Teachers' Perspectives on the Utilization of Artificial Intelligence in the Preparation of Social Studies Learning Assessments

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Abstrak: Technological developments, especially Artificial Intelligence (AI), are increasingly popular and utilized in various fields, including education. Teachers should update their technological knowledge to facilitate the learning process. This study explores teachers' perspectives at Jember Residence on utilizing AI to social studies learning assessments. The method used in this study is a descriptive qualitative approach through interviews, focus group discussion and questionnaire instruments distributed to social studies teachers in the Jember Regency. The study results indicate that social studies teachers' used AI in preparing social studies learning assessments in varies. Based on AI, most teachers favor using AI in learning assessments, although it is limited to only a few types of AI. Teachers admit that AI can increase efficiency and accuracy in preparing and assessing social studies learning assessments. In addition, AI is also considered capable of providing faster and more specific feedback to students and assisting in personalizing learning. However, this study also revealed several challenges faced by teachers, including limited technological infrastructure, lack of training and technological skills among teachers.

Keywords: artificial intelligence; learning assessment; Social Studies; teacher perspective

INTRODUCTION

Technological developments in the current digital era have developed rapidly; one of the technological innovations that has had a significant impact on various areas of human life is Artificial Intelligence (AI) technology. One area that has significantly benefited from developments in AI technology is education. One of the fields where AI technology is widely used is the world of education; the use of AI technology in learning and assessment has brought significant changes to the modern educational process today (Yetişensoy & Rapoport, 2023). AI has facilitated learning by speeding up formative assessments and providing teachers with fast and accurate feedback. The

use of AI technology in learning and assessment has significantly changed the modern education process.

In the digital era, teachers must adapt to the current developments, including technology, to make their tasks more accessible, one of which is in learning assessment. Teachers are expected to understand technology and increase their competence in its use, such as using AI to support learning activities and carry out learning assessments. Therefore, teachers' abilities must continue improving to adapt their education to current conditions. According to Adi et al., a teacher must have at least eight competencies in utilizing technology, namely: 1) adapting to internet development trends, 2) mastering main and additional knowledge, 3) being innovative and creative in presenting material, 4) being able to motivate students, 5) designing enjoyable learning, 6) managing an effective learning system, 7) suitability in selecting teaching materials, 8) ability to manage the learning process (Adi et al., 2023).

Effective teaching relies on eight key competencies, one of which is the ability to quickly prepare learning assessments, often with the help of AI. Both formative and summative assessments are essential for evaluating student progress and success (Yulaehah & Utami, 2024); (Sholikhah & Hidayati, 2024). Formative assessments occur during the learning process to monitor student understanding and identify learning obstacles (Izzulhaq et al., 2024). Summative assessments, conducted after the completion of a unit or course, measure overall learning outcomes (Mujiburrahman et al., 2023). AI can support teachers by automating and streamlining the creation of these assessments, ensuring consistency, and providing deeper insights into student performance.

AI is very relevant for preparing Social Studies Learning Assessments. AI can help improve the assessment process, provide more accurate feedback, and improve the student learning experience. The following are several ways proposed by Karsenti in which AI can be utilized in learning assessment: 1) Automatic Assessment, 2) AI can be used to automate the assessment of tasks such as multiple choice exams, written assignments, or projects. The AI system can provide grades quickly and accurately, reducing the teacher's workload in delivering assessments. 3) Analysis of Student Answers: AI can comprehensively analyze student answers. For example, in an essay exam, AI can assess the clarity of ideas, language use, and information correctness. This way, teachers can understand areas where students need further help. 4) Learning Pattern Recognition, AI can analyze student learning data to identify patterns in understanding and difficulties (Karsenti, 2019). This information allows teachers to design lessons more tailored to students' needs.

Assessment is an activity to reveal the quality and results of a learning process. Three things are often used in implementing learning assessments: measurement, assessment, and test. Measurement, tests, and assessments are interrelated but different learning assessment elements. Measurement is a quantitative process for collecting data related to student performance, while tests are instruments used to carry out these measurements, such as questions or assignments. After the measurements are carried out, the data obtained is interpreted through assessment, a qualitative process to assess the extent to which learning objectives have been achieved and provide feedback. These three terms unite the assessment process to evaluate and improve student learning outcomes (Mujiburrahman et al., 2023).

