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Foundation Character Participant Educating in the Era of Disruption Intelligence Artificial

Alex[1], Habibah Pidi Rohmatu[2], Susanto[3]

[1,2] Universitas Lambung Mangkurat , Kalimantan Selatan Indonesia , [3] Universitas Negeri Gorontalo, Indonesia

Email: alexfkip@ulm.ac.id [1] , habibahpidi@ulm.ac.id [2] , susantorauf_14@ung.ac.id [3]

Abstract *: This study aims to conceptually examine the urgency of strengthening the foundations of student character in the era of artificial intelligence disruption. This study uses a qualitative approach with library research methods through critical analysis of scientific literature, educational policies, and technology ethics studies. The results show that student character formation in the AI era must be based on fundamental values such as moral responsibility, integrity, critical digital literacy, empathy, and ethical awareness in the use of technology. Character education cannot be positioned as a complementary element, but rather as a primary foundation that must be integrated into the curriculum, school culture, and technology-based learning practices.*

Abstract *: Penelitian ini Ini untuk mengkaji secara konseptual urgensi pemaksaan Ini karakter peserta didik di era disrupsi Ini buatan . Penelitian ini menggunakan perusahaan Kualitatif dengan metode studi pustaka (penelitian perpustakaan) melalui analisis kritis terhadap sastra ilmiah , kebijakan pendidikan dan kajian etika teknologi . Hasil kajian menunjukkan bahwa pembentukan karakter peserta didik di era AI perlu bertumpu pada nilai-nilai fundamental seperti tanggung jawab moral, integritas , literasi digital kritis , empati , dan kesadaran etis dalam Penggunaan teknologi . Pendidikan karakter Tidak dapat diposisikan sebagai elemen pelengkap , melainkan sebagai Ini utama yang harus [Teks tidak jelas] dalam kurikulum , budaya sekolah dan praktik pembelajaran berbasis teknologi*

INTRODUCTION

Development This artificial (Artificial Intelligence/AI) which is so ... has bring change fundamental in various aspect Life humans , including in field education . The presence of AI in learning present transformation in the way learning , teaching , and managing education through system adaptive , , and data- based analysis algorithm (Luckin et al., 2016; Holmes et al., 2019). However , changes That No only nature technical , but also touch dimensions ethics and morals of participants educate .

Disruption This artificial in education No can understand solely as difficulty technology , but also as peng values and culture learning . Increasing dependence high on the system algorithm Possible For

method participant educate think , take decisions , and building thinking morals (Selwyn, 2019). Conditions This cause Possible will Mengannya moral autonomy and power critical participant educate in oppose Digital reality (Coeckelbergh , 2020). In perspective education , formation character is fundamental goals that are not can ... from the development process competence academic . Character education This form individuals who do not only Intelligence in a way cognitive , but also mature morally and socially through internalization values like integrity , responsibility responsibility , empathy , and honesty (Lickona , 1991; Nucci et al., 2014). These values That become the more relevant in the middle Rebellion technology Intelligence in Life participant educate .

AI integration in learning present paradox education . In one side , AI is capable increase effectiveness and personalization learning , but on the other hand has the potential reduce interaction humanity and moral reflection if No [Text unclear] Dam strong ethical standards (Williamson & Eynon , 2020). Practice learning based algorithm can pushed participant educate become users passive technology , not reflective and responsible moral subjects answer (Bayne, 2015). Besides that , the use of AI in education appear various challenge ethical , such as data privacy , digital surveillance , algorithmic bias , and integrity academic . Participants educate the more often face to face with a system that collects and analyzes personal data without understanding adequate critical thinking (O'Neil, 2016; Zuboff , 2019) . Without This strong character , participants educate Keep going take action permission to practice problematic technology in a way ethical.

From the corner staring pedagogical , education in the era of AI disruption demands peng [Everything] from   A Skills technical going to coercion values and character . Various Володительно — that future education must balance literacy technology with moral and civic values in order to become a participant educate capable using AI in a responsible answer (OECD, 2019; UNESCO, 2021). Therefore that , education character need positioned as This main , not   Complementary curriculum . AI disruption also impacts the formation of identity and relationships social participant educate . Dependence advantages in technology Intelligence Possible develop empathy , skills social , and every to fellow , which is not sure important in character individual (Turkey, 2017). In context this school own role strategy For grow pressure ethics and reflection critical participant educate to Use technology (Biesta , 2015).

