

## **AI Brilliance Blueprint: Reshaping “Kemahiran Hidup” Subject for the Effective and Ethical use of Artificial Intelligence in the Classroom.**

### **Executive Summary**

Our Policy addresses the challenges of AI in the workforce, specifically in reintegrating the inclusive educational system for the needs. Due to covid-19 and the rise of Generative Artificial Intelligence, the number of users that are using Generative AI, especially school students are increasing and this disruptive technology has exacerbated a few problems; the output from these AI is only surface level at the moment, the outputs are inconsistent and inaccurate, and student dependency on Generative AI will damage their critical thinking to the point where it restricts their capacity for sound judgment. The lack of a national AI regulation would only worsen future talent pool and industry participation, impacting government tax revenue. By using PEST and SWOT methodology, we propose that Malaysia needs to revamp its national education policy through revising the Kemahiran Hidup Bersepadu Subject in Kurikulum Standard Sekolah Menengah (KSSM) to include Kecerdasan Buatan with a course structure that focuses on the ethical and efficient use of AI in the classroom. This subject will be taught in the lower secondary school (Form 1,2,3) so they can familiarize themselves with the tool and learn how to fully utilize it, giving birth to a generation of Malaysian talent pools that are competent and competitive on the global stage.

### **Problem Statement**

A generation of lost expertise through the reliance of Generative AI would lose revenue in tax, we need to prevent a future where every single decision is AI-generated and people lose their critical thinking skills due to over-reliance on AI. The ethical usage and surface knowledge of AI should be introduced early to students by reintegrating the education system. As well as educating them on the correct method of using the AI tools due to inaccurate or inconsistent information is generated.

### **Analysis**

Currently, there is no specific set of laws for regulating AI in Malaysia. The closest would be the Personal Data Protection Act (PDPA) 2010 that governs data privacy but does not regulate AI usage. A potential solution could be to form a national AI agency that governs the use of AI in Malaysia. However, an Agency's effectiveness is limited by the laws that govern it, experts criticize the PDPA for failing to protect digital rights and personal info in line with current times. Another option would be to outright ban AI, which would be less expensive in the short term but would doom Malaysia's talent pool's long-term competitiveness. A national supplementary AI class programme with collaboration with industry players for Malaysians could solve the present issues, but it would incur tremendous amounts of costs that are not economically viable. Lastly, the revamp of the existing school course structure with the focus of effective and ethical use of AI in the Classroom could prove feasible but the lack of digital infrastructure in Malaysian schools would hamper its effectiveness. By using the PEST and SWOT feasibility chart, we can reveal a dominant recommendation: Reshaping “Kemahiran Hidup” Subject for the Effective and Ethical use of Artificial Intelligence in the Classroom.

### Implementations or next steps

A roadmap of how a school can reinvent the “Kemahiran Hidup” course for Form 1 - Form 3 students will be released, showing the phases and milestones needed to be achieved in realizing the goal. A centralized AI policy with a decentralized mode of implementation can be introduced. In the first phase (3 months), technical specialists from industry players and teaching specialists overseas who have experience using AI in education. An AI model would be finetuned based on the existing one and would be much safer for students to interact with. A portal would be developed that would check the authenticity of the output from the AI model. In the second phase (3 months), during which the specialists will train teachers on 2 aspects of AI: theory and application, they will be trained according to the course structure. The training will also focus on how the teacher can make the best use of AI as a tool to enhance the ethical and efficient use of AI in the classroom, treating AI like a personal assistant. The third Phase (6 months), a pilot project of 18 schools in six selected states, would be carried out. A computer laboratory would be built to ensure 24-hour digital connectivity and relevant AI software. During this phase, trained teachers can try out and incorporate what they have been learning into their teaching to find out improvements. Continuous training sessions are spread out throughout the months for the teacher to give feedback and continue the improvement of the programme. The fourth Phase, if deemed successful, would be expanded to other schools.

### Course structure

No.	Chapter (*How is the class carried out)	Content
1.	Introduction to Impact of Generative AI (Lectures with examples + question), Form 1	<ul style="list-style-type: none"><li>- Introducing the consequences of unwise AI usage</li><li>- Introducing basic types of AI models</li></ul>
2.	What is Ethical use of Generative AI (Scenario + presentation), Form 1	<ul style="list-style-type: none"><li>- Overview of the potential of AI</li><li>- Reasons to have policy, rules and regulations set on it</li></ul>
3.	How to use Generative AI (hands-on), Form 2	<ul style="list-style-type: none"><li>- Teaching the basics of prompt engineering</li></ul>
4.	Counterpart of AI hallucination (hands-on), Form 2	<ul style="list-style-type: none"><li>- Educating the errors and flaws of generative AI and learning to fact-check information from it</li><li>- How to verify the information from AI</li></ul>
5.	What is AI actually (Lectures with examples), Form 3	<ul style="list-style-type: none"><li>- Study the AI more in depth (What is CNN, RNN, etc)</li></ul>
6.	Build your own AI model (Optional), Form 3	<ul style="list-style-type: none"><li>- A basic AI with template for class usage</li></ul>

### Conclusion

The policy was drafted and planned to prevent a future of society filled with people that relies too much on AI for decision making. A future where an engineer is asking what product should be a model for society should be avoided, that's why the policy AI Brilliance Blueprint was proposed to introduce the ethical and effective use of AI early on in the young generations education system. Allowing them to have competitive advantage and independent thinking utilizing the AI tools wisely.