These three aspects are related to implementing learning assessments to see student learning outcomes. First, measurement is part of the assessment process to

obtain objective information about student performance. Data from this measurement is then used for assessment and decision-making. Second, tests are one of the measurement methods teachers use to evaluate student learning outcomes. Tests produce data that can be used in measurement and assessment processes. Third, assessment is the final stage in learning assessment, which uses data from measurements and tests to provide broader feedback. Assessment helps teachers determine the extent to which learning was successful and the steps needed to improve student learning outcomes (Shofiyah & Sartika, 2018).

Based on initial observations, most Social Sciences teachers in Jember Regency are familiar with and utilize AI as assistive technology in classroom learning activities. The emergence of AI has had a significant impact on the world of education, making discussions about the use of AI for activities in the educational sector an exciting theme to research. Previous researchers have researched the use of AI, such as research from Mambu et al., which explores the role of teachers in utilizing AI to process learning activities effectively and efficiently (Mambu et al., 2023). Then, Ismawati & Ramadhanti found that using several AI applications such as Voice Assistant, Intelligent Tutoring System (ITS), Personalized Learning, Virtual Mentor, and Smart Content could help teachers in classroom learning activities (Ismawati & Ramadhanti, 2022). Meanwhile, research conducted by Adi et al. found that the use of AI in the learning process through the use of Canva, Quillbot, Chat GPT, and Natural Reader can open up new possibilities for the learning process to improve the quality of learning to make it fun and innovative (Adi et al., 2023).

Based on previous research, in general, much research has been conducted exploring the use of AI by teachers in classroom learning activities. Thus, the urgency of this research, namely research that focuses on exploring teachers' perspectives in using AI specifically to prepare assessments for Social Science learning in junior high schools, is still limited.

Therefore, this research can provide benefits and evaluate yourself as an educator to keep up with current technological developments. It is hoped that it can provide information and knowledge regarding the extent of the perspective of Social Science teachers in utilizing AI in preparing learning assessments at the junior high school level.

In general, this research focuses on exploring teachers' perspectives on the use of Artificial Intelligence, with a focus on preparing assessments for Social Sciences learning. Given the lack of research regarding teachers' perspectives on using Artificial Intelligence, especially for compiling learning assessments. The research questions to guide this study are as follows.

a. How is the knowledge of junior high school social studies teachers in Jember Regency about AI?

b. What is the experience of social studies teachers in Jember Regency at utilizing AI to compile social studies learning assessments for junior high schools?

c. What is the perspective of social studies teachers in Jember Regency regarding the benefits and constraints of utilizing AI to compile social studies learning assessments for junior high schools?

METHODS

This research is a qualitative descriptive research, with data collection techniques using interview, focus group discussion and survey methods. The use of this technique is expected to be able to answer the problems raised in the formulation to obtain information, answer the problems formulated, and the goals to be achieved. Primary data was obtained from subjects or informants, namely social science subject teachers at junior high schools in the Jember Regency. This research involved 44 Social science subject teachers at 30 junior high schools in Jember Regency. The steps of the study are: a) Conducting surveys and structured interviews; b) Looking for meaning in every behavior or action of the research object so that an original understanding of contextual problems and situations is found; c) Data Triangulation. In triangulation activities, the correctness of information or data obtained by comparing data from different methods and obtained from certain parties is checked by collecting information or data from other sources. Triangulation aims to compare data obtained from various parties to achieve a guaranteed level of trust, for example, from second parties, third parties, and so on, using different methods. Meanwhile, data analysis techniques in this research are carried out continuously from the beginning to the end of the research process, including a) data reduction, b) assessment, c) data presentation, and d) conclusion drawing and verification.

RESULTS AND DISCUSSION
Results

The data collection results through surveys and in-depth interviews with ten informants regarding the perceptions of Social Science teachers regarding the use of AI in learning assessment are of two types, namely social perception and object perception, which is explained based on knowledge, experience, and evaluation. Social perception involves many things, such as feelings, motives, hopes, and so on, and object perception, namely perception, will respond by immovable physical symbols. The following is the data resulting from the research.

Social Science Teachers' Knowledge of Artificial Intelligence (AI)

Based on results, most social studies teachers responded well to developments in AI technology. All informants demonstrated good prior knowledge of AI. A group of social science teachers in Jember Regency can explain AI in simple terms. The following is an explanation from one of the informants regarding Artificial Intelligence.

