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The Impact Of AI ChatGPT On The Challenges and Opportunities for Civics Teachers In The Gen Z Era

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Abstract

This study examines how character-based ChatGPT, a form of artificial intelligence, affects challenges and opportunities for Pancasila and Civic Education (PPKn) teachers. It looks at how teachers instill Pancasila values in Generation Z students at Taman Harapan High School. The research uses a qualitative, case study approach. Data was collected through in-depth interviews with PPKn teachers, ICT teachers, the vice principal overseeing curriculum, and students in grades IX–XII. Findings were enriched by classroom observations and analysis of teaching modules and attendance records. Character-based AI can enrich learning by sparking critical discussion, expanding resource access, personalizing reinforcement, and increasing motivation. Risks include academic ethics, reduced contextual meaning, unequal access to devices and connectivity, and educators' readiness. Teachers must improve their digital literacy, content curation, and assessment strategies to use AI for strengthening, not replacing, character-building. The study recommends tiered training in ethical AI use, clear school technology policies, monitoring mechanisms for student AI use, and providing basic infrastructure.The contribution of this research lies in the formulation of a character-based digital pedagogy framework that is in line with the principles of Pancasila, while also providing a practical basis for schools in designing inclusive, safe, adaptive, and meaningful 21st-century learning interventions. The findings also emphasize the need for teacher-parent collaboration to guide the productive use of AI, the development of digital classroom SOPs, and the development of originality assessment rubrics. Going forward, further research is recommended to explore cross-subject integration models and test the effectiveness of interventions through classroom action research designs in the Indonesian context.

Keywords: artificial intelligence, ChatGPT, Pancasila, generation Z, digital education

1. Introduction

The rapid digital transformation of the 21st century has spread to almost all dimensions of human life, including education. Technological innovations, particularly in the realm of artificial intelligence (AI), have become one of the main drivers of paradigm shifts in the teaching and learning process. AI is no longer limited to the industrial or business domains, but has also shown a significant influence in supporting and developing learning models that are more adaptive, personalized, and based on the needs of students [1]. One AI implementation that is now widely used in educational settings is Natural Language Processing (NLP)-based technology, such as ChatGPT, which enables natural language interaction between humans and machines in the form of responsive and contextual conversations.

In Pancasila and Civic Education (PPKn) learning, the use of artificial intelligence (AI) opens up new opportunities to strengthen the process of internalizing Pancasila values. Generation Z, which dominates today's classrooms, has distinctive characteristics, such as high dependence on digital technology, rapid access to information, and a preference for visual and interactive learning styles. These conditions make conventional learning models, such as one-way lectures, less appealing. Therefore, the integration of AI-based technology can be a solution to connect Pancasila values with Gen Z's learning needs in a more relevant and contextual way.

Recent research shows that the application of AI in Pancasila-based project learning can increase student motivation, creativity, and understanding of the nation's noble values [2]. In addition, AI can be positioned as a professional partner for teachers in shaping a generation that is not only proficient in using technology, but also embodies the values of Pancasila, through the implementation of personalized curricula and analysis of student learning behavior [2]. Thus, the integration of AI in Civic Education learning is not merely following a technological trend, but also serves as a strategic means to maintain relevance and increase the appeal of Pancasila values education in the digital age.

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The rapid development of digital technology in the 21st century has pushed the field of education in a new direction. Generative AI (GenAI), particularly large language models such as ChatGPT, has become the center of pedagogical innovation, encouraging more adaptive, interactive, and personalized learning [3]. For Generation Z, who grew up as digital natives, optimizing visual learning methods and the need for quick feedback have become important factors in instructional design [4].

Entering the 21st century, digital transformation has brought fundamental changes to all dimensions of education, both formal and non-formal. The presence of large language models (LLMs) such as ChatGPT presents a great opportunity to design a more dynamic, adaptive, and personalized learning experience. Generative AI technology enables learners to interact through natural language-based conversations, receive immediate feedback, and access knowledge in a short amount of time. These features align with the cognitive tendencies of Generation Z, who have been accustomed to living in a digital environment since birth and have a strong preference for fast, responsive, and interactive learning processes [5].

