

Pancasila Education Teachers' Perspectives on Utilization of AI in Build Resilience Information in the Post-Truth Era

Salma Miftakhul Jannah^{1*}, Rini Triastuti², Muhammad Hendri Nuryadi³

^{1, 2, 3}Universitas Sebelas Maret, Indonesia

*) Corresponding author: saalmaa.jannah@gmail.com

Abstract

The rapid development of digital technology has revolutionized the way people 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 this situation, Pancasila Education plays a crucial role in developing informationally resilient students by strengthening digital literacy and critical thinking skills. One innovation that offers significant potential for strengthening students' digital literacy is the use of artificial intelligence (AI) technology 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. The implications of this research demonstrate the importance of teachers as critical facilitators, the need for AI literacy training, and support for digital education policies. Thus, AI has the potential to be an effective tool for building information resilience, provided it is used wisely and in alignment with Pancasila values.

Keywords: Pancasila Education; AI; Resilience Information.

Introduction

Rapidly the digital revolution has trigger change big in method man interact, access information, and form view to various issue public. Within the period two decades lastly, progress Digital technology is revolutionizing the process of searching, distributing, and consuming information. information. Social media, machines searchers, as well as various other digital platforms present access fast and near information no limits only in count

seconds. Convenience This bring impact positive in speed up current knowledge, expanding range communication, and improve participation public in room digital public. However, on the other hand, openness this also opens opportunity for development phenomenon negative in the form of massive and systematic disinformation, misinformation, and digital propaganda.

Landscape information moment This No only dominated by facts, but also by opinions and narratives emotional which is often blur

truth. Phenomenon the called as *the post-truth* era, namely situation when role fact objective the more marginalized, while emotions and personal beliefs instead more dominant in form public (Oxford, n.d.). In the context of this, the information that is disseminated No Again assessed from the truth, but rather from how much strong He can awaken reaction emotional or strengthen affiliate identity certain. In Indonesia, the impact from *the post-truth* era has real seen, among others, in polarization political during elections, distribution hoax related SARA issues, and the weakening trust public to state institutions and mainstream media main (Rianissa, 2025).

This situation raises serious concerns about societal resilience in the face of a storm of inaccurate information. This is where the concept of information resilience, namely the ability of individuals to sort, evaluate, and reject false or misleading information, becomes crucial. Information resilience is a crucial civic competency in the digital age, as information-savvy citizens are able to make wise decisions, resist being easily provoked, and maintain social cohesion amidst differences. Information resilience is not something that develops automatically; it needs to be cultivated through a structured and continuous educational process. Pancasila education plays a strategic role in building this foundation. Pancasila Education does not only focus on knowledge about rights and obligations citizens, but also encourage development ability think critical, digital literacy, and values inclusive democracy. According to research conducted by (Yulita Pujilestaria & Hardic, 2024), integration values citizenship in curriculum must adapt with global challenges, including challenge digitalization and manipulation information. Pancasila Education, in context this, to be the vanguard in equip generation young with skills for face dynamics complex information. Along with that, the emergence technology Intelligence Artificial Intelligence (AI) opens possibility new in strengthening education, including in context information resilience.

AI has potential big for used as tool help in learning Good in analyze quality information, providing bait personal return to participant educate, as well as identify pattern disinformation in a way automatically. As example, the use of AI in educational chatbot

form or application media literacy can help participant educate understand How method verify source news, recognize bias, and develop skepticism Healthy to online content. According to (Kodir, 2025), implementation AI technology in education in Indonesia is still nature exploratory However show promising potential For personalization learning and reinforcement digital literacy.

However, although discourse about AI in education and the challenges of the post-truth era have start get attention, is still very limited research that is specific discuss Pancasila Education Teachers' perceptions of utilization of AI in build resilience information participant educate. In fact, teachers have position central in integrate technology new to in the learning process. They No only implementer curriculum, but also a facilitator values and skills citizenship. Teachers do not only on duty as transmitter information, but also as determinant direction very influential pedagogy to effectiveness learning. (Sugiarto & Farid, 2023) confirm that success adoption technology Education is very dependent on attitude Teacher to technology, in particular in matter perception to usefulness, convenience usage, as well as relevance of AI to objective learning.