> *"B1: AI is AI or the ability of computers to imitate human intelligence, which can be used in various activities, including education, learning, etc."*

Another informant explained that AI is a computer technology that imitates human intelligence, which can be used in learning, such as image recognition and various other applications.

> *"B2: A field of computer science devoted to solving cognitive problems generally associated with human intelligence, such as learning, creating, and recognizing images."*

"B3: AI is a trending and modern application that can be used for various needs. Usually, the images are in the form of caricatures or cartoons."

"B4: Technology to help solve cognitive problems and imitate human intellectual abilities that can help and streamline activities carried out by humans."

Then, the teacher explained the use of AI in education.

"B5: AI in education is a technology that helps to solve various problems in the educational sector and can imitate human abilities such as thinking, learning, and being creative."

"K1: AI has helped teachers create modules, quizzes, and questions, search for material information, compile teaching tools, collect learning activity data, and create exciting learning products. Social studies teachers think that AI supports students' critical and creative thinking, speeds up the learning process and improves the quality of education, which is increasingly sophisticated and in line with current developments. In addition, AI makes it easier for teachers to carry out learning activities, innovate teaching, and encourage educational methods that students more readily accept."

This also can be seen from the following explanation quotes from several informants.

"B6: AI helps a lot in carrying out my profession as a teacher, such as creating teaching modules, quizzes, questions, and the desired material to support teaching and learning activities in schools and non-formal institutions."

"B7: AI in education is a technology that helps to solve various problems in the educational sector and can imitate human abilities such as thinking, learning and being creative."

"B8: Development is very rapid because from the simple to the dimensional, we can achieve it and use it in developing the world of education."

"B9: I believe that AI technology can encourage innovation in education, namely teaching methods students accept more easily. AI is excellent because it can help students think critically and creatively."

Social Science teachers also stated that AI was very helpful in preparing materials, teaching modules, and questions. This equipment is easily accessible so teachers can create material according to their needs. AI also impacts teaching by personalizing students' learning experiences, optimizing administrative tasks, providing real-time feedback, and facilitating teacher professional development. In addition, AI encourages

teacher creativity in creating more inclusive and exciting learning methods, for example, by applying the Problem-Based Learning (PBL) method.

> *"B10: AI helps teachers by providing personalized learning experiences, automating administrative tasks, providing real-time feedback, facilitating professional development, improving teaching strategies, and promoting inclusivity in Education."*

> *"B11: AI has helped teachers find or create creative ideas."*

> *"B12: AI can change the education system, which tends to ignore the vital role of teachers because it can be assisted by technology."*

> *"B13: Provide examples of images/events for students to include in the learning method. In particular, it can be included in the Problem-Based Learning (PBL) method."*

However, there are concerns about the negative impact of AI, especially regarding certain features such as Chat GPT, which allows students to answer questions without studying, thereby reducing creativity. Social Studies teachers also worry that the convenience offered by AI could make students put less effort into the learning process.

> *"B14: AI can not only have a positive impact but can also have a negative impact, such as for students there are some AI features that are not appropriate, for example, Chat GPT, children without learning can answer questions, so it is feared that it will make students less creative because of the convenience provided by AI."*

Social Sciences Teachers' Experience in Utilizing Artificial Intelligence (AI) to Prepare Social Studies Learning Assessments