In the context of Pancasila and Civic Education (PPKn) in Indonesia, the challenges are increasingly complex. Teaching is not merely about transferring knowledge, but also applying the values of Pancasila, including moral, emotional, and cultural aspects, to the real lives of students. This requires a human dimension, such as empathy, wisdom, and moral reflection, which traditionally has been the main role of teachers in delivering character education.

Previous studies have examined the integration of digital technology in Pancasila and Civic Education (PPKn) learning, particularly in relation to increasing student engagement [6]. It was found that the use of Treasure Hunt-based digital media can improve literacy and active participation of students in Civic Education learning, although its effect on attitude formation still needs further research. In line with this, other studies confirm that the use of interactive applications, animated videos, and online quizzes can make Civic Education learning more exciting and effective in improving student understanding, but the aspect of internalizing values remains a challenge [7].

Meanwhile, research on the application of artificial intelligence (AI) in education shows great potential in cognitive aspects [8]. Emphasizing that AI can revolutionize students' cognitive abilities through adaptive learning, although it has not yet fully reached the affective domain and value instillation. On the other hand, a study conducted by [9] The use of Pixton digital comics proves that creative technological innovations can help instill Pancasila values while developing students' character in line with the Pancasila Student Profile.

Based on these findings, there appears to be a research gap, namely the limited number of studies focusing on how Civic Education teachers integrate character-based AI into the teaching of Pancasila values. In addition, the context of Generation Z as the main subject of learning is still rarely considered in studies on the use of AI in the field of values education. Therefore, this study aims to address this gap by examining in greater depth the challenges and opportunities faced by Civic Education teachers in adopting AI as a means of values-based learning.

This study has novelty in three main aspects. First, it focuses on the use of character-based AI that is explicitly directed at supporting the strengthening of values and attitudes in education, rather than merely imparting cognitive knowledge. Second, this research approach makes Civic Education teachers the main subjects, not merely technology implementers, but agents of pedagogical transformation. Third, this research was conducted in the context of Generation Z students in secondary school, who are digital natives and require innovative and personalized learning approaches.

Through a case study at SMA Taman Harapan High School, this study aims to present empirical evidence and theoretical reflections on the use of ChatGPT in civic education learning. This study is expected to contribute theoretically and practically to the design of technology-based learning models that are not only academically effective but also ethical, inclusive, and in line with the values of Pancasila. Amidst the onslaught of digital information and technological advances, efforts to build strong character education must continue to be carried out creatively and adaptively.

Based on this background, the research questions posed in this study are:

a. What are the opportunities for innovation that arise in teaching Pancasila values through the use of artificial intelligence (AI) such as ChatGPT among Generation Z?
b. What are the ethical and digital literacy challenges faced in the use of character-based AI in teaching Pancasila values in schools?
c. What is the role of teachers and schools in integrating artificial intelligence (AI) ethically and educationally in Pancasila and citizenship education?

d. What are the theoretical and practical implications of using character-based AI for teaching Pancasila values in the digital age?

These questions will be answered through a qualitative case study approach, exploring the experiences, perspectives, and pedagogical strategies applied by Civic Education teachers at SMA Taman Harapan High School in facing the paradigm shift in learning due to the emergence of AI such as ChatGPT.

2. Research Method

This study was conducted using a qualitative approach and case study method to examine in depth the phenomenon of using artificial intelligence (AI) oriented towards character building in the process of learning Pancasila values. The research focused on civics teachers, principals, and students at SMA Taman Harapan High School as the main informants. A qualitative approach was chosen because it allowed researchers to explore the subjective meanings and personal experiences of the research subjects in a real context. As explained by [10], This approach is ideal when researchers want to understand individuals' perspectives on social phenomena comprehensively in their natural environment.

