

Artificial intelligence, academic ethics, and global citizenship

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Article History

Submitted : 04-06-2024

Revised : 10-09-2024

Accepted : 22-09-2024

Published : 30-09-2024

Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/77828>

Abstract

This research aims to identify ethical-philosophical issues arising from AI technology's presence in the academic world and identify the impact of AI's presence in the academic world on humanity's future as global citizens. This research is important to carry out because of the widespread use of artificial intelligence technology in education, which indirectly exacerbates the problems faced by humans as global citizens. This research serves as a model for investigating philosophical issues within the field. This type of research is often referred to as library research. The research process consists of three stages: data collection, data classification, and data analysis. The methodical elements used are description, language analysis, analytics, synthetics, and interpretation. The research results show: 1) The main ethical and philosophical problems that arise from AI's presence in the academic world are the crisis of human autonomy, the crisis of academic honesty, and the crisis of responsibility. 2) The presence of AI in the academic world impacts the future of humans as global citizens by causing a crisis of academic honesty. This crisis has the potential to escalate into a more serious issue, specifically an academic identity crisis, as the use of artificial intelligence becomes more commonplace in almost all aspects of human life. The presence of AI in the academic realm, particularly in relation to humanity's future as global citizens, intensifies the issue of identity crises.

Keywords: academic integrity; artificial intelligence; global citizenship; ethics; identity crisis.

Introduction

The idea of global citizenship put forward by philosophers hundreds to thousands of years ago turns out to cause serious problems in the current era of increasingly rapid technological and information development, especially in the age of artificial intelligence (Crockett et al., 2021). Initially, the concept of global citizenship may be limited to the merging of human identities into a single identity, specifically a global citizen who will overcome the



barriers of primordialism and other cultural identities (Lilley et al., 2015). However, it turns out that the issue is more serious than initially thought. Following the widespread use of the internet, the emergence of 'global citizenship' coincided with an identity crisis among internet users. This identity crisis differs from a cultural or psychological crisis, commonly called an identity crisis. In this context, the interpretation of identity crisis refers to internet users' uncertain identities (Luppigini & Alotaibi, 2021).

Long before social media services evolved to the extent they do today, there are still vivid memories of various classic chat services, such as MIRC. This service was phenomenal in its time because it broke down barriers of time and space, allowing internet users to merge into one internet space and truly become global citizens (Scammell, 2000). One factor contributing to the popularity of this service was the user's freedom to adopt any identity they desired. On the internet, people can hide their identity. Women claim to be men, married people claim to be single, and so on, to increase the user's sense of security and comfort. Identity has already become less significant in the internet space. On the one hand, this situation gives internet users a sense of comfort to "hide," but on the other hand, it creates the potential for cybercrime to emerge. As users become accustomed to the internet, there is certainly hope that an identity crisis like this will end as internet users grow more mature. However, the threat of an identity crisis emerging has not just disappeared. Every time new technological developments emerge, this identity crisis on the internet still exists. While we genuinely embrace global citizenship, it frequently results in ambiguous identities for its citizens (Dahlgren, 2009).

The proliferation of the internet has led to the emergence of artificial intelligence-based technology, or AI, which has permeated various areas of life, including education. The introduction of ChatGPT and similar services to the public immediately led to new problems in education (Bin-Nashwan et al., 2023). Some researchers believe that the presence of AI technology in the academic world "only" creates academic honesty and integrity problems among academics. These researchers turned out to be wrong because there were actually more serious problems than just academic ethical issues that arose from AI's presence. The presence of AI in the academic world poses a serious threat to humanity's future as global citizens (DeHart, 2022).

Researchers warned about the dangers of falsifying internet users' identities about two decades ago, precisely when the internet revolutionised human interaction with computer technology. Even though this problem appears simple, several philosophers have begun to recognise the possibility of a serious problem, namely an identity crisis in the internet era. On the internet, individuals can conceal or conceal their true identities. In the name of privacy, users may use any name for any purpose, including ultimately committing cybercrime (Cascavilla et al., 2021).