In many system Education , including in developing countries , often does not adopt AI accompanied with — ethics and education capable character . Inequality between Innovation technology and closure mark Keep going give birth to superior generation in a way technical However weak morally (Selwyn et al., 2020). The situation This — urgency coercion character as responsibility strategy to disturbance This artificial . formation character participant education in the AI era is necessary pressure role they as capable moral subjects think critical , reflective , and responsible answer in Utilise

technology . Competence like critical digital literacy , moral reasoning , and awareness ethical become Company it is important that AI remains side with values humanity (Ribble , 2011; Floridi , 2019). With Thus , the character become fortress main in oppose Impact negative disturbance technology .

Article This based on the view that succeed integrate This artificial in education No solely determined by sophistication technology , but rather by power character participant educate as moral agent . Without This solid character , AI has potential 4 challenge ethical in education , not become humanizing solutions (Bostrom & Yudkowsky , 2014). Based on description said , research This This For study in a way conceptual Importance coercion This character participant education in the era of disruption This artificial . Through analysis critical to literature about AI, education , and ethics , articles This expected can give contribution Theory for development adaptive , ethical , and character - oriented education man in its entirety (Holmes et al., 2022; UNESCO, 2021).

In prayer decade lastly , landscape Life man changed - with development technology that occurs No only in the sector industry and economy , but also penetrates to the world of education , social , ways think , and even For identity something nation . • change This is internet explosion and intelligence artificial intelligence (AI) that brings benefit very big at a time That most concerns . With technology , anyone can access knowledge and information that is not limited , people can Study What just find the newest ideas and make work in a way fast.

The digital world or in a way Specifically called as This Artificial Intelligence (*Artificial Intelligence*) is basically made as business For extend *logic* human , the same like Revolution industry that For extend power limited human beings , and also revolution communication that provides extension how to make humans Can for in a way fast without   distance . If *Artificial Intelligence* (AI) can extend *logic* human , then he can too extend Ability brain man . When AI is used in a way right , human will more smart , and AI will become *second brain* or brain second humans . However , if AI is used in a way No wise , then what happens is This man will overtaken with the increasing development of AI day the more Pean.

Education has role important in provide generation gold 2045 facing AI development so as not to enter in vortex disturbance . Challenge the world's largest education is formation character strong citizenship order use technology No disrupt method think and hate in demand According to existing values . Goals main education character is Build a strong nation . According to the Ministry of National Education (2011), education character This For Develop character citizens based on Pancasila. As view open life , Pancasila should be very adaptive in form character citizenship in the middle development massive technology .

With has development technology , Pancasila and Citizenship Education (PPKn) has a great opportunity big For lead than must trapped in space current below . Character Adaptive Pancasila

Citizenship to development , can Utilise This artificial For I values with interesting way . Can imagine in learning PPKn , students [Text unclear] chairs and tables Study For get ready standing in the present , line time residents in the middle floor , ready For ... to The year 1825 became soldier War Diponegoro , voice resistance buzzing above head , and see with eye head alone – how Lord Diponegoro lead tactics war . Learning meaningful interactive Often .

Research Long about This artificial in education generally Focus on aspects technical and pedagogical , for example He use of AI in increase results learning , personalization learning , as well as efficiency management education . The study by Luckin et al. (2016) and Holmes et al. (2019), for example , pressure potential of AI in support the learning process adaptive and retrieval decision data - based . Meanwhile that , other research is more That issue AI ethics from perspective macro , such as governance technology , algorithmic bias , and data protection (Floridi et al., 2018; O'Neil, 2016).

Different with research said , the article This No focus attention attention to aspects AI technology and policy ethics technology in a way General research This in a way specific put participant educate as moral subjects and make character as focus main in respond disturbance This artificial . With Thus , the approach used   from technology-centric towards human- centric , namely AI as challenge normative for formation character participant educate , not   tool learning .

Besides that , study education characters that have been There is generally Still discuss values character in context education Conventional or digital education in general , without in a way explicit fold it with disturbance This artificial . Research Lickona (1991) and Nucci et al. (2014), for example , provide Dam Theory strong about education character , but Not yet consider dynamics algorithmic , automatic , and intelligent artificial as context new formation character participant educate .