Case studies are considered the most appropriate type of study because the research focuses on one specific location that is undergoing an innovative process, namely the application of AI in learning. According to [11], Case studies are particularly appropriate when researchers seek to answer “how” and “why” questions in situations where they cannot control the course of events, and when the focus is on contemporary phenomena occurring in real life. In this case, SMA Taman Harapan High School was chosen because the institution has begun to utilize AI technology, specifically ChatGPT, in its civic education (PPKn) lessons, which contain Pancasila values. This study aims not only to capture the use of this technology, but also to reveal how educational stakeholders interpret and respond to the presence of AI in value-based learning processes. Informants in this study were selected purposively, considering that they were directly involved in the learning process mediated by AI technology. Informants consisted of Civic Education teachers, school principals, and 10th grade students.X. Teachers are positioned as learning facilitators and value guides, principals as policy makers and drivers of innovation, and students as direct users of technology in the learning process. This purposive sampling technique is used to ensure that the information obtained is truly relevant and in-depth. In the data collection process, researchers relied on in-depth interviews, classroom observations, and documentation. Interviews were conducted in a semi-structured format to allow flexibility for researchers and informants in exploring various related topics, while maintaining focus in line with the research objectives. The interview results were recorded with the informants' consent and then transcribed for further analysis. Observations were conducted to capture the classroom atmosphere and the dynamics of interaction between teachers, students, and AI technology in the context of learning. The documentation collected included teaching materials such as lesson plans, student assignments, and excerpts from the use of ChatGPT.

Informants were selected purposively to ensure direct involvement and authentic experience with the topic being studied. The main informants included: (1) Civic Education teachers, who have a strategic role as implementers, value facilitators, and mediators between normative content and student learning needs; (2) Principals, who function as policy makers, technology innovation facilitators, and guarantors of the character education vision in the school environment; and (3) Students in grades XI, X, and XII who are active users of AI in the learning process. Purposive sampling was used to ensure that the information collected was truly relevant and contextual to the research objectives (Patton, 2015). The data collection process was carried out using three main methods: in-depth interviews, participatory observation, and documentation analysis. Interviews were conducted in a semi-structured manner, allowing for open dialogue while remaining focused on the research objectives. Each interview was recorded with the informant's consent and transcribed verbatim for further analysis. Observations were conducted in the classroom environment during the learning process, with particular attention to the interactions between teachers, students, and AI (especially the use of ChatGPT) in real situations. Meanwhile, documentation included teaching materials (lesson plans), student work, and digital artifacts in the form of screenshots of interactions with ChatGPT as additional data sources and validation.

In data analysis, this study uses an interactive analysis model developed by Miles, Huberman, and Saldaña (2014). The following is an illustration of interactive analysis according to Miles, Huberman, and Saldaña (2014).

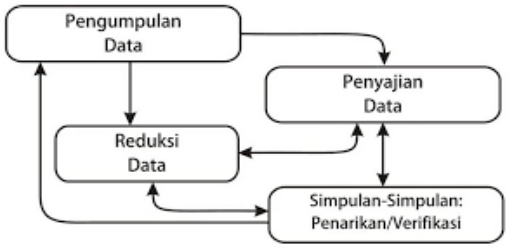

Figure 1.1 Interactive analysis model according to Miles, Huberman, and Saldaña (2014).

This interactive analysis process includes three main stages: data reduction (sorting, coding, and grouping information into thematic categories), data presentation (organizing data visually and narratively), and drawing and verifying conclusions. The analysis is conducted cyclically, with periodic verification to ensure that conclusions are not premature and remain grounded in sufficient empirical evidence.memadai.

Thus, the methods used in this study not only aim to describe the empirical situation, but also facilitate further discussion on the integration of technology and national values in education. Collaboration between technology and human values is crucial so that innovation does not lose its ethical and pedagogical direction amid the rapid pace of digitalization.

3. Results and Discussion

3.1 Opportunities for Innovation in Values Education

The use of artificial intelligence (AI) technology, particularly ChatGPT, opens up vast opportunities for innovation in conveying the values of Pancasila to students, especially Generation Z. At Taman Harapan High School, the use of AI in the Pancasila and Civic Education (PPKn) learning process is considered to offer a more contextual and relevant approach to students' lives. PPKn teachers believe that this technology makes it easier for students to understand concepts such as mutual cooperation and tolerance through the presentation of actual cases and the use of easy-to-understand language.

