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5th ICSSE

**ICSSE
2025**

The 5th International Conference on Social Sciences and Education

THEME

**AI for Global Citizenship Education:
Bridging Equity, Ethics, and Engagement in the Digital Age**

Conference Book

September 18, 2025



Program Book

ICSSE 2025

5th The Internasional Conference of Social Science
and Education

“AI for Global Citizenship Education: Bridging Equity, Ethics, and
Engagement in the Digital Age”

September 18th, 2025

Universitas Sebelas Maret (UNS)

Surakarta, Central Jawa, Indonesia

<https://icsse.fkip.uns.ac.id>

Welcome Speech by Dean Faculty of Teacher Training and Education, Universitas Sebelas Maret

Assalamu'alaikum Warohmatullahi Wabarokatuh.

Best wishes to all of us.

Thank God, Alhamdulillah, and let us always pray to the presence of Almighty God for the abundance of His grace and guidance. We can all gather for the 5th International Conference on Social Sciences and Education (ICSSE) in 2025, with the theme "AI for Global Citizenship Education: Bridging Equality, Ethics and Engagement in the Digital Era". This conference brings together diverse experts worldwide to explore how artificial intelligence can be ethically and equitably integrated into citizenship education to cultivate responsible global citizens.

ICSSE has consistently been a leading international academic event organised by the Master of Pancasila and Citizenship Education Program (S2 PPKn), Faculty of Teacher Training and Education, UniverSebelas Maret, Surakarta, Indonesia. On this occasion, I as the Dean of the Faculty of Teacher Training and Education, Sebelas Maret University, would like to express my highest appreciation to the Committee and Study Program for holding this activity for the fifth time, to advance scientific discourse and strengthen global collaboration in the fields of social sciences and education, as well as playing an essential role in increasing international visibility and reputation, aligning the mission with the United Nations Sustainable Development Goals and the vision of a Golden Indonesia 2045.

I also want to express my thanks and highest appreciation to the speakers : Dr. Ibnu Sitompul, (Australia); Asse Prof. Dr. Siti Hafsa Binti Zulkarnain (Malaysia), and Dr. Dewi Gunawati (Indonesia) who were willing to take time out of their busy schedule to fulfill the committee's invitation to share knowledge, share expertise and insights regarding critical issues such as misinformation, cultural values and ethics of AI in education. I also express my thanks and highest appreciation for the presence and contribution of ideas from all ICSSE participants. I hope that ICSSE this time will be a place for friendship, exchange of scientific information, and as a means of networking between researchers and experts in social sciences and education. Finally, I say "enjoy the day conferences", and hope this activity will bring blessings to all of us.

Surakarta, September 18th, 2025

Dean

Dr. Imam Sujadi, M Si.

Welcome Address by Head of Civic Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret

On behalf of the Master's Program in Pancasila and Civic Education (S2 PPKn), Faculty of Teacher Training and Education, Universitas Sebelas Maret, it is my great honor to warmly welcome all participants, esteemed speakers, researchers, educators, and guests to the 5th International Conference on Social Sciences and Education (ICSSE) 2025. Held under the theme "AI for Global Citizenship Education: Bridging Equity, Ethics, and Engagement in the Digital Age", this conference brings together diverse voices from across the globe to explore how artificial intelligence can be ethically and equitably integrated into civic education to foster responsible global citizens.

Since its inception in 2021, ICSSE has consistently served as a flagship international academic event organized by our postgraduate program. As we celebrate this fifth consecutive year, we reaffirm our commitment to advancing scholarly discourse and strengthening global collaboration in the field of social sciences and education. This annual conference not only reflects our academic dedication but also plays a vital role in enhancing the international visibility and reputation of our program, aligning our mission with both the United Nations' Sustainable Development Goals and Indonesia's visionary Indonesia Emas 2045.

I would like to extend our deepest gratitude to our distinguished keynote speakers Ibnu Sitompul, Ph.D. (Australia); Asst. Prof. Dr. Siti Hafsa Binti Zulkarnain (Malaysia), and Dr. Dewi Gunawati (Indonesia) for generously sharing their expertise and insights on critical issues such as misinformation, cultural values, and the ethics of AI in education. Thank you as well to the Dean of the Faculty of Teacher Training and Education, Dr. Imam Sujadi, M. Si., for kindly gracing this event with his opening remarks. We also sincerely appreciate all participants, presenters, and attendees both domestic and international for your valuable contributions to the success of this conference. The selected papers will be published in an international standard ICSSE proceeding, further amplifying the impact of your scholarly work. Special thanks are also due to the dedicated organizing committee, led by Mr. R. Bariq Maulana, M. Pd. for their tireless efforts in preparing and executing this event.

As we embark on this day of intellectual exchange and collaborative learning, I hope this conference will inspire innovative ideas, foster meaningful networks, and contribute to the development of ethical, inclusive, and future ready civic education. To all participants, I wish you a productive and enriching experience. Please accept my sincere apologies for any shortcomings during the event. Thank you, and enjoy the 5th ICSSE 2025.

Surakarta, September 18th, 2025

Head of Study Program

Prof. Dr. Winarno, S.Pd., M.Si.

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INVITED SPEAKER 1

Bridging the Digital Gap: The Role of Law and Education through AI

Ibnu Sitompul, Ph.D

Abstract

The digital gap continues to widen inequalities in access to reliable information, leaving communities more vulnerable to misinformation and polarization. Addressing this challenge requires examining how artificial intelligence (AI), when aligned with law and education, can help close the gap while advancing Global Citizenship Education (GCE). AI-powered media literacy programs enhance critical thinking by adapting to diverse learners, fostering responsible engagement with digital content. Coupled with GCE, these programs encourage ethical awareness, empathy, and informed global citizenship. At the same time, AI tools that detect fake news and hate speech provide scalable solutions for multilingual and multicultural societies, where misinformation can spread rapidly. Legal frameworks, covering online content regulation, privacy, and anti-discrimination, are essential to ensuring that these interventions remain equitable and accountable. Bridging the digital gap requires an integrated approach that combines AI innovation, robust law, and education to create more informed, inclusive, and resilient digital societies.

Keywords: Digital Gap; Artificial Intelligence; Global Citizenship Education; Misinformation and Polarization; Law and Education Integration

INVITED SPEAKER 2

Global vs. Local in Education: Balancing Universal Values and Cultural Contexts in the Age of AI

Assoc. Prof. Dr. Siti Hafsa Binti BT Zulkarnain

Abstract

New intersections of local and global social values within education contexts pose dilemma of cultural identity, relevance and inclusiveness. The differences of philosophies of education such as Western liberal education, Islamic education, African indigenous education, and Indonesia's Pancasila education articulate knowledge, ethics and community provides a case study of different worldviews. These scenarios constitute a spectrum from Western individualism and critical inquiry to the moral-spiritual emphasis of Islamic education, the African spectrum emphasis on community, and the Pancasila's integrative vision. The swift global uptake of artificial intelligence (AI) in education also requires deliberate response. Most AI tools are designed within Western frameworks, which may not align with the values and needs of other educational contexts. This article deals with the culturally pertinent issue of AI where technology is designed to support local teaching and learning philosophies rather than replace them. The issue of universal values and cultural contextualisation is not a case of trade-off, but of creating a balance where discussion and tolerance can thrive. By engaging with both global tools and local traditions, education can serve as a bridge preserving identity while embracing innovation.