Some teachers already have experience using AI applications such as Kahoot, Canva, Gemini, Chat GPT, to prepare social sciences learning assessments. Based on the results of the questionnaire data distributed, 10% of teachers use AI very often in preparing Social Sciences learning assessments, 20% often use it, 50% sometimes use it, and 20% never use it. Based on this data, Social Science Teachers have been able to use AI to prepare Social Science learning assessments.
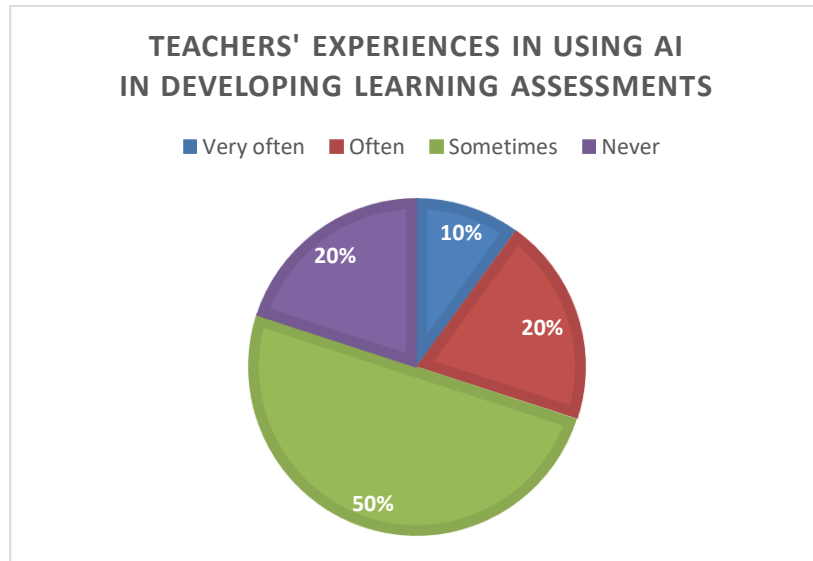
Figure 1. Experience of Jember Regency Social Sciences Teachers in utilizing AI for Learning Assessment

Social Science Teachers' Perspectives Regarding the Benefits and Obstacles of Using Artificial Intelligence (AI) for Preparing Learning Assessments

AI is increasing in learning applications and has excellent potential to improve the learning process by providing relevant feedback to increasingly sophisticated technological developments. Based on three examples of applications, Canva, Gemini, ChatGPT, and Kahoot, that utilize AI to provide student feedback. Canva, as a design platform, is helpful for students in instilling practical design principles emphasizing color combinations and layout composition. This is useful for highlighting the basic design concept of the work produced. ChatGPT provides more contextual and targeted feedback, especially when working on tasks such as essay writing or understanding course material. GPT Chat helps explain material that is difficult to understand by providing steps that are easy to understand. Quiz-based learning apps like Kahoot can give personalized feedback after students complete a quiz. In this context, AI can evaluate student response patterns and determine where students often make mistakes. As the social studies teacher's response was regarding the benefits of AI in providing specific feedback to students, 60% strongly agreed, and 40% agreed.
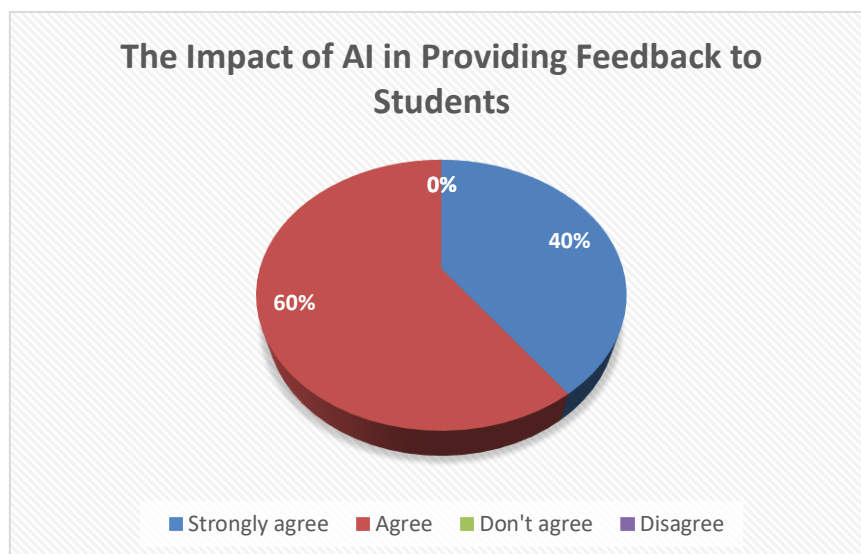
Figure 2. Results of the Social Sciences Teacher Response Diagram Regarding the Influence of AI in Providing Feedback to Students.

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However, teachers need help using AI due to limited paid applications, lack of socialization and training regarding the use of AI, limited technological devices, privacy issues, and the cost of using AI systems. This research also found that several schools' technology infrastructure still needs improvement. Most social studies teachers use personal devices such as gadgets, laptops, and the Internet to prepare AI-based learning assessments. However, some teachers can access school facilities to carry out AI-based learning. Teachers also believe that technology training is essential to optimize the use of AI in preparing learning assessments. With teachers' developing abilities, students will be more advanced, and learning outcomes can improve. Training also allows teachers to process and interpret data better and produce more accurate and relevant assessments.