Based on review to existing literature , there is a number of represent supported research Importance studies this . First , there is represent conceptual between Володительно This artificial in education and studies education character . Second field This often   in a way separate , so that Not yet Lots integrated research AI interference with issue formation character participant educate in a way comprehensive . Second , there is represent perspective , where some big AI research in education Still Focus on efficiency , innovation and achievement academic , while moral and ethical dimensions participant educate tend marginalized . As a result , pushing AI towards values , attitudes , and moral identity of participants educate Not yet requested Adequate attention in discourse academic . Third , there is represent normative , namely lack of studies that position character participant educate as This main in utilization of AI in schools . Many studies discuss the need AI ethics , but more direction to developers technology or institutions , not formations pressure ethical participant educate as users and subjects education .

Main novelty (newness) study This lies in the reconceptualization education character in context disturbance This artificial . Article This offer perspective that character participant educate No objective education estimation long , but rather Company strategy for ethical and meaningful implementation of AI in schools . In addition, that , research This present human - centered ethical approach educational AI studies with — role participant educate as active , reflective , and responsible moral agents answer . Approach This (The text is unclear and irrelevant to the context of the text... discourse AI ethics that has been This more Lots focus on systems , algorithms , and policies , towards dimensions formation human . Novelty other is confirmation on the peny character as — analysis normative , which connects critical digital literacy , moral reasoning , and responsibility answer ethical in One construction conceptual . With Thus , the article This No only [Text unclear] station ; in AI studies and education , but also provide base conceptual for development policies and practices value - oriented education in the era of disruption This artificial .

METHOD

Study This use company Qualitative with type study exploratory For • values digital ethics based wisdom local as This development This ethical manufacturing in schools (Creswell , 2014). Subject study involving teachers and participants educated at school selected middle in a way aim based on involvement they in utilization digital technology in the learning process (Miles et al., 2014). Data collection was carried out through interview in-depth , observation activity learning based technology , as well as analysis document policies and practices relevant schools with digital ethics (Sugiyono , 2019). Data is explained use analysis thematic through the coding process , grouping themes , and withdrawals meaning For · pattern mark contextual digital ethics and eradicated on wisdom local (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

Study results literature show that disturbance This artificial in education No only Impact on aspects technical learning , but also in Important For dimensions affective and moral participants educate . Various studies — that use of AI in education bring valid direct to method participant educate Build values , attitudes , and patterns Retrieval decisions (Holmes et al., 2019; Selwyn, 2019). Findings This — that AI is not learning aids , but rather Strength social who participate form character . AI presents Environment learning more and more automated and based algorithm , where participants educate frequently interact with non- human systems . Conditions This Possible shift role moral reflection and relationships social that during This become an important medium formation character (Bayne, 2015).

Literature show that without Mentoring value , technology Intelligence can lower sensitivity ethical participant educate to cost his actions.

The results of the study also show that participant education in the AI era tends to experience improvement Dependence on technology in finish task Academic phenomenon This impact on its alignment not quite enough personal responsibility and refusal academic , especially in context the use of generative AI (O'Neil, 2016). This [Personal] urgency education character as This main in oppose 3 learning AI- based . From the side ethics education , AI challenge new related autonomy participant education system recommendations , assessments automatic , and learning adaptive Possible reduce room for participant educate For take decision in a way independent (Coeckelbergh , 2020). Findings This show that character like , responsibility responsibility , and moral reasoning must be strengthened so that participants educate No fully subject to logic algorithm .

literature review is also revealing that education characters in the AI era are not can Again understand in a way conventional values character classic like honesty , discipline and responsibility answer need recontextualized in digital practices and usage technology intelligent (Ribble , 2011). With Thus , education character must transform become education digital character oriented ethics . Study results show that critical digital literacy is element key in This character participant educate . Digital literacy is not only [Text unclear] Ability technical , but also awareness ethical , ability evaluative , and moral reflection on digital content and systems (UNESCO, 2021). Participants students who have critical digital literacy tend more responsible answer in using AI. In addition digital literacy , empathy and caring social appear as mark characters that … in Environment learning AI - based . Increasing interaction mediated technology Possible reduce quality relation between humans (Turkey, 2017). Therefore that , reinforced character empathy become need urge that technology No erode mark humanity in education .

Findings important other is that AI can reinforce bias and injustice If participant educate No equipped pressure ethical . AI algorithms often produce embedded social biases in the data (Floridi et al., 2018). Character education play a role important in form price participant educate to justice , inclusivity , and responsibility answer social in Use technology . The results of the study also show that the role of permanent teachers center in formation characters in the AI era. Although AI can replace a number of function instructional , the role of the teacher as moral portrayal and facilitator mark No can replaced by technology (Biesta , 2015). Teachers function as director ethical in Utilization of AI in space class . In context curriculum , literature show that education character Not yet fully [Text unclear] with policy AI implementation in schools . Curriculum tend pressure aspect digital competence without balanced dimensions ethics and character (OECD, 2019). This show has inequality between Innovation technology and coaching mark .