Keywords: Artificial Intelligence (AI); Cultural; Educational Philosophies; Local Traditions; Universal values.

INVITED SPEAKER 3

AI Ethics in Ecological Citizenship: Mitigating Bias and Data Protection for EnvironmentBased Learning

Dr. Dewi Gunawati, S.H., M.Hum.

Abstract

The integration of artificial intelligence (AI) in civic education offers the potential to enhance ecological literacy and student participation in sustainability issues, such as climate change, natural resource management, pollution, and biodiversity conservation. However, AI also presents significant challenges, including algorithmic bias that may widen disparities in access to environmental information, as well as ethical risks related to the use and storage of students' personal data, which can hinder public participation. This study employs a literature review and conceptual analysis to examine the application of AI ethics principles within the context of ecological citizenship. Findings indicate that strategies for mitigating bias and ensuring robust data protection can make AI a learning tool that is not only effective but also fair, inclusive, and supportive of students' awareness of ecological responsibility. Recommendations include integrating democratic and environmental sustainability values into AI-based curriculum design and implementing ethical mechanisms to ensure students' participation in decision-making related to ecological issues.

Keywords: Artificial Intelligence (AI); Ecological Citizenship; Environmental Literacy; Algorithmic Bias; Sustainability Education

CONFERENCE SCHEDULE

Indonesia West Time (GMT +7)	Program	PIC
07.30-08.00	Briefing	R. Bariq Maulana, M.Pd.
08.00-09.00	Registration	Destiny & Suryaningsih
09.00-09.30	1. Opening Ceremony 2. National Anthem 3. Welcome Address by Head of Study Program (Prof. Dr. Winarno, S.Pd., M.Si.) 4. Opening Remarks by Dean of Faculty of Teacher Training and Education (Dr. Imam Sujadi, M.Si.)	MC Destiny
09.30-10.15	Ibnu Sitompul, Ph.D. (University of Canterbury, New Zealand) 03.30 PM New Zealand Daylight Saving Time (NZDT)	Moderator Prof. Dr. Triyanto, S.H, M.Hum.
10.15-11.00	Assoc. Prof. Dr. Siti Hafsa Binti BT Zulkarnain (Universiti Teknologi MARA, Malaysia) 11.15 AM Malaysia Time	Moderator Maram Taher, B.Ed., M.Pd.
11.00-11.45	Dr. Dewi Gunawati, S.H., M.Hum (Department of Pancasila and Education Universitas Sebelas Maret Surakarta, Indonesia)	Moderator Maram Taher, B.Ed., M.Pd.
11.45-12.30	Discussion	Moderator Maram Taher, B.Ed., M.Pd.
12.30-13.30	Break	
13.30-15.40	Paralell Session	Chair Person
15.40-15.50	Closing Ceremony (in Paralell Session)	Chair Person

PARALLEL SESSION

Chair Session: Dr. Iqbal Arpanudin, M.Pd. (Universitas Negeri Yogyakarta)

Time	Presenter	Title of Article
13.30 – 13.40	Briefing from Chair Session	
13.40 – 13.55	I Gusti Ngurah Santika	Empowering Global Citizens in the Digital Age: The Role of AI in Advancing Equity and Ethics in Education
13.55 – 14.10	Adrianus Ahas	Reimagining Global Citizenship Education with AI: Promoting Justice, Inclusion, and Digital Participation
14.10 – 14.25	Yogandaru Rizqi Utama	Improving Critical Thinking Skills Through the CORE Learning Model with Bingo and Kahoot! Media in Pancasila Education Learning
14.25 – 14.40	April Lina Sri Windayani	Honesty Values in Pancasila Education: Challenges and Potential of Video Media in Elementary Schools
14.40 – 14.55	Dania Dyah Fitrawan	Strengthening Students' Participatory Skills in Pancasila Education in the Digital Era (Case Study at SMP Negeri 12 Surabaya)
14.55 – 15.10	Deni Zein Tarsidi	Integrating University Values for Global Citizenship: An Analysis of the Meaning of the Seven Character-Based Graduate Attributes at Universitas Sebelas Maret
15.10 – 15.25	Sandi Erik Panjaitan	Building Digital Ethics Awareness Among Students: A Case Study on the Implementation of AI Ethics in Civic Education at SMA Kristen PENABUR Jakarta
15.25 – 15.40	Gayan Inangi Meisella	Balancing Local Cultural Values and Global Character Education: A Systematic Review of Social Emotinal Learning (SEL) in Primary Schools

PARALLEL SESSION

Chair Session: R. Bariq Maulana, M.Pd. (Ministry of Religious Affairs)

Time	Presenter	Title of Article
13.30 – 13.40	Briefing from Chair Session	
13.40 – 13.55	Ni Putu Ika Putri Sujianti	Bridging Global Educational Gaps with AI: Ethical Dimensions and Digital Participation
13.55 – 14.10	I Gede Sujana	Artificial Intelligence and the Future of Democratic Participation : Opportunities and Challenges
14.10 – 14.25	Yeni Susanti	AI for Global Citizenship Education: Bridging Justice, Ethics, and Engagement in the Digital Age
14.25 – 14.40	Imam Nashokha	Empowering Civic Responsibility through AI-Based Educational Technologies: A Case Study on the Use of the SI PONSEL Application to Promote Democratic Values in Schools
14.40 – 14.55	Afifatun Nisa Firda Wike Cahayani	Enhancing Civic Skills through Global Citizenship Education: A Balance between Global Competence and Local Identity
14.55 – 15.10	Tharuna Qalis Mula	Combating Misinformation and Polarization Through Civic Education at School in the Digital Era (Case Study in SMP Negeri 11 Samarinda)
15.10 – 15.25	Kisti Handayani	Developing Collaboration Through Civic Social Awareness in Lower Elementary Students
15.25 – 15.40	Ikha Sudarwati	Optimizing the Development of Responsibility Character Through Field Work Practices (PKL): Collaborative Strategies Between Schools and Industry Supervisors

PARALLEL SESSION

Chair Session: Siska Fitri Anggraheni, M.Pd. (Universitas Sebelas Maret)

Time	Presenter	Title of Article
13.30 – 13.40	Briefing from Chair Session	
13.40 – 13.55	Ica Klara Monica	Strengthening Inclusive Citizenship through the Internalization of Hasthalaku as Javanese Cultural Values in Adipangastuti Schools
13.55 – 14.10	Nurma Susanti	Teacher Strategies in Fostering Literacy and Honesty in Merdeka Curriculum Implementation
14.10 – 14.25	Rani Ika Ramayanti	Integration of Ai in The Development of Educational Game-Based Learning Media to Improve Critical Thinking Skills in Citizenship Education
14.25 – 14.40	Abdul Rozak	The Role of AI in Digital Citizenship Education: A Solution to Primordialism in Multicultural Societies to Strengthen Civic Engagement
14.40 – 14.55	Peni Kunthi Hermawati	AI and Ethics in Civic Education: A Literature Review on Building Digital Citizens
14.55 – 15.10	Reksi	Collective Memory and Local Civic Identity: Reinterpreting the Rengasdengklok Event for Strengthening Historical Consciousness in Karawang
15.10 – 15.25	Arif Subowo	Strengthening Students' Academic Responsibility in the Artificial Intelligence Era