Therefore that, research This aim for study in a way comprehensive Pancasila Education Teachers' perceptions regarding utilization intelligence artificial in build resilience information participant education in the *post-truth era*. Focus main from study This is three matter main point: first, understand How Pancasila Education Teachers interpret *the post-truth* era and its challenges the accompanying disinformation; second, examine Teachers' perceptions of potential of AI in learning citizenship; and third, identifying strategies and challenges faced by teachers in implementing AI for strengthen resilience information participant educate. With explore more Far Pancasila Education Teachers' Perceptions of AI, Research This expected capable give contribution real in development policy inclusive digital education as well as strengthen the relevance of Pancasila Education in face challenge 21st century.

Literature Review

Post-Truth Era and Resilience Information

Phenomenon *post-truth* in Indonesia is increasing looks in life public, especially in the digital space, where opinion emotional and more viral narrative influence perception compared to fact objective. Condition This make participant students are very vulnerable to exposure hoaxes and disinformation. Rianto (2019) emphasized that low Indonesian society's digital literacy is strengthened distribution hoaxes, especially through social media, because lack of ability verification information (Rianto, 2019). In line with that, Ali (2025) said that group teenager is one of the the most vulnerable segment Because trend they depend on information instant without check the source (Ali, 2025). With Thus, strengthening resilience information need become priority education so that students own capacity reject information misleading and fixed critical in filter news.

The Role of Pancasila Education in Digital Literacy

Pancasila Education plays a role strategic in grow awareness digital literacy of participants educate, because blend moral values, nationality, and critical thinking skills. Suryaningsih (2023) found that integration material digital literacy to in Pancasila learning is capable increase awareness ethical student in using social media as well as strengthen anti -hoax attitude (Suryaningsih et al., 2023). Khoir (2025) added that Pancasila can made into paradigm education characters in the *post-truth era*, because emphasize balance between rationality, values truth and responsibility answer social (Khoir, 2025). In other words, Pancasila Education does not only teach knowledge citizenship, but also becomes a value filter For face digital disinformation.

Utilization of AI in Education

Technology intelligence artificial intelligence (AI) starts utilized in various aspect learning in Indonesia, such as manufacturing teaching materials, assessment automatically, until *personalized learning*.

Hermanto (2024) found that use of AI in school digital -based capable increase quality learning, especially from side efficiency and diversification source Study (Hermanto et al., 2024). In line with that, Meiliawati (2024) shows that learning media effective AI -based support the learning process at the level middle, as long as the teacher remains present as facilitator who directs its use (Meiliawati et al., 2024). This confirm that AI is not just tool technology, but also instruments pedagogical needs managed to support literacy critical student.

Challenges of AI Integration in Learning

Despite its promise, the use of AI in education also faces several challenges. Research by Inggi Turnando (2025) emphasized the disparity in digital infrastructure across regions in Indonesia, resulting in uneven AI utilization (Inggi Turnando et al., 2025). Furthermore, research by Muthmainna (2025) highlighted several crucial challenges, including algorithmic bias, data privacy issues, the increasingly complex role of teachers, and the potential for a digital divide. These findings also discussed policy implications and recommendations for best practices for the responsible implementation of AI in education, including the need for an ethics-based regulatory framework, comprehensive teacher training programs, and the development of human-centered learning systems (Muthmainna, 2025). Another challenge is the lack of systematic training for teachers to understand the proper use of AI. Therefore, policy support, human resource training, and external collaboration are key to the effective integration of AI in schools.

Method

This study uses a qualitative approach with a descriptive type. The research informants were 11 Pancasila Education teachers at the junior and senior high school levels from various regions (Tangerang, Surabaya, Lamongan, Gresik, Sidoarjo, Bojonegoro, and Sorong, Papua). Informants were selected through purposive sampling with the following criteria: active teaching experience of at least two years, understanding of digital/AI issues, and willingness to be respondents. Data were

collected through semi-structured online interviews using Google Forms. Primary data came from teacher responses, while secondary data were obtained from supporting documents and relevant research findings. Data analysis was conducted qualitatively descriptively through three main stages: data reduction to filter and summarize important information, data presentation to make patterns and relationships easier to understand, and drawing conclusions to determine the meaning and findings of the study (Heriyanto, 2018). Data validity was maintained through triangulation, member checking, and audit trails.

