

Applying Drucker's Philosophy to Education in the AI Era: *The Effective A-CIRCLE Approach*

“Efficiency is doing things right; Effectiveness is doing the right thing.”

-Peter Drucker-

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Being in my first year of the teaching profession, and proudly entitled a teacher by my dear students propels me to write this essay and speak up about my humble experience, perspective, and assumptions thereby envisioning a better future of education in the AI era. To crystalize my stand, I am not against AI development, or AI integration in education. Rather, I am only worried about the future generation of teacher leaders. Challengingly, we are not ready or prepared enough to handle the effect of AI on *the way we teach, what is relevant to AI-generation students, and how to raise their interest, thus, involving them*. This means that we are facing a challenge in terms of how to take advantage of AI as a handy tool, not as a controlling tool, where we can be the leaders, and not led by. This paper will follow an explanatory line of reasoning and will stress the attitudinal mission awaiting us as future educators, building on the Druckerian philosophy of effectiveness and efficiency in management. Deep down, contemporary education and today's teaching process require rethinking a new logic as significant as new attitudes and, therefore, leading effectively before AI takes the lead.

Whether we accept it or not, every dimension of today's generation's life is linked to technology. The emergence of online learning platforms, and content-generated chat boxes, by all means, have transformed the way today's students perceive learning or knowledge. Students are no longer interested in what information the teacher provides them with since information become ubiquitous, but in fact, they are more interested in how the teacher inspires them to discover their potential and, thus, interested in *attitude*. With this in mind, while AI can enhance learning experiences and support students, there is still a recognition of the unique role that human teachers play in education (Pratama et al., 2023).

I have been privileged to experience both the fact of being a student in the AI era and a current teacher at the cutting edge of AI evolvement. Based on my elapsed experience as a student and my current one as a teacher, I would like to argue that an effective attitude can

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prevail over any AI's influence. As I was into self-education, I always looked for the information my way without any reliance on the teacher to provide me with it. What deeply interested me most and still captivates me until the moment is to what extent the teacher pushes me to find myself, that is, my potential. I agree that teachers enlighten us with their background knowledge and experience. However, I argue that what they learned should be attitudinally transmitted to students, and never preachingly. Thereupon, transformational attitudes become a sine qua non for influential teaching processes in the AI era.

My experience as a student

Speaking about my experience as a student first, it has been an amazing one with its ups and downs. During my Bachelor's and Master's journey at the university, many teachers taught me many subjects. However, what is still inculcated in my profound is not teachers' information or knowledge, but it is only *attitude*. Many teachers have left a mark on my mind in terms of the way they inspire me to develop a sense of adaptability, empathy, and collaboration. Others, have influenced me through the way they create or innovate new ways of teaching in the light of AI assistance. Still, some professors have shown an eagerness to learn while teaching us, that is, they consider the process of teaching as a path to continue learning. There is nothing relevant to knowledge-imparting about the above-mentioned values. It is all about *attitude*. What I Learned from my experience as a student was a *set of adoptable attitudes* which I later adopted when becoming a teacher.

My experience as a teacher

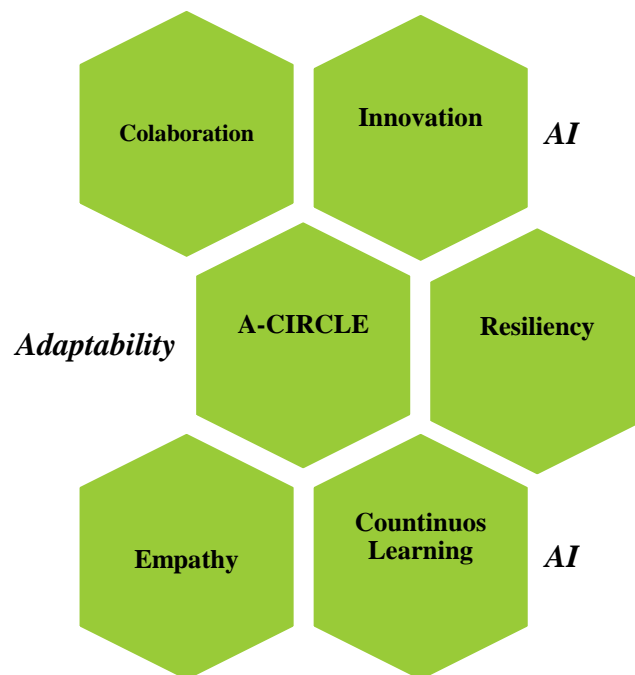
To be a teacher is such a pride. However, to be a teacher in the AI era is both a pride plus a challenge. Adopting AI as a teacher involves knowing how to be an effective manager in a quickly changing environment where technological advances are changing how we educate and learn. What is more is that the process brings with it difficulties, such as making sure AI