PARALLEL SESSION

Chair Session: Faula Yuniarta Seli, M.Pd., Gr. (Politeknik Negeri Ujung Pandang Makassar)

Time	Presenter	Title of Article
13.30 – 13.40	Briefing from Chair Session	
13.40 – 13.55	Axel Geofani Sasela	Utilizing AI-Based Learning Media via the Muzzy Lane Platform to Improve Students' Civic Participation
13.55 – 14.10	Widya Handayani	Implementation of Responsibility Values through Artificial Intelligence (AI) Ethics in Providing Protection to Customers as Fulfillment of Citizens' Rights: Case Study at Bank Tabungan Negara (BTN) Samarinda Branch
14.10 – 14.25	Salma Miftakhul Jannah	Pancasila Education Teachers' Perspectives on Utilization of AI in Build Resilience Information in the Post-Truth Era
14.25 – 14.40	Salsabila Wahyu Mauludina	Innovation in Multimedia Learning Media Based on the PandaiQu Application in Pancasila Education to Improve Student's Critical Thinking Skills: Toward 21st Century Learning Transformation
14.40 – 14.55	Heru Sujaryanto	Empowering Citizens through AI: A Literature Review on Democratic Engagement in the Digital Age
14.55 – 15.10	Nur Ilham Asnawi	Transformation of Humanistic Education in Learners through the Implementation of Artificial Intelligence
15.10 – 15.25	Muhammad Rijal	Fake News Detection in Indonesian Language Using a Deep Learning Approach with Indo-BERT

RULES OF PARALLEL SESSION

- Please join Zoom 15 minutes before the event starts.
- Each presenter must be in the virtual room throughout the session.
- One presentation is allocated 15 minutes, with 10 minutes for the presentation and 5 minutes for the Question & Answer session.
- Presenters have to close the presentation strictly within 7 minutes.
- Session chairs need to strictly control the start and closing times of each session.
- During your presentation, the session chair will give you notification via zoomchat two times (indicating that your time allocation is coming to an end) :
 1. First notification:
TWO minutes presentation time remaining
 2. Second notification: time is over; finish your sentence and STOP your presentation
- The Question & Answer session: Participants give questions through chat that will be read by chair or directly unmute your microphone. But please ask permission the Chair first.
- If there is some trouble with the connection or the technical from the presenters, it will be skipped and will be continued by the next presenter. The skipped presenter can present the manuscript at the end of each session in each room.
- There in an appreciation fo the best presenter.

Paper ID : 2025-01
Title : Artificial Intelligence and the Future of Democratic Participation: Opportunities and Challenges
Author : I Gede Sujana^{1*}, Limas Dwi Lestari², Yustina Podu Bara³, Yohanes Nagel⁴
Affiliation : Universitas Dwijendra, Indonesia
Corresponding Author : dalungsujana@gmail.com

Abstract

This paper explores the growing intersection between artificial intelligence (AI) and democratic participation, analyzing both the transformative potential and the risks associated with the use of AI in political processes. Drawing from interdisciplinary literature across political science, computer science, and ethics, the study adopts a qualitative approach to examine how AI technologies are reshaping citizen engagement, information access, and policy-making mechanisms. The findings reveal that AI can enhance democratic participation through tools that personalize political information, support inclusive civic engagement, and enable data-driven governance. However, the study also highlights significant concerns, including algorithmic bias, the opacity of automated decision-making, surveillance, and the manipulation of public opinion through AI-driven disinformation campaigns. These dual dynamics underscore the need for ethical frameworks, regulatory oversight, and increased digital literacy to ensure that AI serves democratic values rather than undermines them. The paper concludes by emphasizing the importance of balancing innovation with accountability to safeguard the integrity and inclusiveness of democratic systems in the AI era.

Keywords: artificial intelligence; democratic participation; opportunities and challenges

Paper ID : 2025-02
Title : Empowering Global Citizens in the Digital Age: The Role of AI in Advancing Equity and Ethics in Education
Author : I Gusti Ngurah Santika^{1*}, I Wayan Kandia², I Made Sila³, Yosua Wanda⁴, Yuliani Darnis⁵
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²IKIP Saraswati, Indonesia
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Abstract

The digital transformation of education presents both opportunities and challenges in fostering global citizenship among learners. This article explores the role of Artificial Intelligence (AI) in strengthening Global Citizenship Education (GCE), with a focus on three core dimensions: equity, ethics, and learner engagement. Employing a qualitative descriptive approach and a systematic literature review, the study examines how AI can be leveraged to support inclusive, ethical, and globally relevant learning experiences. The analysis reveals that AI has the potential to broaden educational access for marginalized communities, facilitate intercultural understanding, and enhance contextualized learning through adaptive and interactive technologies. However, the study also highlights critical concerns, including algorithmic bias, data privacy violations, and digital divides that may exacerbate existing educational inequalities. To address these challenges, the paper calls for the development of ethical governance frameworks, inclusive education policies, and cross-sector collaboration to ensure that AI serves as a transformative tool in shaping critical, empathetic, and responsible global citizens. Ultimately, the article advocates for an AI integration model that is not only technologically effective but also rooted in the humanistic values central to global citizenship education.

Keywords: global citizens; digital age; education.

Paper ID : 2025-03
Title : Reimagining Global Citizenship Education with AI: Promoting Justice, Inclusion, and Digital Participation
Author : Adrianus Ahas^{1*}, I Putu Windu Mertha Sujana², Gralda Nofriti Lepa³, Adelia Rambu Kahi Leba⁴, Patrio Surianto Mali⁵
Affiliation : ^{1,3,4,5}Universitas Dwijendra, Indonesia
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Abstract

The rapid integration of Artificial Intelligence (AI) in education is reshaping pedagogical approaches and redefining how learners engage with global issues, particularly within the context of Global Citizenship Education (GCE). This study explores the multifaceted role of AI in GCE by examining its potential to support inclusive learning, foster civic engagement, and raise critical ethical questions. Drawing on qualitative data from three distinct educational settings a secondary school, a non-formal youth program, and a university-based teacher training initiative. This research identifies five core themes: personalized inclusion, participatory citizenship, algorithmic ethics, the mediating role of educators, and long-term educational transformation. Findings reveal that AI can serve as a powerful enabler of personalized and inclusive learning experiences, particularly for students from linguistically and socioeconomically diverse backgrounds. AI-driven simulations and interactive platforms were found to enhance students' empathy and understanding of complex global challenges. However, significant concerns emerged around access disparities, algorithmic bias, and the cultural limitations of AI curated content. Furthermore, the study highlights the central role of educators as ethical guides and cultural interpreters, whose critical engagement with AI significantly influences educational outcomes. This research underscores that AI in GCE must be implemented with intentionality, equity, and ethical awareness. Effective integration requires collaborative efforts among educators, technologists, policymakers, and learners to ensure that AI does not reinforce existing inequalities but rather supports the development of critically aware, ethically grounded global citizens. As AI continues to shape the educational landscape, its role in fostering reflective, inclusive, and socially just learning environments becomes ever more vital.