Discussion more carry on show that This character participant educate must positioned as Company responsible use of AI answer . Without strong character , AI has potential abused and enlarged practices No ethical in education (Bostrom & Yudkowsky , 2014). With Thus , the character No consequences , but rather This beginning Use of AI. Value of responsibility moral responsibility to be aspect the main thing that must be | in education characters in the AI era. Participants educate need understand that Use technology always bring cost ethical , good for self Alone and other people (Floridi , 2019). Awareness This become Dam for responsible digital behavior answer . The results of the study also confirm this Importance integrity academic in context Use of AI. Generative AI can make things easier plagiarism and restrictions academic If No [Text unclear] coercion mark honesty (Zuboff , 2019). Character education functioning as fortress normative in Guard integrity participant educate .

In perspective citizenship , education characters in the AI era contribute to the formation ethical and participatory digital citizens . Participants educate No only prepared as users technology , but as responsible citizens answer in room digital public (Ribble , 2011). This relevant with objective education That contemporary . Discussion show that AI should positioned as means For [Personal] value , not replace it . AI- oriented integration character allows technology functioning as tool reflection and moral strengthening (Williamson & Eynon , 2020). Approach This put man as center education . The results of the study also indicate the need company collaborative between school , family and community in coercion character in the AI era. Formation character No can charged completely in school , considering influence technology   room class (Selwyn et al., 2020). Synergy inter-actor education become key Success .

In — policies , findings This show that AI regulation in education must [Text unclear] [Everything] values and ethics . Policies that only focused on innovation technology Keep going ignore aspect humanity education (UNESCO, 2021). Therefore that , education character need become an integral part of AI education policy . Discussion this also strengthens view that character participant educate determine direction utilization of AI, not on the contrary . AI used by individuals characterful weak Possible cause Impact more negative big (O'Neil, 2016). On the other hand , a strong character enable AI to be used in a way constructive . With Thus , the results Володительно This — that This character is element strategy in oppose disturbance This artificial . Neglectful education dimensions character Keep going give birth to superior generation in a way technical This fragile morally (Lickona , 1991). This become warning important for the world of education . In general overall , results and discussion study This show that coercion This character participant educate No   responsibility normative , except need strategy in the era of AI disruption . Integration moral values , critical digital literacy , and awareness ethical become key in Build sustainable and oriented education humanity (Holmes et al., 2022; UNESCO, 2021).

With has development technology , Pancasila and Citizenship Education (PPKn) has a great opportunity big For lead than must trapped in space current below . Character Adaptive Pancasila Citizenship to development , can Utilise This artificial For I values with interesting way . Can imagine in learning PPKn , students [Text unclear] chairs and tables Study For get ready standing in the present , line time residents in the middle floor , ready For ... to The year 1825 became soldier War Diponegoro , voice resistance buzzing above head , and see with eye head alone – how Lord Diponegoro lead tactics war . Learning meaningful interactive —

Character Generation Gold and Applicability Intelligence Artificial (*Artificial Intelligence*)

Indonesia at the moment This currently viewed by two current big one named **demographic bonus** and presence *Artificial Intelligence* **(AI)** that can become Opportunity at a time challenge in One time . Based on data from the Central Statistics Agency (2023), Indonesia's demographic peak bonus is estimated to Happen between 2020 to 2035 , with around 70% of the population consists of from Group age productive . Therefore that , appears term generation the much-anticipated 2045 gold will lead this country   congestion such as China, Japan , and Taiwan. On the other hand other than that , Indonesia is also provide self from presence This artificial intelligence (AI) in various field life . In the world of education in essence , teachers and students moment This Kian Integrating AI in Government daily life . Conditions threshold technology This need Ability navigate landscape This complex artificial intelligence (AI) , resulting in a demographic bonus No become Failure demographics and AI are not disrupt mark character nation.