Discussion
Social Science Teachers' Knowledge of Artificial Intelligence (AI)

Using AI in learning and preparing learning assessments has brought significant changes based on previous study data. AI can analyze student data such as academic achievement, level of understanding, and learning style to provide learning recommendations tailored to individual needs. With this capability, AI helps personalize learning more effectively, increase student engagement, and accelerate student understanding of the material. Students can also accept challenges appropriate to their abilities, which ultimately helps achieve better learning outcomes and strengthens motivation to continue learning. As Luckin et al. argue, AI has the potential to significantly improve educational outcomes by automating administrative tasks, providing real-time feedback, and facilitating personalized learning experiences. They emphasize the role of AI in supporting teachers by reducing workload and improving the quality of teaching (Luckin et al., 2016).

Additionally, AI is recognized as a beneficial tool in educational contexts. Teachers say that AI has made it easier to create modules, quizzes, questions, and compile teaching tools. AI also helps collect data on student learning activities and create exciting learning products. Therefore, educators are required to be more active in

designing and implementing AI tools to ensure they meet pedagogical needs effectively (Zawacki-Richter et al., 2019).

However, even though AI provides many benefits, the role of teachers remains essential in learning. AI can provide automated feedback and real-time data analysis, but teachers have the expertise to provide more in-depth, personalized guidance. Teachers can leverage insights from AI to provide emotional and intellectual support to students, creating a more holistic learning experience. Overall, integrating AI in learning strengthens collaboration between technology and teachers to develop a more adaptive and efficient learning process that supports maximum student development (Mambu et al., 2023).

Meanwhile, the results of Thararattanasuwan & Prachagool's study indicate that pre-service teachers have a somewhat acceptable perspective regarding their knowledge of artificial intelligence technology, a very acceptable perspective regarding their willingness to use AI technology, and a reasonably acceptable and somewhat acceptable perspective regarding their concerns regarding AI technology. The implications of these findings for pedagogy, curriculum development, and teacher preparation programs are substantial and contribute to our understanding of how pre-service educators view the application of generative AI in the classroom (Thararattanasuwan & Prachagool, 2024).

Then, the Gatlin survey showed that about one-third of pre-service teachers had not developed an opinion reflecting their knowledge of AI. For those who were aware, many did not feel ready to use AI in their learning, nor did they believe that AI would improve student learning outcomes. Many teachers considered computers important but lacked the confidence to use them due to a lack of computer experience. However, when asked about learning AI, pre-service teachers were open to learning AI, and 41% agreed that learning AI should be part of teacher preparation programs (Gatlin, 2023). Teachers need to know about AI. Therefore, teachers must be responsible for preparing themselves to be AI literate because it will guide their students in using AI tools wisely and ethically (Alexandrowicz, 2024).

Social Sciences Teachers' Experience in Utilizing Artificial Intelligence (AI) to Prepare Social Studies Learning Assessments

Applications that Social Science Teachers partly use to help prepare learning assessments include Kahoot, Canva, Gemini, ChatGPT, and other audio-visual content. As research by Jarot Tri Bowo Santoso, Anik W entitled "Kahoot! As an innovation in evaluating student learning outcomes that is effective and enjoyable." The research results show that Kahoot! is a practical innovation in evaluating student learning outcomes, which can increase student involvement and motivation through an interactive game format. By creating a fun learning atmosphere, Kahoot! It reduces students' anxiety when facing evaluations and contributes to improving academic learning outcomes and developing critical thinking and collaboration skills. However, this research also identified several challenges in implementing Kahoot!, such as adequate technological tools and teaching teachers to use this platform optimistically (Santoso & Widiyanti, 2022).

The Canva application is a graphic design application used by teachers to create several designs, including presentations, posters, infographics, brochures, videos, etc. Teachers use this design as teaching materials, media, and assessment in the learning process. Based on research by Wulan D Aryani entitled "Implementation of the PjBL Model with Canva Infographics to Increase Creativity and Social Studies Learning

Outcomes of VIIB Students at SMPN 1 Kandeman". This research shows that implementing the Project Learning model with Canva infographics significantly increases class VII B students' creativity and learning outcomes at SMPN 1 Kandeman. Through the six steps of PjBL, there was an increase in the average score from cycle I to cycle II, from 75.00 (Good) to 91.66 (Very Good), as well as an increase in the completeness of learning outcomes from 68.75% to 87.50%. Students' creativity also increased, with the average creativity score from 23.00 (72.00%) in cycle II to 27.75 (86.72%). These findings show that applying varied and exciting learning methods can stimulate students' active participation, thereby increasing learning outcomes and creativity (Aryani, 2022).