Keywords: artificial intelligence, global citizenship education, educational equity

Paper ID : 2025-04
Title : Bridging Global Educational Gaps with AI: Ethical Dimensions and Digital Participation
Author : Ni Putu Ika Putri Sujianti^{1*}, I Wayan Eka Santika², Febriyanti Bulu³, Yosua Wanda⁴, Irmanto Ana Rato⁵
Affiliation : ^{1,3,4,5}Universitas Dwijendra, Indonesia
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Abstract

The integration of artificial intelligence (AI) into education has been widely recognized as a promising solution to address persistent global disparities in access, quality, and inclusion. This study explores the potential of AI to bridge educational gaps while critically examining the ethical dimensions and challenges of digital participation. Using a qualitative, multi-method approach including literature analysis, expert interviews, and case studies the research investigates how AI is being implemented across diverse educational contexts, particularly in under-resourced and marginalized communities. Findings reveal that while AI can enhance personalized learning, reduce teacher workload, and expand access to educational content, its effectiveness is often undermined by digital infrastructure gaps, algorithmic bias, lack of transparency, and minimal local involvement in system design. Many AI-based solutions are developed without adequate cultural adaptation or input from educators and learners, leading to misalignment with local needs. Additionally, the absence of clear regulatory frameworks raises concerns about data privacy and accountability. The study emphasizes that equitable integration of AI in education requires more than technological innovation it demands ethical governance, participatory design, and capacity-building at all levels. Digital participation must go beyond access to ensure agency and inclusion. Ultimately, AI can support educational justice only if deployed within a framework that prioritizes fairness, cultural sensitivity, and the empowerment of learners. This research contributes to the growing discourse on responsible AI in education and offers practical insights for policymakers, educators, and technology developers aiming to align innovation with equity.

Keywords: global educational; AI; ethical dimension, digital participation

Paper ID : 2025-05
Title : Improving Critical Thinking Skills Through the CORE Learning Model with Bingo and Kahoot! Media in Pancasila Education Learning
Author : Yogandaru Rizqi Utama¹, Rini Triastuti², Dewi Gunawati³
Affiliation : Universitas Sebelas Maret, Indonesia
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Abstract

The low critical thinking skills in Pancasila Education learning is the main problem faced at SMP Negeri 1 Lamongan. However, this process is a challenge for teachers to innovate using learning methods and teaching media that can stimulate students' critical thinking skills. This study (1) Analyzes the effect of implementing the CORE learning model with Bingo media on students' critical thinking skills in Pancasila Education learning for Class VII C. (2) Analyzes the effect of implementing the CORE learning model with Kahoot! media on students' critical thinking skills in Pancasila Education learning for Class VII D. (3) Analyzes the differences in the effect of implementing Bingo and Kahoot! media on students' critical thinking skills in Pancasila Education learning for Class VII at SMPN Negeri 1 Lamongan. This study aims to analyze the effect of implementing the CORE (Connecting, Organizing, Reflecting, Extending) learning model integrated with Bingo and Kahoot! media on students' critical thinking skills. The method used is a quasi-experimental with a pretest-posttest design, using descriptive analysis, Parried Sample T-test, Linear Regression Test and Independent Sample T-Test involving two classes as experimental groups. The results of the study showed a significant increase in critical thinking skills, with the average value of the experimental class I using Bingo media from the multiple-choice descriptive analysis test increasing from 53.78% to 76.73% and for the questionnaire increasing from 58.56% to 74.43% in the experimental class 1 CORE model with Bingo media contributed to an increase in critical thinking skills by 65.9% in the multiple-choice test and 58.5% in the questionnaire test, while the experimental class II using Kahoot! in the descriptive analysis test results increased from 56.62% to 82.51% for multiple choice and on the questionnaire which was originally 58.57% to 79.43% in the experimental class 2 CORE model with Kahoot! media. contributed to an increase in critical thinking skills by 71.4% for multiple-choice tests and 62.9% for questionnaire tests. Kahoot! Media showed higher effectiveness than Bingo, as shown by the independent sample t-test of the average Ngain of the Kahoot! group which was higher (0.5914) compared to the Bingo group (0.4811). Furthermore, the test results on the critical thinking skills questionnaire data also showed consistent results. The group using Kahoot! media again showed a higher average Ngain (0.4968) compared to the Bingo group (0.3724), which indicates that the use of interactive digital media such as Kahoot! is more capable of facilitating critical thinking skills, both cognitively and affectively. This learning method and learning media have a positive impact on the development of students' critical thinking skills and improving the quality of learning in the field of Pancasila Education, as well as providing recommendations for Pancasila Education teachers in facilitating interesting learning.

Keywords: CORE Learning Model, Bingo Media, Kahoot! Media, and Critical Thinking Skills

Paper ID : 2025-06
Title : Transformation of Humanistic Education in Learners through the Implementation of Artificial Intelligence
Author : Nur Ilham Asnawi¹, Faula Yuniarta Seli², Ahmad Maruf Firman³, Achmad Afandy⁴, Abdul Jalil⁵
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Abstract

This research aims to 1) To analyze the application of AI in Learning. 2) To analyze Social and Emotional Skills through AI. 3) To classify the Challenges in AI Integration on Humanistic Education. The data collection method used is the documentation method. The data analysis techniques used are data reduction, data presentation and conclusion drawing. Research results indicate 1) The application of artificial intelligence (AI) in learning personalization has a significant impact on increasing the relevance, effectiveness, and motivation of students to learn. 2) The application of AI in education contributes not only to cognitive aspects, but also significantly supports the development of learners' social and emotional skills. 3) This study found that the integration of AI in humanistic education faces four main challenges that need serious attention, namely: a) Reduction of the Humanistic Dimension and the Role of the Teacher: AI is able to automate the learning process but cannot replace the role of teachers in building empathy, shaping character, and establishing interpersonal interactions. b) Technology Access Gap: Differences in infrastructure, digital literacy, and device availability mean that AI implementation has the potential to widen the education gap between developed and underdeveloped regions. c) Ethics and Data Privacy: The use of AI that relies on the collection of students' personal data poses a risk of leakage, misuse, and privacy violations, especially in the midst of the lack of data protection regulations. d) Over-Dependence on AI: Overuse of AI can reduce learning independence, critical thinking, creativity, and social interaction, and even trigger anxiety and isolation.

Keywords: artificial Intelligence, humanistic education, educational technology

Paper ID : 2025-07
Title : Fake News Detection in Indonesian Language Using a Deep Learning Approach with Indo-BERT
Author : Muhammad Rijal^{1*}, Harun Musa², Faula Yuniarta Seli³, Nur Ilham Asnawi⁴, Ahmad Maruf Firman⁵
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Abstract

The development of digital technology and social media has increased people's exposure to information, but it also raises serious challenges in the form of the spread of fake news. This research aims to develop an Indonesian fake news detection system by utilizing the Indo-BERT model with a Deep Learning approach, a transformer model that has been trained using a large corpus of Indonesian language. The research dataset consists of thousands of articles from CNN Indonesia, Kompas, and Tempo as the original news, and TurnBackHoax as the source of fake news. After going through the text pre-processing stage, the Indo-BERT model was fine-tuned for binary classification. The test results showed excellent performance with an accuracy of 92%, F1-score of 0.92, and ROC value of 0.98, confirming the model's ability to consistently distinguish between real news and hoaxes. The trained model is then integrated into a Web-based application, so that it can be used directly by the public to verify news. In addition to making technical contributions in the Natural Language Processing (NLP) domain, this research also emphasizes social and educational dimensions, namely supporting digital literacy, increasing critical awareness, and strengthening technology-based learning strategies in dealing with misinformation.