Demographic Bonus and Preparedness This this artificial (AI) No as well as Instantly must charged to generation young Because they also need a clear compass so as not to Lost in the future . Based on Index Readiness Intelligence Artificial The Government (*Government AI Readiness Index*) released by Oxford Insights (2022) AI readiness in Indonesia is classified as Low index This evaluate Refreshment of the country based on three pillar main that is government , sector technology , as well as data and infrastructure . Each pillar consists of from a number of dimensions that include policy , digital capacity , innovation , and data quality . In pillar government , Indonesia gets a score of 76 out of 100, placing Indonesia at 25th place globally. However, based on data, Indonesia has clear policies and vision related to AI, but its implementation very weak . In the sector technology , Indonesia gets a score of 43 out of 100, placing Indonesia at 41st place globally. This show has challenge in matter innovation , capacity source day human resources , and investment in the sector technology . Meanwhile, in the data and infrastructure pillar , Indonesia's score was 63 out of 100, ranking Indonesia 64th globally. show Still there is represent in quality and accessibility of the required data For Developing AI.

Quality education technology and STEM (Science , Technology , Engineering, and Mathematics) are also still need improved , good from side infrastructure and teacher quality . According to supervise Program for International Student Assessment (PISA) 2018, Ability mathematics Indonesian students are ranked 75th out of 81 countries, with 71% of students No reach minimum competency . to mathematics often caused by a lack of understanding base since early and minimal method fun and effective learning , both at school or at home . Besides that , inequality access to education quality in the area urban be one of factor low a STEM for generation young . Data from the Central Statistics Agency (BPS) in 2024 showed that only 30% of schools in the area rural areas that have facility laboratory capable science , compared with 70% in the area urban areas . This is They Ability students in the area rural For learn and master STEM skills in effective .

AI preparedness in Indonesia is the most important can [Year] from digital literacy of society . However, internet penetration in Indonesia has reaching 79.5% in 2024 , the challenge big in basic digital literacy Still need Cannot be monitored . Association Organizer Indonesian Internet Services (APJII) shows that even though 93.3% of internet users access it more from one hour per day , still there is represent Important in matter digital skills , understanding digital ethics , and awareness will Security cyber . In aspect digital skills , although part big respondents own Skills base in use digital devices , capabilities For disseminate and verify information in a way critical Still low . In terms of digital security , as many as 34.47% of users No know method Guard personal data security they , who improve he to threat cyber . While in the aspect of understanding digital ethics There are still many less users understand Importance ethics in use technology . According to Floridi (2019) AI must developed No only For efficiency , but also for justice , accountability , and inclusivity . Therefore that , prepared against AI no only question Skills technical , but also awareness ethics and maturity character .

Character Citizenship As a Pillar of Resilience Nation

character building That hold solid control For form character generation young in support resilience national . Resilience national No just readiness physique a country faces threat from outside , but also involves toughness method think and save based on community morals (Jalil, 2016). In matter this generation young need strong guide but also adaptive For oppose various disruption in this digital era . If Formerly The Indonesian nation is promised by threats military , consequences development technology , Indonesia is faced with disruption hegemony culture , consumerism , hedonism , disaster ecology and conflict continuing asymmetry popping up grind mark characters that have been right since a long time ago.

As one of the pillar Guard character and identity self nation , character Citizenship play a role guide generation young become good citizens and smart citizens to oppose development technology (

Husniah , 2019). Character education in Indonesia basically refers to Pancasila and Citizenship Education must diin in every institution education , but more Specifically For Build character generation young , Pancasila and Citizenship Education become pioneer . The character that embodies Pancasila as the basis of the Republic of Indonesia which consists of of the five principles that patch up national moral values so that capable form good citizen (*good citizen*) .

Character That in company education as pillar resilience nation , can internalized to in a number of aspect among others:

Morals and Ethics (How to Behave)

Pancasila is Dam philosophical The Indonesian nation which also became moral foundation and system ethics in accordance with mark life and living nation . The idea of Pancasila as system ethics is Володительно Pancasila philosophy which discusses about how and why man follow certain moral teachings , or How man must take responsible attitude answer face to face with various moral teachings (Suseno , 1987). Pancasila as system ethics driving five values important among others: 1) ethics divinity ; 2) ethics humanity ; 3) ethics unity ; 4) ethics democracy ; and 5) ethics justice .

Please Almighty God One as system ethics guide citizens to own attitude full religiosity . In Pancasila philosophy , essence please Deity is " God " as *primary cause* or because First man That there is (Kaelan, 2013). The existence of all something in the world is not is at Because himself alone , but rather Because something called an 'idea'. This idea be outside all something including natural the universe , and in fact the actual reality are those ideas . The study based on origin start material (causa) materialist) Pancasila, namely Indonesian people, so that all Володительно knowledge about Pancasila connected to there . Please First This soulful other precepts below , so in Soekarno's blessing is called as " Cultural Divinity . " Therefore that , in implementation , religiosity No may Falling from mark humanity , unity , democracy and justice .