“ChatGPT makes it easier for students to understand the values of mutual cooperation and tolerance through real-life examples...“

Testimonials from tenth-grade students reinforce this view, saying that ChatGPT makes it easier to grasp the meaning of Pancasila values through communicative explanations accompanied by practical everyday examples.

“I understand Pancasila values better because ChatGPT explains them using simple language and everyday examples.”

Enthusiasm for AI is also evident among 11th and 12th grade students who use ChatGPT to broaden their perspectives in reflective assignments and value-based essay writing. However, they remain aware of the importance of validating information and deeply understanding the content obtained from AI.

“ChatGPT really helps with assignments, but I still check my books or ask my teacher so I don't misunderstand anything.”

“If you just copy and paste from AI, you won't understand the meaning. It's better to discuss it in class.”

This shows that the presence of AI in the classroom not only serves as an aid, but also as an innovative medium that supports social constructivist learning. In this approach, students actively form their understanding through experience, dialogue, and exploration with the help of technology.

3.2 Ethical Challenges and Digital Literacy

Although the use of AI in learning offers various opportunities, there are also significant challenges, especially in the areas of ethics and digital literacy. ICT teachers emphasize that AI technology cannot be viewed solely from a functional perspective, but must also be considered in relation to the character development of students.

“AI is not just about technology, but also about character. Teachers need to be equipped with training so that they can use it wisely.”

One of the main challenges that has emerged is the potential misuse of technology by students, such as copying answers from AI without adequate understanding. Observations show that some students prefer instant methods, using AI output without analyzing or evaluating it first. This is a serious problem because it can undermine the essence of learning values, namely reflection and internalization.

In addition, there is a gap in digital literacy that affects students' ability to use AI responsibly. Not all students have the same digital skills, and the same is true for teachers, not all of whom are familiar with the use of AI-based technology in learning. This means that character-based learning supported by technology is not yet running optimally.

Thus, it can be concluded that the main challenges faced in implementing AI in the classroom are a lack of ethical understanding and equitable digital skills. Therefore, strengthening digital ethics and technology literacy education is very important so that technology is not misused and instead strengthens the process of learning values.

3.3 The Role of Teachers and Schools in AI Integration

In the process of implementing AI in civic education, the role of teachers and schools is crucial to the success of meaningful technology integration. Teachers serve not only as facilitators of subject matter, but also as instillers of values and guardians of ethics in the use of technology. The Deputy Head of Curriculum stated that AI should not replace the role of teachers, but rather be used as a tool to support character education objectives.

"We do not prohibit teachers from using ChatGPT... But there must be character content. AI is only a tool, not a teacher."

A similar sentiment was expressed by the principal, who emphasized the importance of supervision in the use of AI by students. According to him, AI can be an effective learning tool, as long as it is guided by the right pedagogical approach.

"As long as its use is supervised by teachers, AI can be a tool that supports learning values..."

In practice, synergy between civics teachers and ICT teachers is important. Civics teachers are tasked with ensuring that the messages and values conveyed through AI remain in line with the principles of Pancasila, while ICT teachers provide technical support and reinforce digital ethics.

Schools also have a strategic responsibility to provide training and guidance for teachers so that they can use technology wisely. The Merdeka Curriculum implemented at Taman Harapan High School provides flexible space for collaboration between 21st-century skills and the strengthening of national values, so that AI integration can be carried out comprehensively and in a manner relevant to the current context.

Overall, the use of AI such as ChatGPT in Civic Education learning at SMA Taman Harapan High School provides a great opportunity to strengthen Pancasila values in the digital age. With proper management and teacher guidance, AI can be a tool that supports the process of character value learning, develops critical thinking skills, and facilitates more personalized and contextual learning. The role of teachers remains irreplaceable as mentors, interpreters of values, and ethical guides so that the use of technology does not neglect moral and character aspects. Thus, a harmonious synergy between technology and character values will produce a young generation that is tech-savvy while also possessing integrity and responsibility as good citizens.