Results and Discussion

Teachers' Understanding of the Post-Truth Era

The results of data collection from eleven Pancasila Education Teachers demonstrated that majority own sufficient understanding Good to term *post-truth era*. Teachers understand that condition the characterized by a tendency society, including participant educate, to more trust opinion, emotion, or perception subjective compared to fact objective. Some respondents confirm that *post-truth* is condition when fact often ignored, replaced by viral narratives on social media. Most of the teachers convey that they Once face a situation in which participants educate more trust information circulating on social media than teaching materials or source officially delivered in class.

For example, one respondent said that her students often watch popular teacher content on YouTube and consider the explanations more accurate than those taught in school. Another teacher added that many students believe provocative news circulating through messaging apps without verifying it. This proves that post-truth is not an abstract phenomenon, but is actually present in the daily educational process. The teachers also mentioned several characteristics of misleading information that students frequently encounter. Some of these include bombastic and sensational headlines, provocative language, the lack of clear sources, and the spread of information through anonymous or unverified accounts.

Characteristic features the in accordance with pattern general distribution hoaxes and disinformation that are indeed utilise psychology curiosity and emotion audience. Findings This confirm Ali's research (2025), which states that Indonesian teenagers are very vulnerable to misinformation Because low skills verification source (Ali, 2025). Qoidul Khoir (2025) also emphasized that culture think critical participant education in Indonesia is still weak, so that make they easy trapped in current biased (Khoir, 2025). With Thus, the teacher's understanding of *the post-truth era* Already Enough good, but still required effort systematic for translate it to in capable learning strategies increase Power stand information participant educate.

Teachers' Understanding of the Potential of AI in Learning

Besides understanding challenge *post-truth*, Teachers also started realize potential big intelligence artificial intelligence (AI) in assist the learning process, especially Pancasila Education. Of the eleven respondents, some big confess Once using AI, even though Still in scale limited. Form its utilization diverse, starting from from compile teaching materials, searching reference scientific, making about, until modify learning media to make it more interesting. The teacher assesses that AI can present a number of benefit concrete. First, AI makes it easier for teachers to find source more references fast and varied, so that teaching materials can richer. Second, AI is capable of provide simulation or explanation repeat that can help participant educate understand draft abstract, for example about the values of Pancasila or dynamics democracy.

Third, AI can function as a means of fact-checking or verifying the veracity of news. This is considered crucial for training students to distinguish facts from opinions amidst a flood of information. However, some teachers still doubt the effectiveness of AI in improving critical thinking skills. They worry that students will become completely dependent on technology, thus lacking the skills to analyze information independently. This doubt is quite understandable, considering that the use of educational technology does present a dilemma between easy access to information

and the potential for a decline in critical thinking. These results align with research by Hermanto (2024), who found that AI can improve students' digital literacy, but its use must be balanced with teacher supervision to prevent misuse (Hermanto et al., 2024). Thus, it can be concluded that Pancasila Education teachers recognize the potential of AI, but believe that controls are necessary to ensure that AI truly supports, rather than undermines, students' thinking skills.

The Role and Strategy of Utilizing AI for Resilience Information

Teachers view AI not merely as a technological tool, but as a strategic instrument for building students' information resilience. AI can be positioned as a partner in critical learning, particularly in dealing with the rapid flow of hoaxes in the post-truth era. Some concrete strategies proposed by teachers in utilizing AI include: (1) Integration with class discussions. AI is used to provide initial data or insights, then teachers invite students to analyze the results critically. In this way, students learn that AI output is not absolute truth, but rather material for reflection. (2) News verification simulation. Students are asked to enter news text into the AI application, then discuss the results of the analysis together. Teachers act as facilitators in comparing the verification results with official sources. (3) Interdisciplinary collaboration. AI is not only used in Pancasila Education subjects, but also in collaboration with other subjects such as Indonesian or Informatics, so that students understand the relationship between digital literacy and national values. (4) Project-Based Learning. Students are asked to develop digital literacy projects, such as creating a campaign against hoaxes with the help of AI, so they are trained to use technology for positive purposes.