Keywords: Fake News, Artificial Intelligence, Deep Learning, Indo-BERT

Paper ID : 2025-08
Title : Balancing Local Cultural Values and Global Character Education:
A Systematic Review of Social Emotional Learning (SEL) i Primary
Schools
Author : Gayan Inangi Meisella¹, Winarno², Fadhil Purnama Adi³
Affiliation : Universitas Sebelas Maret, Indonesia
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Abstract

Globalization in the 21st century has brought global character values such as collaboration, critical thinking, and international insight to become increasingly dominant in education. However, this dominance often shifts local character values such as responsibility, discipline, social awareness, and empathy that have been the foundation of basic education in Indonesia. The imbalance between the two poses a challenge in forming a generation that has strong local character while being ready to compete globally. This article aims to systematically examine the role of the Social Emotional Learning (SEL) approach in bridging local and global character values at the elementary school level. The method used is the Systematic Literature Review (SLR) of 18 scientific articles published between 2020 and 2025. The results of the study show that the implementation of SEL in the elementary school curriculum is able to develop global character values, such as cooperation, tolerance, and reflective thinking, without ignoring local cultural values such as mutual cooperation, responsibility, and respect for diversity. SEL that is community-based and integrated with local cultural values has proven effective in forming a balanced character of students. Thus, the implementation of SEL in elementary schools needs to be carried out contextually, respecting culture, and integrated into the learning process so that character education is comprehensive and relevant in facing global challenges.

Keywords: Social Emotional Learning, local character, global character, elementary school, character education, globalization.

Paper ID : 2025-09
Title : Pancasila Education Teachers' Perspectives on Utilization of AI in Build Resilience Information in the Post-Truth Era
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Abstract

Development rapid digital technology has revolutionize method public access, distribute, and interpret information. In the middle convenience current information, appears challenge Serious in the form of post-truth phenomenon, namely condition when emotions and beliefs personal more dominant form opinion public compared to fact objective. Phenomenon This participate make things worse distribution disinformation that can threaten quality democracy and resilience social. In facing situation in this regard, Pancasila Education plays a role important in form participant tough education in a way information through strengthening digital literacy and skills think critical. One of the innovation that offers potential significant in strengthening digital literacy of participants educate is utilization technology intelligence artificial intelligence (AI) in the learning process. However, it is still A little studies that are specific explore Pancasila Education Teachers' perceptions of AI integration in build resilience information in this digital era. Research This aim for dig in a way deep Pancasila Education Teacher's views regarding challenges of the post-truth era, assessing potential application of AI in education, as well as identify the strategies and barriers they face it in implementation. Research This use approach qualitative descriptive with Pancasila Education Teacher from various area as informant. Data collected through online interviews using Google Forms, then analyzed in a way systematic with method reduce, group, and present data for find relevant patterns, relationships, and meanings with focus research. Research results show that the teacher understands phenomenon post-truth as condition when participant educate more trust in social media information than source official. The majority of teachers see the potential of AI as instrument supporters learning, especially in compilation teaching materials, simulations, and verification information. The proposed AI utilization strategy including integration with discussion class, simulation verification news, learning based projects and collaborations cross eye lessons. Challenges faced covers limitations infrastructure, risk abuse, as well as Teacher skills in using AI. Implications study This show importance the role of teachers as facilitator critical, need will training AI literacy, as well as support policy digital education. With Thus, AI has the potential become means effective build resilience information, provided that used in a way wise and harmonious with Pancasila values.

Keywords: Pancasila Education Teacher, AI, Resilience Information, Post-Truth Era, Digital Literacy.

Paper ID : 2025-10
Title : Empowering Citizens through AI: A Literature Review on Democratic Engagement in the Digital Age
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Abstract

The In the digital age, artificial intelligence is a transformative force in shaping democratic participation. From algorithmic decision-making to the application of civil technology, AI opens up new opportunities to engage citizens, enhance public consideration, and promote inclusive political participation. However, in its implementation, it is often an ethical issue such as data privacy, algorithmic bias, and uneven access. This study aims to explore how AI can empower democratic engagement by reviewing the existing scientific literature in the fields of civic technology, political science, and digital education. Using a qualitative literature review method, this paper analyzes key themes, debates, and gaps in current research. These findings show that AI has the potential to improve voter education, increase transparency in governance, and support marginalized voices through inclusive platforms. However, the risks of surveillance, misinformation, and community disengagement remain significant. The study concludes that while AI holds promise in revitalizing democratic practices, its implementation must be guided by ethical principles and a commitment to digital equality. Further interdisciplinary research is needed to ensure AI technology serves the public good in a democratic context.

Keywords: Artificial Intelligence; Democratic Participation; Digital Citizenship; civic engagement; AI Ethics

Paper ID : 2025-011
Title : AI and Ethics in Civic Education: A Literature Review on Building Digital Citizens
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Abstract

In the increasingly advanced digital era, Artificial Intelligence (AI) has become an integral part of the educational landscape. This progress introduces new challenges, particularly regarding ethics and the formation of societal character. This study employs a descriptive qualitative method using a literature review of publications from the last five years, with data collected from various relevant journals indexed by Google Scholar. Through content analysis, this study identifies the relationship between AI, ethics, and civic education, as well as how to shape intelligent, responsible, and integrity-driven digital citizens through ethical approaches in AI utilization. The findings reveal that AI holds great potential to enhance civic education through broader access to information and more inclusive and adaptive learning. However, without a proper ethical framework, AI also presents risks such as plagiarism, information manipulation, and the erosion of social responsibility. Furthermore, the analysis finds that aligning AI with the values of Pancasila and principles of digital ethics is essential in forming digital citizens who are not only technologically literate but also responsible, ethical, and legally aware in digital spaces. Therefore, strong integration between technology, ethics, and civic education values is required to ensure that the use of AI contributes to the development of a civilized and just digital society.

Keywords: Artificial Intelligence, Digital Ethics, Civic Education, Pancasila Values, Digital Citizenship

Paper ID : 2025-12
Title : Developing Collaboration Through Civic Social Awareness in Lower Elementary Students
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Abstract

This study explores the influence of civic social awareness on collaboration among lower elementary school students. Civic social awareness (Y1), which consists of participation in the school environment, mutual cooperation (gotong royong), and empathy for others, is considered essential for shaping social behavior from an early age. Collaboration (Y2), including the ability to work together, share tasks, and respect differences, is a foundational 21st-century skill. A quantitative correlational design was employed, involving 180 students from Grades 1 to 3 in public elementary schools in Central Java, Indonesia. Data were collected using teacher-assisted observation checklists and simplified pictorial questionnaires adapted for young children. The results revealed a significant positive relationship between civic social awareness and collaboration ($r = .59, p < .01$). Mutual cooperation was found to be the strongest predictor of collaborative behavior. The study suggests that civic values and social-emotional learning should be embedded in early education to support effective group work and peer interaction.