3.4 Opportunities for Innovation in Values Education

The use of adaptive AI allows students to learn according to their needs and pace. This personalization provides important pedagogical opportunities, as it enables the development of critical and reflective thinking skills. In the context of character education, AI can be used to spark discussion, rather than simply providing answers.

One significant opportunity in values education innovation lies in the use of digital technology. Advances in information technology make it easier to convey moral and nationalistic messages in a more engaging, interactive, and visual way. Various digital media, such as short videos, educational podcasts, social media platforms, and artificial intelligence such as ChatGPT, are effective alternatives for educators in packaging values material in a way that is more relevant to Generation Z, who are familiar with technology. In addition, innovation is also evident in the application of project-based learning, where students not only understand values theoretically but are also able to apply them in real life. Activities such as social action, environmental clean-up campaigns, promotion of religious tolerance, or citizenship projects are concrete forms of value implementation. Research by [12] shows that project-based learning models are capable of fostering critical awareness and social sensitivity in students towards various value issues around them.

Gamification is also a potentially innovative approach to teaching values. Through the application of game elements such as level systems, challenges, rewards, and interactive narratives, students can learn values in a more enjoyable atmosphere without reducing the depth of their understanding. Various digital games and role-playing simulations in the classroom can be designed to present moral dilemmas that require students to think ethically when making decisions. The learning process not only touches on cognitive aspects, but also the affective and social domains, so that values can be more thoroughly internalized.

Furthermore, opportunities for innovation in values education can also be seen in cross-disciplinary collaboration. Values education does not have to be taught separately, but can be incorporated into various other subjects such as science, art, or technology. For example, in computer science classes, students can be introduced to the principles of digital ethics and social media responsibility, while in art classes, they can express messages of humanity and peace through artistic works. This approach reinforces the position of values as an integral part of everyday life, not just memorized material.

Thus, developing innovation in values education is essential to respond to the dynamics of the times. The use of digital technology, the application of project-based learning, gamification approaches, and interdisciplinary integration are relevant strategies for maintaining the urgency of values education in the context of 21st-century education. These innovations provide opportunities for teachers to create learning processes that touch on the cognitive, affective, and psychomotor dimensions in a balanced manner. With the support of adaptive education policies and continuous improvement of teacher competencies, innovative value learning models are not only possible to implement, but also urgent to realize in shaping a generation that is not only intellectually intelligent, but also excellent in character.

[13] Memphasizes that technology aimed at supporting values education should function as a discursive space, where students not only receive information but are also encouraged to assess and compare the values presented. This highlights the importance of value inquiry-based learning designs that utilize AI as a trigger for thinking, rather than as a final answer.

3.5 Ethical Challenges and Digital Literacy

Although artificial intelligence (AI) offers a variety of benefits, this study also highlights challenges that cannot be ignored. Students' habit of relying on instant answers from AI has the potential to reduce their ability to think critically, independently, and reflectively. Furthermore, because AI works with databases and algorithms, the results it provides are often not fully in line with local values or the cultural context of students.

The use of technology such as ChatGPT in teaching Pancasila values to Generation Z raises new dilemmas in terms of ethics and digital literacy. On the one hand, AI can expand access to knowledge and help equalize information. However, on the other hand, there are risks of misuse, dependence, and misunderstanding in interpreting the information presented. This condition is crucial in the context of character education and the formation of national identity.

One of the fundamental problems is the lack of digital ethics awareness among students, especially if the use of AI is not accompanied by critical thinking. Although AI is capable of producing normative and moral information, students still need a compass of values and personal reflection so that they do not simply become passive users. In Civic Education classes, which focus on values such as humanity, justice, and unity, teachers play an important role in ensuring that AI is only used as a supporting tool, not the main source for shaping students' character.

In addition, the digital literacy gap is also a serious obstacle to the internalization of Pancasila values. Many students receive information from AI without validating the source or conducting critical analysis, which risks distorting the meaning. Reliance on quick answers from AI can erode analytical skills and shallow understanding of national values, which should be built through a contextual, reflective, and in-depth approach [14].