Please Just and civilized humanity in essence is " Indonesian people " as cause materialist or base of origin origin materials and supports the essence of the state. Indonesian people consist of from a number of monodualists that form monoplural . According to Kaelan (2013) the composition nature man [Text unclear] from monodualist of body and soul . The essence the physical element is as Creature natural (*naturwissen*) which is part from nature and therefore That own characteristic submit to natural law . So that Life natural No can ... in social its culture . Such as philosophy Javanese " *Memayu" Hayunan Bawana* " as draft harmonization Humans and nature . The essence not sure soul is elements that are abstract that is reason , feeling and will which are realized in behavior in demand human nature nature man [Text unclear] from monodualist Creature individuals and creatures social . Essence Creature individual different with philosophy existence , even though recognized as Creature individuals who

have nature and effort For realize self through desire free , but also as the creature in charge answer in the middle society . The essence Creature Social different with socialist , although own not quite enough responsibility and needs interact in the middle society , not means remove right individual . As well as position nature man [Text unclear] from monodualist humans and creatures God . Elements That is both of them are complete and equal For reach fair and civilized .

Please The unity of Indonesia in essence is One contained in elements that are along with time Matter something to be ' there ' or Furthermore become a country. How to interpret diversity The Indonesian nation in integral unity . Remain … difference However No sell hostile For elevate One group just . Please Democracy Led by Wisdom Wisdom in Deliberation Representative in essence is people as totality united individuals together with rights and obligations social , so that Matter system political in implementation statehood . Sila Justice Social for all of it the Indonesian people in essence is objective from please First until with please Fifth . Please fifth is A special features and privileges in its formulation Because precede with the words "... for Matter something justice social for all of it Indonesian people " which means as state goals .

Putting morals and ethics first in accordance with Pancasila values are not only beneficial for Life individuals , but also have significant implications in context resilience national (Althafullayya , 2024). The generation that has a strong and clear moral and ethical compass No will Confused in oppose massive global change anything . Pancasila as ideology open , as Володительно knowledge , and always adaptive to the times are changing very much allows For made into as instruction in oppose moral challenges and crises in scale big , good That in context economic , political , social , and Security national .

Development Self

Character citizenship pressure cooperation and harmonization hold role important in form generation capable young people contribute to the desire unity and stability national . Two aspect That No only Build Environment peaceful social , but also supportive disappearance an inclusive and just society (Wijaya, 2020). With cooperation and harmony , individuals more Easy For Develop himself than Work hard individually . Formation character generation young through Skills collaborate and communicate This For Build individuals who can Work The same in a way effective in various context . Skills This [Text unclear] Ability listening , expressing ideas with clear , and contribute in group . With Thus , the generation young will can Work together For reach objective together , good in context education , work , and Life daily .

Ability collaborate and communicate also create supportive environment growth individual . In the process education , generation young will Study For value difference opinion , respect corner look

at others, and search solution in a way together . This is No only enrich experience education they but also helps form attitude open towards new ideas and differences (Setiabudi , 2021).

Tolerance

centralization tolerance and appreciation to diversity Public This For [Personal] unity and stability national . In context this generation young teach For respected and accepted diversity as grace something nation (Althafullayya , 2024). Tolerance Build environment where everyone individual feel recognized and appreciated , so pushed disappearance an inclusive society . Through character citizenship pressure values cooperation and tolerance , generation young will bring the spirit of selling support and exchange award in Life daily They . They will That For Work The same cross group and подавать open to differences , which ultimately will Build Strong Danger for unity and stability national . In context resilience national , generation young people who have Skills , communicate with good , and own attitude tolerance , will become Strength positive . They capable bridge differences , Indonesian conflict in a way constructive , and participatory in Development a just and inclusive society . Therefore that , education characters that values cooperation and tolerance is step strategy For form generation young people who have Impact positive on savings unity and stability national . Character That very play a role in [Personal] resilience national from all aspect like aspect geographic , demographic , sources Power Nature (natural resources), ideology , politics , economy , social , culture , and security . Aspects that are influenced by development technology That need strengthened with Spirit Pancasila values .