Keywords: Civic social awareness, collaboration, elementary education, mutual cooperation, empathy, social-emotional learning

Paper ID : 2025-13
Title : Strengthening Students Participatory Skills in Pancasila Education in the Digital Era (Case Study at SMP Negeri 12 Surabaya)
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Abstract

This study aims to analyze the process of strengthening students participatory skills in Pancasila Education in the context of the digital era. Participatory skills refer to students ability to actively express opinions, engage in discussions, and participate in decision-making processes that reflect democratic citizenship characters. Amidst the challenges of digital transformation in education, Pancasila Education is expected to transmit values while fostering citizenship competencies that are relevant to the context of the 21st century. This study uses a qualitative approach with a case study method at SMP Negeri 12 Surabaya. Data collection techniques include classroom observation, in-depth interviews with teachers and students, and documentation of the learning process. The findings of the study revealed that participatory skills can be improved through discussion-based learning methods, problem-based and project-based learning models, and the use of the Lapor.go.id digital platform can encourage active student involvement. This study also highlights the important role of teacher support, a democratic classroom environment, and technology integration in creating participatory learning spaces. The conclusion is that Pancasila Education in the digital era requires a collaborative, reflective approach, and focuses on developing citizenship competencies.

Keywords: participatory skills, pancasila education, digital era

Paper ID : 2025-14
Title : Integrating University Values for Global Citizenship: An Analysis of the Meaning of the Seven Character Based Graduate Attributes at Universitas Sebelas Maret
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Abstract

This study aims to analyze the implementation, understanding, and assessment of character values embedded in the Graduate Learning Outcomes (CPL) of Universitas Sebelas Maret (UNS), which include resilience, collaboration, innovation, inclusivity, pluralism, healthy living, and environmental awareness. Utilizing a mixed-methods approach that combines a quantitative survey of 100 students and in-depth interviews with lecturers and representatives from the Institute for Educational Development and Quality Assurance (LPPMP), the research reveals a significant disparity between the values most understood and those genuinely implemented and assessed in teaching practices. “Resilience” emerged as the most recognized character trait among students, whereas values such as “pluralism” and “healthy living” were found to be epistemically marginalized within classroom settings. The analysis also indicates the absence of systematic character assessment tools at the program level and a lack of institutional academic frameworks to pedagogically integrate these values. This phenomenon reflects a value bias in higher education, where character traits aligned with academic capitalism tend to be more prominently promoted than affective and social values. The study highlights the urgency of aligning institutional value declarations, pedagogical strategies, and character assessments, so that character education evolves beyond symbolic slogans into a transformative learning process that shapes students into reflective and ethical global citizens. These findings offer a conceptual contribution to critiques of declarative character learning and call for renewed value-based pedagogical strategies in the context of higher education.

Keywords: University Values, Global Citizenship, Character, Pancasila.

Paper ID : 2025-15
Title : The Role of AI in Digital Citizenship Education: A Solution to Primordialism in Multicultural Societies to Strengthen Civic Engagement
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Abstract

This study examines the role of artificial intelligence (AI) in digital citizenship education as a solution to primordial attitudes in multicultural societies and to strengthen civic engagement. Through a qualitative approach based on literature and case studies, it was found that the current digital space is still filled with exclusive narratives based on religious, ethnic, and political identities. AI has the potential to reduce these sentiments through hate speech detection, the presentation of adaptive multicultural learning content, and the strengthening of civic values through safe and participatory digital media. This study concludes that AI can function as an ethical and inclusive pedagogical tool, but its success is largely determined by data curation, digital literacy, and policy support that supports digital social justice.

Keywords: Artificial Intelligence (AI), Digital Citizenship, Primordialism, Multiculturalism, Civic Engagement

Paper ID : 2025-17
Title : Innovation of Multimedia Learning Media Based on PandaiQu Application in Pancasila Education to Enhance Student's Critical Thinking Skills': Toward 21st Century Learning Transformation
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Abstract

This study explores multimedia leaning media based on the PandaiQu application as an educational innovation in the subject of Pancasila Education. The objectives reserch are: (1) To examine the characteristics and potential of the PandaiQu application as an innovative multimedia learning tools in Pancasila Education, and (2) To analyze the relevance of using the PandaiQu application in enhancing student's critical thinking skills within Pancasila Education. This research employs a descriptive qualitative method by collecting data through a literature review. The research findings reveal that: (1) The use of multimedia learning media based on the PandaiQu application demonstrates characteristics and potential that support its function as an interactive, accessible, and dynamic educational tool capable of presenting instructional content and stimulating active student engagement, and (2) The PandaiQu application is relevant in supporting the development of student's critical thinking skills in Pancasila Education. The study concludes that the PandaiQu based multimedia learning media represents an inteactive innovation in Pancasila Education that effectively promotes student's critical thinking and contributes to fostering 21st century learning competencies.

Keywords: Multimedia Learning Media, Pancasila Education, Critical Thinking Skills

Paper ID : 2025-18
Title : Empowering Civic Responsibility through AI-Based Educational Technologies: A Case Study on the Use of the SI PONSEL Application to Promote Democratic Values in Schools
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Abstract

This study investigates the role of artificial intelligence (AI)-powered educational technologies in cultivating civic responsibility among students, using the SI PONSEL application as a case study at SMPN 4 Tanjung, Indonesia. SI PONSEL, a mobile-based attendance and character monitoring system integrated with RFID technology, aims to enhance transparency, parental involvement, and student discipline. Through qualitative and quantitative analysis, this research explores how AI and real-time data systems reinforce ethical behaviors and democratic values in educational settings. Findings reveal that the application not only streamlines attendance tracking but also fosters civic dispositions such as responsibility, honesty, and accountability. Moreover, it bridges communication gaps between schools and parents, thus building a collaborative ecosystem for character education. The study supports the potential of AI technologies to strengthen democratic societies by embedding civic ethics into daily schooling processes.

Keywords: AI in education, civic responsibility, democratic values, digital learning, SI PONSEL, character education, educational technology.

Paper ID : 2025-019
Title : Utilizing AI-Based Learning Media via the Muzzy Lane Platform to Improve Students' Civic Participation"
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Abstract

Civic participation is a key indicator in civic education, reflecting students' awareness, critical thinking, and active engagement in community life. This study aims to (1) explore the potential of Artificial Intelligence (AI)-based learning media through the Muzzy Lane platform in supporting the teaching of Pancasila Education, and (2) analyze the contribution of this media in enhancing students' civic participation. The study employs a descriptive qualitative approach using a literature review as the method of data collection. The findings reveal that the Muzzy Lane platform holds strong potential as an AI based learning media by providing interactive content, realistic simulations, and role-based learning experiences. These features effectively support the learning objectives of Pancasila Education by offering relevant and engaging contexts for students. Furthermore, Muzzy Lane contributes positively to improving students' civic participation, as evidenced by its ability to foster critical understanding of social issues, build awareness of civic responsibilities, and facilitate active involvement in decision-making based on Pancasila values. Therefore, the use of AI-powered learning media like Muzzy Lane not only enhances instructional effectiveness but also plays a vital role in cultivating civic participation as an integral part of civic education.

Keywords: Instructional Media, AI Muzzy Lane, Civic Participation.