The ChatGPT application can help teachers improve teaching skills and provide support in the student assessment process. With its ability to process information and provide rapid feedback, ChatGPT allows teachers to assess student performance and provide more efficient personalized guidance. However, challenges such as the risk of plagiarism also need to be considered. Although ChatGPT can improve the efficiency and quality of assessments, teachers need to monitor the use of this technology to prevent student misuse. The Kahoot and Canva applications effectively increase student engagement, creativity, and learning outcomes, while ChatGPT helps teachers grade quickly despite having to overcome the risk of plagiarism.

Social Studies teachers demonstrated a high degree of preparedness to implement AI and e-learning platforms, which suggests a positive outlook towards integrating these technologies into their instructional practices. The study emphasizes the need for adequate training and support for teachers to use AI to enhance teaching and learning experiences effectively (Ododo et al., 2024).

Generative AI can enhance traditional assessment methods by promoting critical thinking, creativity, and collaboration. Teachers' approach to integrating AI in various subjects, including social studies, can be a positive alternative to improving the quality of learning. However, paying attention to the ethical use of AI is essential (Khlaif, 2025).

Social Science Teachers' Perspectives Regarding the Benefits and Obstacles of Using Artificial Intelligence (AI) for Preparing Learning Assessments

AI makes it easier for Social Sciences teachers to assess learning outcomes without correcting them manually. In addition, AI speeds up the process of preparing assessments, provides inspiration in creating questions, and makes it easier for teachers to find new ideas. Teacher perspectives suggest that AI supports students' critical and creative thinking and improves the quality of education through the automation of administrative tasks and real-time feedback, which facilitates a more efficient and adaptive learning process. AI can significantly improve the quality of education by enabling more effective learning strategies and encouraging a deeper understanding of content (Woolf et al., 2013).

Based on the application assistance used by teachers from Kahoot, Canva, Gemini, and ChatGPT helps teachers prepare varied and exciting learning assessments. The Kahoot application is a game-based application used to create quizzes, both post-test or post-test questions, and questions that must be answered. Canva is a graphic design application that teachers use to create media, LKPD, or tools for the learning process or as student project assignments. Meanwhile, GPT chat helps teachers analyze material and student assessment results. As Zawacki-Richter et al. argue, AI is

considered a tool that strengthens collaboration between technology and teachers, creating a learning process that is more inclusive, innovative, and in line with current developments (Zawacki-Richter et al., 2019).

As in research by Abdul Kadir Ahmad, Kun M Rahayu, et al. titled "Teachers' Perceptions of AI in Madrasas: Between Acceptance and Challenges." The research results explain that teachers' external obstacles in using AI include several essential factors. First, many teachers do not have adequate knowledge about the development of AI technology, which is caused by a lack of information from educational institutions or the surrounding environment. In addition, limited access to the tools and facilities needed to develop AI literacy is a significant obstacle, coupled with the problem of unstable internet networks, which hinder the optimal use of AI technology, especially in Indonesia. Lastly, the slow response of educational institutions to the development of AI, such as the absence of AI learning in madrasas, shows a lack of technology integration in the curriculum (Ahmad Kadir & Rahayu, 2024).

AI tools can tailor assessments to individual student needs, enhancing engagement and understanding (Lobanova et al., 2024). Social studies teachers hope that the use of AI in education in the future will be increasingly sophisticated and valuable, not only for students but also for educators. AI is expected to speed up the learning assessment process, automate administrative tasks, and allow teachers to focus on more complex aspects of learning. In addition, teachers want more outreach and training on using AI to improve the efficiency and quality of education. According to Sipahioglu, AI can analyze student performance, providing teachers with actionable feedback to improve instructional strategies. Automating routine tasks allows teachers to focus more on interactive and meaningful learning experiences (Sipahioglu, 2024).