Strategy Strengthening Character Citizenship Amidst AI Disruption

Technology Keep going developing , happening in almost all countries in the world. Massive development That make the world a place stand on the more not limited (*without limits*) and as if national borders are increasingly blurred (Murdiono , 2019). As a country that cares for nationalism in the midst internationalism , technology must [Text unclear] as tool For help human , not master . However , seeing How Use technology that is not in accordance with function , even to the point of cheating academic , then nation This need strategy For strengthen character citizenship so as not to enter to in vortex disturbance . In context Intelligence Artificial (AI), character required citizenship [Text unclear]

Digital Ethics and Social Responsibility

Digital Ethics Refers to the moral principles and values that govern behavior individual in digital space . This [Text unclear] method somebody interact boldly , using information , as well as award the

rights and privacy of others. Digital Ethics according to Charles Ess (2009) is *"The study of how individuals and communities manage moral and ethical issues arising from the use of digital technologies* . " Digital ethics is not only about regulations , but also how individual That in a way responsible answer in a continuously evolving digital environment changed . In matter In this way , the values of Pancasila can internalized as Guidelines digital ethics in Use technology like AI.

Aspects digital ethics includes privacy , justice Information , Rights Riches Intellectual Property (IPR), online behavior (*netiquette*), and digital security . In Use This artificial intelligence (AI), often Happen violations digital ethics such as fraud academic , plagiarism or IPR , violates privacy , and many more frauds others . Because of this that , it is needed not quite enough answer social in the digital world. Responsible answer protected digital media pressure that our digital actions own Impact social . Individuals and organizations own role For Build a healthy and productive digital space . According to Howard Rheingold (2012), *"Digital citizenship is not just a set of skills, but a form of social engagement* . " This show that become good digital citizens [Text unclear] action active in Guard ethical and inclusive digital environment .

Importance education digital ethics is very Emphasize in context digital literacy . UNESCO stated that digital literacy must [Text unclear] Ability critical For evaluate information as well as pressure ethics in Use technology (UNESCO, 2017). For apply digital ethics according to with character Pancasila citizenship , can done a number of method such as : 1) doing verification information previously share , 2) use polite and non-threatening words discriminatory , 3) giving credit to source information , 4) no do plagiarism , 5) protect personal data and not misuse it . Digital ethics and responsibility answer appropriate social with Pancasila values are Dam important in form a healthy and sustainable digital ecosystem . In the midst of difficulty fast technology , capabilities For take action ethical and responsible answer become competence main for 21st century digital citizens .

Thinking Critical

Thinking critical is Ability For analyze , rotate , and synthesize information in a way rational and objective . In disruptive AI context , capabilities This very important For oppose challenge like misinformation , η algorithms and automation social . According to Paul and Elder (2014) thinking critical No only required For Retrieval decisions , but also for form moral and social awareness in digital society . AI has change method Public interact , work , and earn information . Therefore that , citizens must equipped with Ability think critical For fighting algorithmic bias , disinformation , and other digital crimes .

Character That [Text unclear] values like not quite enough responsibility , integrity , caring social , and commitment to justice . Values This must customized in complex digital space . According to

Hoskins and Crick (2010), citizenship active need involvement critical citizens in Life social and political . Therefore that , citizens in the digital era do not Enough only awake technology , but must capable think critical to issues social issues that arise from use of AI, such as privacy , fairness , and ethics .

Strategy coercion character based thinking critical can done with method • ethics and technology in curriculum education , strengthening digital literacy , simulation and discussion issue citizenship , as well as collaboration between institution like schools , government , industry technology and society civil For Build ecosystem supportive education Development character and motivation ethical . Thinking critical is tool main in form character adaptive citizenship to Disruptive AI . Through integrated strategy , citizens can formed For No only become users passive technology , but actor ethical , conscious social rights and responsibilities answer , and Ready oppose global challenges .

Leadership and Empathy

Yuval Noah Harari (2016) in book entitled Homo Deus states " *Intelligence is not consciousness* " which means that machine Can intelligent (*intelligence)* , but No conscious (*conscious*). AI can process data and recognize pattern with very efficiency , but No — emotions , suffering , or empathy as human . Harari is comfortable that AI can used For automate decisions that require empathy like in field law , health , and education , which if No Be careful Can cause and violations values Humanity . In context coercion character citizenship in the middle AI disruption , Harari's statement becomes very important . Writing That — that character humans , especially empathy and moral awareness , no Can replicated by machines , and because That must can and fort in system education .