Paper ID : 2025-20
Title : Optimizing the Development of Responsibility Character Through Field Work Practices (PKL): Collaborative Strategies Between Schools and Industry Supervisors
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Abstract

Field Work Practices (PKL) play a crucial role in character development, especially responsibility, among students. Nevertheless, optimizing this character development requires strategic synergy between educational institutions and industry supervisors. This article aims to deeply analyze various collaborative strategies implemented by schools and industry supervisors in optimizing the development of students responsibility character during PKL. The discussion will focus on case studies and best practices, including effective mentoring models, structured training program for both students and supervisors, and the integration of school curriculum with industry competency needs. The findings of this research are expected to provide practical contributions in the form of strategic recommendations for education practitioners, school principals, and industry representatives to improve the quality of PKL programs, ultimately producing a young generation that is not only professionally competent but also possesses a strong sense of responsibility.

Keywords: character development; field work practices; collaborative strategies

Paper ID : 2025-021
Title : AI for Global Citizenship Education: Bridging Justice, Ethics, and Engagement in the Digital Age
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Abstract

This paper explores the role of Artificial Intelligence (AI) in advancing equitable, ethical, and empowering global citizenship education (GCE). Using a qualitative approach through an interdisciplinary literature review and case study analysis, this research examines how AI can support inclusive learning, ethical digital practices, and active learner engagement. The analysis focuses on three dimensions: equitable access, ethical governance, and learner engagement. The findings suggest that AI, when applied responsibly, upholding the principles of inclusivity, transparency, and digital rights protection, can enrich global citizenship education, and contextualize, reinforcing the values of citizenship education: expanding the right to learn, fostering ethical discussion, and shaping global awareness in learning practices . However, concerns remain regarding algorithmic bias, digital inequality, and the importance of critical pedagogy that emphasizes ethical frameworks and inclusive policies.

Keywords: artificial intelligence, global citizenship education, digital justice, ethics, inclusion

Paper ID : 2025-022
Title : Integration of AI in the Development of Educational Game Based Learning Media to Improve Critical Thinking Skills in Citizenship Education
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Abstract

Civics Education (PKn) in Indonesia is often considered monotonous because it focuses on conceptual enunciation and presentation. As a result, students are less active in class. The purpose of this study was to determine the effectiveness of using Liveworksheet as a game-based learning medium in improving students' critical thinking skills at SMP Negeri 6 Bontang. The ADDIE (Analyze, Design, Develop, Implement, and Evaluate) development model was used in this study. AI assisted in the design of questions and analysis of learning outcomes. Eighth-grade students at SMP Negeri 6 Bontang were the subjects of the study. Interviews, observations, and analysis of Liveworksheet results were used to collect data. The results showed that the use of Liveworksheet improved student engagement and critical thinking skills. Students were more actively engaged in class, more confident in arguing, and better able to understand the principles of Pancasila in a social context. Limited devices and internet connection presented new obstacles. This study found that Liveworksheet combined with the application of AI within the ADDIE structure could be a creative alternative for Civics learning that meets the requirements of the Independent Curriculum.

Keywords: *AI, educational games, critical thinking, citizenship education, learning media*

Paper ID : 2025-023
Title : Collective Memory and Local Civic Identity: Reinterpreting the Rengasdengklok Event for Strengthening Historical Consciousness in Karawang
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Abstract

This study aims to examine how the people of Karawang collectively interpret the Rengasdengklok event and how such interpretations can be leveraged to enhance historical awareness and construct a reflective, locally grounded civic identity. The Rengasdengklok incident, which played a pivotal role in Indonesia's struggle for independence, holds significant symbolic value for the local community. However, its transformative potential remains largely untapped in civic education and public discourse. Using a qualitative phenomenological approach, data were collected through in-depth interviews, non-participant observations, and document analysis involving educators, youth, community leaders, and cultural actors in Karawang. The findings show that the collective memory of the Rengasdengklok event is shaped by historical narratives, emotional attachment, and shared experiences. Values such as civic courage, responsibility, and national awareness are reflected in local interpretations of the event. Nevertheless, these values are not yet systematically integrated into formal education, cultural policies, or everyday civic practices. The study also reveals that public engagement with the historical site is often ceremonial, with limited opportunities for critical reflection and intergenerational dialogue. This research highlights the importance of reviving and contextualizing local historical narratives as tools for building civic awareness and fostering a stronger sense of belonging. It recommends incorporating local history into participatory civic education, encouraging community-based historical storytelling, and designing inclusive cultural programs to connect historical memory with civic identity development in postcolonial societies.

Keywords: collective memory; historical consciousness; local identity; civic awareness; public history

Paper ID : 2025-24
Title : Implementation of Responsibility Values through Artificial Intelligence (AI) Ethics in Providing Protection to Customers as Fulfillment of Citizens' Rights: Case Study at Bank Tabungan Negara (BTN) Samarinda Branch
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Abstract

This study examines the implementation of the value of responsibility through Artificial Intelligence (AI) ethics in providing customer protection as a means of fulfilling citizen rights and addressing customer needs. The research method employed qualitative methods. The data collection technique used was purposive sampling. This technique was used to select a sample based explicitly on established criteria, which included job level and department leadership. Through a qualitative approach based on case studies, it was found that the implementation of the value of responsibility has not been optimally implemented. Artificial Intelligence (AI) ethics has the potential to serve as a guideline for implementing the value of responsibility in the Use of technology in banking. This study concludes that implementing the value of responsibility through Artificial Intelligence (AI) ethics can serve as a strategic step in fulfilling citizens' rights to the protection of their personal data. The integration of Artificial Intelligence (AI) ethics with banking systems can provide a comprehensive framework for enhancing banking services and upholding ethical values, as well as ensuring customer protection. This research contributes to the development of an Artificial Intelligence (AI) ethics framework for the banking sector, which can serve as a reference for other financial institutions in providing optimal protection to customers.

Keywords: Ethics, Artificial Intelligence (AI), Responsibility, Data Protection, Customers, Citizens' Rights, Banking.

Paper ID : 2025-025
Title : Enhancing Civic Skills through Global Citizenship Education: A Balance between Global Competence and Local Identity
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Abstract

In the era of globalization, the education system faces serious challenges in balancing the demands for global competence with the preservation of local identity. In Indonesia, the increasing influx of foreign cultures entering Indonesia, which are of interest to today's youth, is feared to shift the existence of the local cultural context. This study aims to analyze how Global Citizenship Education can contribute to strengthening civic skills, while maintaining a balance between global competence and local identity in the educational context. The approach used in this study is a literature review, examining various academic references from international journals and relevant theories on civic competence and Global Citizenship Education. The results of the study indicate that Global Citizenship Education has great potential in forming reflective, critical, and participatory citizens, but is only effective if implemented contextually. The integration of local values in the implementation of Global Citizenship Education has proven important for strengthening cultural identity, creating learning relevance, and fostering adaptive citizenship skills at both the local and global levels. This study recommends the formulation of locally based Global Citizenship Education in managing cross-cultural education inclusively.