One of respondents emphasizes the strategy of "analysis" together moment learning ongoing, "which is assessed effective for prevent participant educate accept information in a way raw. Another teacher highlighted importance collaboration between Pancasila Education and AI for internalize Pancasila values in the verification process information. Research Meiliawati (2024) supports this strategy, by show that learning

based cases involving AI can support learning For increase awareness participant educate to danger hoax (Meiliawati et al., 2024). Meanwhile that, Rahmanto (2024) revealed that intelligence artificial potential strengthen ability think critical participant educate. However, the integration process to in learning need done in a way carefully so that the benefits obtained can be optimized at once minimize risk emergence impact negative to development literacy critical (Rahmanto, Andi Adam Arum et al., 2024).

Challenges and Opportunities Utilization of AI

Despite the significant benefits of AI, teachers also identified several barriers. The most dominant challenge is limited technological infrastructure, particularly in eastern Indonesia, which still faces a gap in internet access. Teachers are also concerned about the risk of misuse, such as students using AI to cheat or obtain instant answers without understanding the context. Furthermore, there are doubts about the validity of the information generated by AI. Several teachers noted that not all AI answers are accurate, necessitating supervision and strong digital literacy skills. Another barrier that emerged was teachers' limited competence in utilizing AI effectively. Nearly all respondents emphasized the need for training, workshops, and mentoring to improve teachers' skills in integrating AI into learning.

Behind challenge said, Teachers also saw great opportunity. They hope AI can developed become source valid, safe and easy information accessible. Another hope is that AI can used in a way wise for support learning character, so that technology No only functioning instrumentally, but also morally. Research Turnando (2025) results study confirm that success implementation is highly dependent on the existence of support policy from government, collaboration with various partners external, as well as training programs for power educators and staff school. For schools that have limitations source power, recommended for implementing a phased strategy, for example through initiative simple like automation administration. With proper planning and design, intelligence artificial potential become means strategic for realize

more education quality at a time more inclusive. With Thus, the opportunity utilization of AI in schools Still open wide, as long as supported by adequate policies, infrastructure and literacy.

Elaboration and Implications Findings

The findings of this study indicate that Pancasila Education teachers are at a crossroads between challenges and opportunities. On the one hand, they face the reality that students live amidst a post-truth landscape filled with disinformation. On the other hand, AI presents itself as a new technology that offers a solution, but also carries the risk of misuse. The practical implication is that teachers need to position AI as a pedagogical partner, not a substitute for the role of educators. AI can help provide data, verify information, or simulate simulations, but teacher guidance is still needed to guide its use. This aligns with the principles of Pancasila education, which emphasize the balance between rationality, values, and character.

The theoretical implication of these findings is that integrating AI into Pancasila Education can strengthen students' critical literacy and provide a platform for instilling Pancasila values in a digital context. AI is not merely a technological tool but also a means of moral reflection. From a policy perspective, this study demonstrates the need for concrete support from the government and education stakeholders. This support includes teacher training programs on AI literacy, the provision of equitable technological infrastructure, and the development of curricula responsive to post-truth challenges. Without policy intervention, the use of AI risks creating a disparity between schools with and without access to technology. Overall, the results of this study strengthen the argument that Pancasila Education can be a strategic platform for building students' information resilience in the digital age. By wisely integrating AI, students will not only become digitally savvy but also develop a strong national character.

Conclusion

Study This confirm that Pancasila Education Teachers have role strategic in facing the post-truth era and currents disinformation. The teacher shows awareness and understanding to challenge information that is not accurate, and realize importance literacy critical for participant educate. In addition, the teacher sees potential big utilization AI technology in learning citizenship, especially as tool for increase resilience information participant educate. However, the implementation of AI is also faced with various challenges, including readiness technological, ability pedagogical, and constraints adaptation participant educate. The strategies used by teachers tend to combine approach conventional and innovative for ensure learning still effective at a time build awareness critical to information.

Acknowledgment

The author expresses his deepest respect and gratitude to all parties who have provided support in the implementation of this research. Special thanks are addressed to the resource persons, namely Pancasila Education Teachers from various regions in Indonesia who have volunteered to serve as informants and provided valuable insights regarding the use of artificial intelligence in building information resilience in the post-truth era. The author also expresses his appreciation to his family and friends who have provided constant prayers and moral support so that this research can be completed successfully. Finally, the author recognizes that this research still has limitations. Therefore, constructive suggestions and criticism are highly appreciated for the improvement of future research.