Although artificial intelligence (AI) offers various advantages, the findings of this study also highlight a number of significant challenges. One of them is the tendency of students to rely on instant answers from AI, which has the potential to weaken critical thinking, reflective thinking, and independence in learning. Given that AI outputs are built from algorithms and training data, not all information generated is in line with the cultural context and values of Pancasila.

In the practice of teaching Pancasila to Generation Z, the use of AI such as ChatGPT can indeed expand access to knowledge and support the equal distribution of information. However, use without adequate digital literacy and a clear ethical framework opens up risks, including misuse and misinterpretation. The main issue that arises is the low level of digital ethics awareness, both on the part of students and teachers, when this technology is used without critical guidance.

Research by [15] found that although the majority of teachers viewed the use of AI in the classroom positively, they still felt they lacked adequate training on issues of ethics, data privacy, and digital security. This situation has the potential to widen the competency gap between teachers and students in understanding and utilizing technology wisely (Frontiers).

Additionally, research [16] emphasizes that the ethical dimension is an essential component of teacher readiness, alongside technical and pedagogical aspects. Teachers who are aware of risks such as algorithmic bias, data privacy, and content authenticity tend to be better prepared to meaningfully integrate AI into the teaching of national values (ACM Digital Library).

At SMA Taman Harapan High School, initial findings show that several teachers have taken the initiative to guide students in the wise use of AI. However, there is no school policy framework that explicitly regulates ethical principles in the use of AI. This condition highlights the need for synergy between civics teachers, principals, and information technology teams to create a learning ecosystem that combines technological sophistication with depth of values.

Thus, the issues of ethics and digital literacy in AI-based education are not solely technical in nature, but also encompass ideological and pedagogical dimensions. This situation requires the involvement of all elements of education to make AI a tool that supports character building based on Pancasila values, rather than merely a mechanistic tool in the teaching and learning process.

[8] reminding us that AI tends to be morally neutral, so it needs to be equipped with a strong ethical framework for its implementation in the classroom. This is where digital literacy becomes important, focusing not only on technical aspects, but also on students' ability to evaluate information critically and morally [17].

3.6 The Role of Teachers and Schools in AI Integration

Teachers play a vital role as guides and controllers of AI-based learning processes. Findings from interviews with school principals and vice principals show that AI will only have a positive impact if it is accompanied by educators who have strong pedagogical literacy and digital ethics. Teachers not only act as educators, but also as guardians of values who filter AI content to ensure it remains relevant to the context of character education.

Schools must also take a strategic role in formulating policies and developing curricula that integrate technology and values. The Merdeka Curriculum, for example, provides space for such innovation, while still emphasizing the importance of character building and strengthening the Pancasila student profile.

In addition, advances in artificial intelligence (AI) in the education sector have transformed the way we view the learning process, not only in terms of teaching methods, but also in terms of the interaction between educators, students, and information sources. In the context of Pancasila education, especially for Generation Z, who are very attached to digital technology, the position of teachers and schools is very central in ensuring that the application of AI, such as ChatGPT, does not merely emphasize technological efficiency, but also supports the character-building process in line with Pancasila values.

On the other hand, schools as formal educational institutions have an important role in creating an environment that enables the responsible and character-based use of AI. Schools are required to develop internal policies, curricula, and digital literacy programs that support the ethical use of AI. Based on preliminary findings at Taman Harapan High School, some teachers have begun to integrate ChatGPT into their civic education lessons. However, there are no formal policies or technical regulations from the school governing the use of AI as part of the overall values education process.

Schools have a crucial responsibility in improving teacher capabilities in the era of digital transformation, particularly in the meaningful use of AI. Many teachers still face obstacles, whether in terms of training, access to technology, or ethical understanding. Therefore, efforts such as continuous training, technical support, and cross-subject collaboration, for example between civics teachers and ICT teachers, are essential so that AI is not only used for administrative tasks but also to strengthen the internalization of Pancasila values [18].

urthermore, schools also need to invite all stakeholders in education, such as principals, vice principals in charge of curriculum, IT staff, and parents, to participate in building a digital culture based on the noble values of the nation. Without comprehensive synergy, the application of AI is feared to be only incidental and may even cause inequality of access and ethical issues in the learning process.