Keywords: Civic Skill; Global Citizenship Education; Local Identity

Paper ID : 2025-26
Title : Strengthening Inclusive Citizenship through the Internalization of *Hasthalaku* as Javanese Cultural Values in Adipangastuti School
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Abstract

Strengthening inclusive citizenship in schools is an essential step in shaping students who are tolerant, fair, and respectful of diversity. Hasthalaku, as a legacy of Javanese culture consisting of eight core values gotong royong (mutual cooperation), guyub rukun (harmony), grapyak semanak (friendliness), lembah manah (humility), ewuh pekewuh (social sensitivity), pangerten (understanding), andhap asor (modesty), and tepa selira (empathy) serves as a relevant cultural foundation for instilling attitudes of tolerance, empathy, and active participation in national life. This study aims to examine the internalization of Hasthalaku as Javanese cultural values implemented within the environment of Adipangastuti School as a strategy to instill and strengthen inclusive citizenship values. A descriptive qualitative approach was used, with data collected through interviews, observations, and document analysis. The sampling technique employed was purposive sampling. Data validity was tested through source triangulation and technique triangulation. Data analysis was conducted using the interactive analysis model of Miles and Huberman. The findings conclude that the internalization of Hasthalaku as Javanese cultural values can effectively strengthen inclusive citizenship values, awareness of shared identity, and social cohesion within the school environment. The internalization of Hasthalaku reinforces an open, tolerant, and inclusive civic identity and serves as an effective means of building a civilized society that is united in diversity.

Keywords: inclusive citizenship; hasthalaku; adipangastuti school.

Paper ID : 2025-27
Title : Building Digital Ethics Awareness Among Students: A Case Study on the Implementation of AI Ethics in Civic Education at SMA Kristen PENABUR Jakarta
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Abstract

As the use of Artificial Intelligence (AI) becomes increasingly integrated into educational systems worldwide, its ethical implications, especially in Civic Education, have gained significant attention. This study aims to explore the role of AI ethics in shaping students' understanding of digital citizenship in a Christian high school setting, specifically at SMA Kristen PENABUR Jakarta. The research examines how AI tools are utilized in the Civic Education curriculum and how these tools influence students' ethical decision-making, academic integrity, and their engagement in civic activities. Data were collected through surveys, interviews, and classroom observations involving both students and teachers. The study identifies key areas where AI can serve as an educational aid, such as in promoting democratic values, enhancing critical thinking, and supporting ethical reasoning in civic contexts. However, it also highlights concerns regarding the potential for AI to encourage unethical practices, including academic dishonesty and reliance on technology without critical comprehension. The findings suggest that while AI can significantly enhance learning experiences, its integration into education must be accompanied by a strong ethical framework. This framework should emphasize the importance of human oversight, responsible usage, and the cultivation of ethical digital citizens. The study proposes strategies such as AI ethics modules, reflective assignments, and the application of AI detection tools to mitigate potential misuse. Overall, the research advocates for a balanced approach to AI in education, one that fosters a responsible, participatory, and ethical digital citizenship among students in the digital age.

Keywords: Artificial Intelligence; Digital Citizenship; Civic Education.

Paper ID : 2025-029
Title : Combating Misinformation and Polarization Through Civic Education at School in the Digital Era (Case Study in SMP Negeri 11 Samarinda)
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Abstract

In an era where misinformation spreads rapidly through digital platforms, civic education emerges as a crucial tool to foster media literacy, critical thinking, and democratic engagement. This study explores how civic education can be optimized to combat misinformation and social polarization among youth, particularly in educational settings. Using a qualitative content analysis approach, we examined civic education curricula, teaching strategies, and student responses in Indonesian secondary schools. The findings suggest that integrating media literacy into civic education lessons significantly increases students' ability to identify disinformation and engage in respectful discourse. Moreover, participatory pedagogies—such as deliberative discussions and project-based learning—help reduce polarization by promoting empathy, active listening, and collaboration. The paper concludes by offering a framework for redesigning civic education to be responsive to digital challenges while strengthening democratic values.

Keywords: misinformation, polarization, civic education, media literacy, democracy.

Paper ID : 2025-30
Title : Honesty Values in Pancasila Education: Challenges and Potential of Video Media in Elementary Schools
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Abstract

Character education, particularly within the framework of Pancasila Education, plays a central role in shaping students' personalities from elementary school. However, important values such as honesty have not been optimally instilled, primarily due to learning approaches that focus too much on cognitive aspects and the use of conventional media that lack context. This situation indicates the urgency to explore new approaches that are more meaningful, participatory, and pedagogically relevant. This study aims to describe the implementation of Pancasila Education learning in elementary schools, identify teachers' obstacles in instilling the value of honesty, and explore their perceptions of the potential of Canva-based animated video media as an alternative medium for character learning. This study used a descriptive qualitative approach, with data collection techniques consisting of semi-structured interviews and non-participant observation with five teachers at three public elementary schools in Mojosongo District, Central Java. The results showed that learning was still dominated by lectures and print media, with limited affective strategies and digital facilities. Nevertheless, teachers responded positively to the idea of using animated videos as a medium for value learning. This study concludes that Canva-based animated videos have the potential to be an affordable and effective educational medium in supporting the instillation of honesty in the classroom.

Keywords: Pancasila education; honesty; animated videos media

Paper ID : 2025-31
Title : Teacher Strategies in Fostering Literacy and Honesty in Merdeka Curriculum Implementation
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Abstract

This study focuses on teachers' strategies in instilling honesty through literacy activities in elementary schools, particularly in the implementation of the Independent Curriculum. The research background is based on the importance of integrating character education with literacy development, considering that literacy plays a role not only in building cognitive abilities but also as a means of forming students' moral values. The purpose of this study is to identify the strategies used by teachers in designing and implementing honesty-based literacy activities and the challenges faced in the process. The study used a descriptive qualitative approach with data collection techniques through semi-structured interviews and non-participant observation of first and second grade teachers at Sine 2 Public Elementary School, Sragen. Data were analyzed thematically to identify patterns and key findings. The results show that teachers integrate honesty into literacy through selecting morally charged reading materials, reflective discussions, and writing activities related to students' experiences. The main challenges include limited time, the availability of learning media, and students' varying understandings. The conclusion of this study confirms that literacy can be an effective medium for instilling honesty when designed contextually and participatory. These findings can also form the basis for developing a character-based literacy learning model at the elementary school level.

Keywords: literacy, honesty, independent curriculum

Paper ID : 2025-32
Title : Strengthening Students' Academic Responsibility in the Artificial Intelligence Era
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Abstract

The era of Artificial Intelligence has brought significant changes to the world of higher education, including in the way students obtain, process, and present information. This technological development presents both opportunities and challenges, particularly related to students' academic responsibility, which is vulnerable to plagiarism, excessive reliance on automated systems, and a decline in critical thinking and creativity. This literature review article aims to analyze the concept of strengthening students' academic responsibility through a literature review, with a focus on the role of Pancasila Education as a character-building instrument. Pancasila Education has strategic relevance in instilling the values of integrity, honesty, responsibility, and critical thinking necessary to face the development of Artificial Intelligence. The literature review shows that the integration of Pancasila values in the learning process can form the basis of academic ethics, strengthen moral awareness, and build students' reflective attitudes towards the use of technology. Thus, strengthening academic responsibility through Pancasila Education not only equips students with national insight but also prepares them to become an adaptive generation with character and able to utilize Artificial Intelligence wisely and responsibly.

Keywords: Academic responsibility, Artificial Intelligence, Pancasila Education, Students, Academic integrity.



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