Thus, even though AI provides various conveniences in the learning process, the teacher's role remains essential in providing students with personal guidance and integrating this technology into effective teaching strategies. AI must be balanced with human interaction that provides emotional and intellectual support to students, ensuring that technology does not replace the teacher's role in learning but rather strengthens it (Holmes et al., 2019).

This research also found teachers need help in using AI due to limited paid applications, lack of outreach and training regarding the use of AI, limited technological tools, etc. Such as findings from Al-Qahtani Many teachers report limited use of AI applications due to insufficient training and support (Al-Qahtani, 2023).

AI has positive impacts, such as providing positive learning experiences for students and being able to provide feedback quickly. However, in addition to the positive effects, the use of AI also has challenges, such as technical barriers, ethical considerations, and impacts on teacher-student relationships (Nurlankyzy et al., 2024). The findings from Tomi's study explain that there is a generally positive view among educators about the potential of AI to enhance the learning experience and simplify administrative tasks. Concerns about ethical issues, data privacy, and maintaining a human touch in teaching were also noted, indicating that while teachers see the benefits, they remain cautious about the implications of AI in education (Ali & Okon, 2024).

AI in assessment can increase the accuracy, validity and reliability of assessments, reduce human assessor bias, enable adaptive assessments, increase time and cost efficiency, provide faster and more timely feedback, and assist in identifying individual needs and improving the quality of learning. However, AI technology can only be a tool, and humans must still make the final decision. Therefore, the use of AI in assessment requires special attention in terms of ethics and developing human abilities to understand and utilize AI technology wisely (Supianto, 2023).

The findings from Lukianenko & Kornieva explain that using hybrid assessment methods is considered the most effective for evaluating AI-influenced essays, indicating a preference for combining traditional and AI-specific techniques. Implications and recommendations for research and practice are outlined, emphasizing a balanced approach that promotes the ethical use of AI, critical thinking, and academic integrity in assessment writing (Lukianenko & Kornieva, 2024).

The use of AI in educational assessment has both benefits and limitations. On the one hand, AI-based assessments can provide more accurate, objective, and efficient assessments, freeing up time for teachers to focus on more meaningful interactions with their students. They can also identify areas of weakness and strength, allowing educators to tailor their teaching methods to individual needs. However, AI-based assessments are not a panacea and should not wholly replace human assessments. AI algorithms can be biased and may not consider non-cognitive factors that can impact academic performance.

Additionally, some students may not be comfortable being assessed by a machine, which can impact their motivation and engagement. Therefore, while AI can enhance educational assessment, it must be used with human evaluation and ethical considerations. While using AI-powered tools in educational assessment presents several challenges, many ways exist to address these challenges and ensure that the technology is used ethically and effectively. By incorporating human input and oversight, regularly evaluating and updating the technology, and ensuring the security and privacy of student data, we can create a more equitable and effective educational assessment system. Thus, educators, policymakers, and stakeholders must work together to develop strategies that maximize the benefits of AI in educational assessment while mitigating the associated risks. AI in educational assessment can ultimately transform education, improve learning outcomes, and equip students with the skills needed to succeed in the 21st century (Owan et al., 2023).

CONCLUSION

Based on the results and discussion, it can be concluded that most social studies teachers responded positively to developments in AI technology. All informants demonstrated good prior knowledge of Artificial Intelligence. Furthermore, some teachers already have experience using AI applications to prepare social studies learning assessments. The perspectives of social studies teachers regarding the use of AI in preparing assessments vary. Most teachers support the use of AI in learning assessments, although it is currently limited to a few types of AI, such as Kahoot, Canva, Gemini, ChatGPT, and other audio-visual content. Teachers acknowledge that AI can increase efficiency and accuracy in compiling and assessing social studies learning assessments. Additionally, AI is considered capable of providing faster and more specific feedback to students and helping to personalize learning. However, this research also reveals several challenges teachers face, including limited technological

infrastructure, a lack of training, and insufficient technological skills among teachers. The implications of these findings suggest that, despite the significant potential of AI in supporting social studies learning assessments, strategic measures are needed to address the existing challenges. Improving technological infrastructure in schools and implementing more intensive training programs to enhance teachers' technological skills are essential steps. Moreover, the development of AI applications tailored specifically to social studies education should be considered to maximize their effectiveness in assessment processes. With adequate support, the use of AI in education can enhance the quality of learning and lead to more efficient, accurate, and personalized assessments for every student.

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