This study emphasizes that the involvement of teachers and school institutions in integrating AI into Pancasila education is not only related to technical aspects, but also ideological and pedagogical dimensions. AI needs to be understood as a tool that will have a positive impact if managed by educators who have a strong vision of character, and is supported by school policies and commitment to national values. Close collaboration between teachers and schools is a key requirement for technology to become a means of strengthening the national education mission, namely to shape a young generation that is intelligent and has Pancasila character.

3.7 Integration of Character-Based AI Studies with Pancasila Character Education

[19] emphasizes that the foundation of character education in Indonesia must be based on the philosophy of Pancasila with its ontological, epistemological, and axiological dimensions. Through a meta-synthesis study, he shows how the values of Pancasila serve as an interpretive framework in shaping nationalism, morality, and tolerance among students in the era of globalization. Thus, Pancasila-based character education is not sufficient if it is only understood in a normative-dogmatic manner, but needs to involve active reflection by students in interpreting the relationship between humans and God, fellow humans, and the nation.

In line with this, this study shows that the use of artificial intelligence (AI), such as ChatGPT, presents new opportunities in the process of internalizing Pancasila values. The presence of AI is not only seen as a technical device for delivering material, but also as a digital partner capable of fostering critical, reflective, and dialogical thinking skills. This approach, which can be formulated as character-oriented AI-assisted learning, marks the emergence of a new learning paradigm that integrates technological literacy with ethical sensitivity and an understanding of national values. This is in line with the idea of [19], [20] which emphasizes the need to instill Pancasila values through an interpretive and dialogic process, especially to suit the character of Generation Z.

The consequence of this integration is the emergence of a learning model that differs from the traditional one-way pattern of character education. With the space for interaction between students and AI, learners have the opportunity to test, reflect on, and internalize Pancasila values in the context of everyday life. This reinforces the view [19] Pancasila is not merely an abstract norm, but rather a value system that must be consciously lived out in practice. Therefore, the combination of Pancasila philosophy and character-based AI technology can be seen as a new theoretical contribution to civic education, particularly in developing a learning system that integrates the nation's philosophical heritage with technological developments in an ethical, reflective, and contextual manner.

In the context of Pancasila, this study emphasizes that character education should not be carried out only through lectures or repetition of material; it must include critical thinking skills, moral reflection, and adequate digital literacy. A relevant article, Responsible digital citizen: building AI ethics awareness across subjects (2025), shows that a curriculum that incorporates digital ethics across subjects can strengthen students' awareness of the social and moral implications of AI technology [20].

5. Conclusion

This study confirms that the integration of character-based ChatGPT in Pancasila and Civic Education (PPKn) learning at Taman Harapan High School has more significance than just the use of technological devices, because its existence has developed into a pedagogical partner that is able to facilitate the internalization of Pancasila values in a more profound, reflective, and contextually relevant manner for students. This AI opens up an interactive dialogue that encourages critical discussion, strengthens tolerance, and improves students' understanding of moral and civic dimensions. Thus, this technology is not only functional but also contributes to the character building of the younger generation. However, the study also found a number of obstacles, such as the limited digital literacy of some teachers, uneven infrastructure adequacy, and concerns about the reduction of the human role in the learning process. Rather than being obstacles, these are opportunities to create innovations in the role of teachers, the design of school-level education policies, and curriculum updates to be more responsive to developments in the digital. Theoretically, this study enriches scientific knowledge by offering a character-oriented AI-assisted learning model that combines digital literacy, moral education, and citizenship strengthening. From a practical perspective, the results of this study emphasize the urgency of digital ethics training for educators and students, the development of reflection-based teaching tools, and the implementation of a more comprehensive and continuous character evaluation system. Thus, the integration of character-based ChatGPT can be seen as a transformative pedagogical strategy that can strengthen values education for Generation Z. This study concludes that AI does not only function as a tool, but can also be positioned as a learning partner that supports teachers and students in upholding Pancasila as the nation's ideology and the main foundation for character building, while still leaving room for further research on the ethical, policy, and sustainability aspects of its use.

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