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is applied responsibly and passionately so that enhancing education rather than usurping the role of instructors (Me as a teacher in this case).

Since I was inspired by *attitudes* in my journeys as a student, all my concerns as a teacher currently are how to instill such positive attitudes in my students. Therefore, what I have come up with is an effective approach called the A-CIRCLE. Given that I realized that my former teachers who managed to survive the AI influence are the ones who were Adaptable, Collaborative, Innovative, Empathetic, Resilient, and constantly learning, I have currently developed the A-CIRCLE approach. The connotative word ‘A-CIRCLE’ epitomizes and represents such high-quality *attitudes* that are necessarily demanded in the AI era of education. A- here stands for both Adaptability and AI, that is to say, the exigency to Adaptable *attitudes* in the AI era. CIRCLE on the other hand stands for Collaboration, Innovation, Resiliency, Continuous Learning, and Empathy.

A-CIRCLE Approach



This graph is originally designed by me. Date: 15/01/ 2024

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In my journey as a teacher in the AI era, I have realized that Collaboration is a key to effective teaching and learning. Working with AI systems allows me to create engaging and effective learning experiences for my students. I have also learned that Innovation is essential since I am always seeking to find creative ways to integrate AI into my teaching practices so as to enhance my students' learning. I can say that Collaboration and Innovation go hand in hand since the more I accentuate collaboration, the more likely innovation springs up.

Resilience is crucial as well. Navigating the complexities of AI integration and its impact on education can be challenging, but remaining resilient helps me adapt and thrive in this changing landscape. The fact that my students feel how resilient I am is what matters to me since I aim to show them that they can manage to fix things with the help of AI by remaining resilient in case some difficulties pop up. While remaining resilient, I show also students that I am continuously learning with them. That is, I am adapting and adopting strategies to teach them thereby learning through the process of teaching. This is what I call Continuous Learning. Continuous learning is at the core of my practice. Staying updated with the latest AI advancements and educational trends ensures that I am effectively leveraging technology to enhance my teaching style.

It goes without saying that Empathy eases life, be it academic, professional, or personal. Given I believe that Empathy in teaching is the secret key to building up the safest environment for students to unleash their potential, hence, this crucial *attitude* remains paramount in my approach. I try to Connect with my students on a personal level to understand their individual needs. This empathetic *attitude* allows me to know them more and, thus, to adjust my teaching tips to meet their expectations. For instance, some of my students like to learn through gaming while others learn in other ways. With this in mind, I try always to seek the help of AI technologies as to bring to light innovative ways that suit my students' preferences. Being

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empathetic allows me to befriend my students and hence to gain that permission to provide pieces of advice, support, and guidance they need to succeed in the AI era.

Applying Drucker's Philosophy to Education in the AI Era

As a Teacher, I believe that I embody executive qualities since I think, I plan, I manage my classroom and then I take action. From a Druckerian perspective, executives carry out tasks; they are doers and, hence, cannot use knowledge unless it is applied to actions (Drucker, 2018). Thereupon, given that I do carry the mission of execution within my classroom, I can say that teachers are executives. In the AI era and as a teacher executive, my primary goal or mission is to execute and employ AI tools in my classroom both efficiently and effectively.