References

- Ali, M. R. N. R. (2025). Peran Literasi Digital dalam Mendorong Kemampuan Berpikir Siswa Sekolah Menengah Atas: Kajian Literatur Terkini. *Jurnal Riset Dan Pengabdian Interdisipliner*, 2(3), 590–596. <https://ejurnal.ung.ac.id/index.php/jrpi/article/view/33148>
- Heriyanto, H. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian

- Kualitatif. *Anuva*, 2(3), 317. <https://doi.org/10.14710/anuva.2.3.317-324>
- Hermanto, Irwan Adhi Prasetya, Muhammad Faqih Dzulqarnain, Wandi Sujatmiko, & Mira Wulandari. (2024). Artificial Intelligince (Ai) Pemanfaatan Artificial Intelligince (Ai) Dalam Meningkatkan Kualitas Pembelajaran Di Lingkungan Sekolah Berbasis Digital. *Abdi Laksana : Jurnal Pengabdian Kepada Masyarakat*, 5(3), 574–582. <https://doi.org/10.32493/abdilaksana.v5i3.43445>
- Inggi Turnando, Ahmat Fauzan Thamrin, Hendry Firmasnyah, Nelian Nelesti, Warniati, Rifa'i, & Tomi Hidayat. (2025). Tantangan Dan Peluang Implementasi Ai Di Sekolah Indonesia: Studi Kasus Dan Best Practice. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(1), 1215–1219. <https://doi.org/10.31004/jerkin.v4i1.1731>
- Khoir, Q. (2025). Pancasila Sebagai Paradigma Pendidikan Karakter di Era Post-Truth: Mengatasi Kontradiksi Informasi Hoaks dan Nilai Kebenaran. *AJMIE: Alhikam Journal of Multidisciplinary Islamic Education*, 5(2), 170–181. <https://doi.org/10.32478/088m0h05>
- Kodir, A. (2025). *Peran Artificial Intelligence (AI) dalam Meningkatkan Layanan Pendidikan di SMP / MTs. I.*
- Meiliawati, A. E., Zulfritia, & Sugiarto, T. W. (2024). Penggunaan Media Berbasis Artificial Intelligence (Ai) Untuk Menunjang Proses Pembelajaran Pada Tingkat Sekolah Menengah Atas: a Literature Review. *INFONTIKA: Jurnal Pendidikan Informatika*, 3(1), 12–17. <https://jurnal.habi.ac.id/index.php/Info>
- Muthmainna, A. (2025). Integrasi Kecerdasan Buatan (AI) dalam Pengajaran: Peluang dan Tantangan dalam konteks Pendidikan Abad Ke-21. *Jurnal Al – Qiyam*, 6(1), 99–104.
- Oxford. (n.d.). *Word of the Year 2016*. Oxford Language. Retrieved June 27, 2025, from <https://languages.oup.com/word-of-the-year/2016/>
- Rahmanto, Andi Adam Arum, M., Rahmawati, D. R., Wijayanti, C. V., & Ramadhan, G. (2024). Artificial Intelligence dan Critical Thinking: Systematic Literature Review. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 9(3), 242–251.
- Rianissa, S. N. (2025). *Disinformasi di Era Post-Truth: Ancaman terhadap Demokrasi dan Mobilitas Global*.
- Rianto, P. (2019). Literasi Digital Dan Etika Media Sosial Di Era Post-Truth. *Interaksi: Jurnal Ilmu Komunikasi*, 8(2), 24. <https://doi.org/10.14710/interaksi.8.2.24-35>
- Sugiarto, & Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, 6(3), 580–597. <https://doi.org/10.37329/cetta.v6i3.2603>
- Suryaningsih, A., Hidayah, Y., & Pratomo, W. (2023). Penguatan Literasi Digital Melalui Mata Kuliah Umum Pendidikan Pancasila Untuk Mengantisipasi Berkembangnya Berita Hoax. *Kwangsan: Jurnal Teknologi Pendidikan*, 11(1), 403. <https://doi.org/10.31800/jtp.kw.v11n1.p403--417>
- Yulita Pujilestaria, E. P., & Hardic, R. (2024). *INTEGRASI PENDIDIKAN KEWARGANEGARAAN GLOBAL DALAM KURIKULUM NASIONAL TANTANGAN DAN PELUANG* Yulita Pujilestari. 4, 1–9.