Empathy is Ability understand and feel other people's conditions in general emotional and intellectual . In the digital era which tends to anonymous and polarized , empathy become balance important For Guard cohesion social . According to Goleman (2006) Empathy is competence base for all competence important social for Leadership .. With empathy , citizens will more wise in use technology , respect differences , and not Easy provoked by information manipulative splash through AI and social media algorithms . Digital empathy is also becoming important when We speak question ethics use of AI, such as in system recruitment , supervision , or prediction social . Without empathy , the use of AI can nature exploitative or bias towards Group certain .

Digital Nationalism

Digital nationalism is \ Spirit a nationality that is fond of in digital space . This [Text unclear] pressure Cabbage For Guard honor information , love product local , educational the values of Pancasila boldly , as well as participate active in Build image positive nation in cyberspace . According to Hidayat

(2020), digital nationalism is form participation active citizens in Guard identity and integrity nation through Use technology information in a way wise and responsible answer .

AI speeds up distribution information , mention services , and even formation opinion public through algorithm . However , without the nationality and value filters character , AI can cause disinformation and propaganda, data exploitation , digital consumerism which includes industry local , as well as dependence technology that makes lazy people think critical . Therefore that , digital nationalism must become part from system immunity Culture national to in induction conflicting values with teak self nation .

Strategy coercion character That through digital nationalism can done with a number of methods , including : 1) digital literacy based on Pancasila values , 2) campaign Love product local on social media , 3) development application Press nationality AI- based , 4) empowering nationalist digital community , 5) education That inclusive and participatory . Digital nationalism is not form [Text unclear] from the global world, but rather method intelligent and adaptive For tokan Love homeland in the technological era . With making AI and the digital space a tools , not threat , character Indonesian citizenship can   in a way sustainable and relevant with the times. Education, regulation , and involvement Public civil become key succeed strategy This .

Global Citizenship

Global citizenship refers to identity and responsibility answer individual as part from global community , which is aware to issues across countries such as change climate , digital inequality , rights basic humanity and justice social . According to UNESCO (2015) global citizenship refers to a sense of belonging to more community breadth and humanity together , which emphasizes sell dependency and connectedness political , economic , social and environmental between local , national , and global. While that , in Indonesia, the concept This - with the spirit of " Pancasila Students ", which is one of its dimensions is " Globally Diverse ", which means value difference , open to diverse and active a company globally with still uphold tall identity national (Ministry of Education, Culture , Research and Technology , 2021).

" Learning with the World" program from Ministry of Education, Culture , Research and Technology , and " School " project The " driver " that integrates global and local dimensions in learning , becoming step concrete Build global citizenship based on Indonesian values . According to Suyanto (2018) Character education No Enough only focused on nationalism , but also must form ethical , tolerant and responsible world citizens answer in a way social . Global citizenship in context of Citizenship Education nature transformative . This means give opportunities and competencies generation young For actualize rights and obligations in promote a more future world Good .

According to Sarabhai (2013) global citizenship in context Civics become driver main change going to sustainability environment , life sustainable , gender equality , opportunities economy , health , and building a sense of belonging good and bad global citizens . In global citizenship , individuals No too That oneself in a certain area or zone , but opposite (The text is unclear and irrelevant to the context of the text... External linkages from national territorial boundaries For think in a way critical and ethical , as well as capable put self in context local , national , and global (Mansouri, Johns, and Marotta, 2017). This Because in global needs recognition and equality , specifically to Group prone to as effort grow concepts and practices capable global citizenship overcome injustice social .

CONCLUSION

The disruption of artificial intelligence in education has brought fundamental changes that impact not only the technical and pedagogical aspects of learning, but also the character formation of students. Research results show that the use of artificial intelligence without a strong foundation of values has the potential to affect students' moral autonomy, academic integrity, empathy, and responsibility as educational subjects. Therefore, education in the era of AI disruption cannot be solely oriented towards efficiency and technological innovation, but must place character formation as the main foundation. This research confirms that the foundation of character, including moral responsibility, integrity, critical digital literacy, empathy, and ethical awareness, is a strategy for creating meaningful and ethical use of artificial intelligence in schools. Student character plays a role in determining the direction and impact of AI use, so technology should be positioned as a means of supporting the formation of civilized human beings, not as a substitute for the role and welfare of education.

With Thus , integrated This artificial in education need accompanied with coercion education structured , contextual , and integrated characters in curriculum , culture school , and policy education . Without This solid , disturbing character This artificial Keep going give birth to superior generation in a way technology However fragile morally . On the other hand , education that places character as This will capable prepare participant adaptive , ethical and responsible education answer in oppose challenges of the era artificial .

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