI's potential to improve educational decision-making and administrative efficiency while emphasizing digital competencies, ethical considerations, and human oversight to address algorithmic bias and privacy risks. Meanwhile, human resources, technology, and data management must work together to ensure responsible AI governance. Educators require digital literacy, AI competencies, professional ethics, and continuous development, while technological infrastructure must ensure information security, privacy protection, data transparency, equitable access, and human oversight. Alfredo et al. (2024), in a systematic review of 108 publications on human-centered learning analytics and AI, emphasize stakeholder involvement, human control, security, and trust in AI-based educational systems.

Practically, Christian educational institutions should establish data security and privacy policies, role-based access controls, transparent AI application practices, and human verification procedures for critical decisions. These measures should be supported by AI literacy training, application usage records, and regular assessments of

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security risks and algorithmic bias. For example, AI may assist in analyzing students' academic progress, but teachers should determine appropriate learning interventions by considering individual needs and backgrounds. From a Christian ethical perspective, this approach ensures that technology supports fair and responsible educational services while respecting human dignity. Therefore, successful digital transformation should be measured not only by technological efficiency but also by its ability to maintain trust, strengthen educational relationships, and uphold institutional moral responsibility.

Implementation in Education Management

The implementation of digital transformation and artificial intelligence (AI) in educational management can be applied to various aspects of educational operations, particularly administration and learning processes. In administration, digital technologies and AI can automate student data management, academic documentation, scheduling, and report preparation, thereby improving efficiency and accuracy. In learning, AI can support material development, provide feedback, and adapt learning resources to students' needs and abilities. However, educator supervision remains essential to ensure that technology serves as a supportive tool rather than replacing the human role in building relationships, developing character, and fostering moral values.

In decision-making, digital data and AI can help educational leaders identify needs, evaluate performance, map risks, and formulate policies based on more systematic information. Student services can also be enhanced through academic information systems, preliminary consultation services, learning progress monitoring, and early identification of students requiring specialized support. In Christian education management, all these applications must be grounded in Christian ethics, emphasizing love, justice, honesty, responsibility, and respect for human dignity. Therefore, the success of digital transformation should be measured not only by administrative efficiency or technological sophistication but also by its ability to improve service quality, support students' holistic development, and fulfill the mission of Christian education.

Continuous Evaluation and Improvement

Continuous evaluation and improvement are essential components of digital transformation and artificial intelligence (AI) governance in Christian education management. Regular assessments should examine accountability, technological fairness, data security, and the quality of administrative and learning services. The Assurance dimension ensures compliance with ethical standards, risk mitigation, transparent oversight, and accessible complaint mechanisms. Evaluations should involve school leaders, educators, educational staff, students, and parents to reflect diverse stakeholder needs and experiences.

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In Christian education, evaluation must consider not only operational efficiency and performance indicators but also alignment with Christian values, including love, justice, integrity, responsibility, and human dignity. Findings should inform policy improvements, staff competency development, stronger data protection, infrastructure enhancement, and mitigation of AI bias or discrimination. Thus, the five dimensions—*Governance* (authority, policies, strategy, and accountability), *Ethics* (Christian values and moral responsibility), *People* (leadership, digital competencies, AI literacy, and professional character), *Technology* (digital infrastructure, information security, data protection, and AI oversight), and *Assurance* (evaluation, risk mitigation, complaints, and continuous improvement)—form an adaptive and accountable governance cycle that supports service quality and the sustainability of Christian education's mission.

CONCLUSION

This study highlights the potential of digital transformation and artificial intelligence (AI) to improve administrative efficiency, support learning, strengthen decision-making, and enhance student services in Christian education management. However, implementation presents challenges involving data privacy, information security, algorithmic bias, digital competency gaps, transparency, and accountability. Therefore, digital transformation should be managed as a strategic institutional change involving leadership, policies, human resources, and continuous oversight rather than merely technological adoption.

The integrative literature review proposes a conceptual governance model comprising six components: institutional values and mission, digital leadership and strategy, AI policies and governance, human resource competencies, infrastructure and data protection, and continuous evaluation and improvement. Integrating managerial, ethical, technological, and spiritual dimensions, the model emphasizes Christian values, including love, justice, integrity, responsibility, stewardship, and human dignity. Its primary contribution is providing a conceptual foundation for responsible AI governance aligned with Christian education's mission. However, the model remains theoretically developed and has not been empirically validated; further research is needed to assess its relevance, feasibility, and effectiveness in Christian educational institutions.

RECOMMENDATION

Based on the research findings, foundations and leaders of Christian educational institutions are advised to develop digital transformation and AI-use policies that are integrated with their vision, mission, and Christian values. These policies should cover an AI code of ethics, the allocation of authority and responsibilities, the protection of students' personal data, information security, transparency in the use of technology, and

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mechanisms for oversight and complaints. In addition, educational institutions should strengthen the digital competencies and AI literacy of school principals, teachers, and educational staff through continuous training. The use of AI in administration, learning, and decision-making should also be subject to human oversight to ensure that important decisions continue to consider students' contexts, needs, rights, and dignity.

For future researchers, this conceptual model should be further developed and empirically tested across various Christian educational institutions using qualitative, quantitative, or mixed-methods approaches. Further studies could involve foundations, school principals, teachers, educational staff, students, and parents to identify institutional needs, challenges, and readiness for implementing responsible AI governance. Furthermore, each component of the model should be translated into observable and evaluable indicators, such as educators' AI competency levels, compliance with data protection policies, transparency in decision-making, the quality of educational services, and the alignment of digital practices with Christian values. The findings of these evaluations are expected to refine the model so that it offers not only theoretical strength but also contextual relevance, measurable outcomes, and sustainable implementation in Christian education management.

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