Among the prospects of Artificial Intelligence (AI) concerning education, particularly teaching, the Personalized Learning system is the most prominent. Personalized Learning experiences that are integrated into instructions I believe are both efficient and effective. Better learning results can result from allowing students to study at their speed and in the methods that work best for them. This is possible with a personalized approach to learning which I utilize in my classrooms while teaching the English Language. For the English high school classrooms, most of the time I make use of personalized learning platforms driven by artificial intelligence. The platforms I use gather information about my students' performance, including speaking ability, reading comprehension, grammatical competency, and vocabulary knowledge.

The effectiveness and efficiency of Personalized Learning platforms in English language classrooms are contingent upon their execution and utilization. There are several ways in which personalized learning platforms might be *efficient*. On one hand, I believe that they automate time-consuming teaching tasks like lesson preparation and grading, freeing me up to concentrate more on the unique requirements of each student. Furthermore, these

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platforms give my students immediate feedback, which cuts down on the amount of time it takes for them to get direction on their development. On the other hand, Personalized learning systems have the potential to improve students' learning outcomes by customizing classes to suit their unique learning styles, speed, and areas of need. With this in mind, they are *effective* in the sense that integrating these platforms to monitor students' progress enables me as a teacher to step in and help those who struggle with learning certain language aspects, thus, improving the learning results.

A-CIRCLE Approach Relevance to the Execution of AI in Education

I believe that the A-CIRCLE approach I am adopting is both efficient and effective. Personalized Learning platforms allow for Adaptability by tailoring learning experiences to each student's needs, preferences, and pace. In this case, I always adapt my teaching strategies based on the data and insights provided by these platforms, Edmodo as a case, as to ensure that my instructions are personalized and effective for each student. While Personalized Learning often focuses on individualized instruction, it can also promote Collaboration. Platforms I use such as Canvas and Padlet where my students collaborate by posting notes, images, and videos by all means reinforce language learning aspects. With this in mind, these platforms build up a safe environment for expression as well as facilitate collaboration among my students through features such as group projects, peer feedback, and online discussions.

It goes without saying that the Personalized Learning platforms mentioned so far sustain me to build resilience by providing students with immediate feedback and opportunities for self-assessment and reflection. I feel proud when I observe my students learn from their mistakes, adjust their learning strategies, and persist in the face of challenges. It is also worth noting that personalized learning platforms support my students and me with access to a wide range of resources and materials. Hence, my students and I both are in the process of

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Continuous learning. I also like it when observing my students engage in self-directed learning and explore topics that interest them, fostering a lifelong passion for learning. Here comes the role of Empathy as a fundamental attitude in the AI era of Education. Personalized learning platforms help me develop empathy by providing insights into each student's learning journey. Since I gain a better understanding of my students' strengths, challenges, and preferences, this allows me to tailor my approach and provide them with more personalized support.

All I can say is that AI is here to stay, and will continue to evolve more and more. Hence, we as future teachers should be well-prepared and equipped with both creatively feasible and attitudinal approaches that ease the process of teaching and learning. What I observed as a student and as a teacher has constituted the motivating force behind me applying such an attitudinal approach. In the face of AI dominance, the A-CIRCLE attitudinal approach accentuates and reinforces human values such as adaptability, collaboration, resilience, continuous learning, and empathy. These values are significant for the sustainability of human potential to lead in the AI era. It is to note that once human potential is absent, AI will take the lead. Thus, WE as FUTURE TEACHERS AND ACADEMICIANS must take action and adopt such human attitudes that will bring about fruitful outcomes. As a bottom line, I believe that teaching is a noble profession, and through human efforts and attitudinal approaches such as A-CIRCLE, teachers will manage to lead both efficiently and effectively while not being led by AI. Henceforth, I can conclude that to buttress and sustain Education in the AI era, Attitudinal Approaches are sine qua non.

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