Now, decades after the internet has accompanied human life, this problem has not disappeared but has actually gotten worse. Artificial intelligence, commonly referred to as "AI," has emerged this time, not the internet. Artificial intelligence, also known as "AI," has emerged as a remarkable technological advancement and has become a significant part of everyday life (Ambarita & Nurrahmatullah, 2024). AI-based technology has enabled complex jobs that previously required high intelligence, such as designing images, to become simple. The field of education is no exception. We can now complete scientific writing instantly, which previously might have taken a very long time. Recently, various AI-based technologies have become known that can help humans carry out complex tasks, including writing scientific articles. This phenomenon has caused a stir among academics. Previously, students relied on jockey services to complete their final assignments, but now AI can take over this function, eliminating the need for jockeys.

The emergence of various problems related to the use of AI in the field of education has triggered researchers to discuss it as the hottest research topic recently. Aleksander Aristovnik conducted an intriguing experiment on students' perceptions of ChatGPT" conducted by the

Faculty of Public Administration at the University of Ljubljana and an international consortium, which received more than 23,000 responses globally (Aristovnik et al., 2024). This study concludes that ChatGPT's presence can change education by improving learning experiences, academic performance, skill development, emotional responses, and ethical perspectives on AI in education. However, the use of ChatGPT also raises concerns about accuracy and potential misuse. To anticipate the negative impacts of ChatGPT, we must take these concerns and misuse potential more seriously (Thong et al., 2023).

Aside from Aristovnik, there are still many researchers who have tried to identify various kinds of problems that arise as a result of AI, including in education. Some researchers are concerned that the convenience offered by technology such as ChatGPT will give rise to new problems, namely the decline in students' critical abilities and the loss of elements of humanism in the learning process, as stated by Saputra and Hidayati (2023). Apart from that, some researchers have found that the use of ChatGPT creates dependence on AI, which in the long term can reduce student involvement in the learning process. This is counterproductive to efforts to develop students' character and social skills (Prastyono et al., 2023).

Several other researchers have also observed the same findings. Bettayeb et al. (2024) and Wadhwa et al. (2024) found that using AI in education raises ethical and privacy issues. Hasan et al. (2024) emphasise potential problems in terms of creativity and reduced critical thinking. Finally, Wadhwa et al. (2024) also found that the presence of AI such as ChatGPT could change the role of teachers or educators in the world of education. Other researchers, namely Adel et al. (2024), confirmed Wadhwa's findings, stating that ChatGPT's failure to replicate or analyse aspects of human emotions or feelings could pose a potential problem in the world of education. In Adel's view, this problem could impact the changing interaction patterns between educators and students (Adel et al., 2024).

Various types of research, discussing the potential and impact of artificial intelligence in various forms of services, have significantly contributed to elucidating the issues that arise in the application of AI in the education sector. However, these studies have several weaknesses because researchers missed or ignored the philosophical issues that exist in internet use.

Over the past few decades, technological advancements, such as computer or internet technology development, have progressed rapidly. The presence of technology has transformed human interaction, prompting researchers to initiate studies known as the philosophy of technology. The study of technology philosophy offers a critical, reflective, and philosophical analysis of technological phenomena, such as artificial intelligence. As a result of this study, the Japanese government launched Society 5.0 several years ago. Regrettably, there is a lack of critical philosophical studies examining the application of artificial intelligence in education. According to researchers, this deficiency is still a gap for more philosophical research, especially when linked to global citizenship, which has recently become more prominent with the development of digital technology.

Method

This study is a qualitative investigation into philosophical issues within philosophy (Kaelan, 2005). This research examines the use of various artificial intelligence-based technologies in education, viewed through the lens of philosophy, particularly the philosophy of technology. This library research consists of three stages: data collection, data classification, and data analysis. The research uses literature as its data source, specifically journal articles, books, scientific papers, and other articles discussing artificial intelligence-based technology's application in education. The second phase, data classification, involves organising the gathered data into primary and secondary categories. The primary data in this research is literature that explicitly discusses the impact of the use of AI-based technology in education, especially on the future of humans as global citizens. Meanwhile, secondary data pertains to the impact of AI technology in education on human life in general. This distinction primarily relates the data

collected in this research to three main concepts: the application of artificial intelligence in education, its impact on human life, and global citizenship.

According to Kaelan (2005), the qualitative research model in the philosophy field employs several methodical elements to address philosophical problems. Firstly, this research will employ methodical descriptions to explain the findings. Second, this research will also employ methodical elements of analysis. Philosophical research uses analysis as a methodical element to break down large problems or topics into smaller topics. Thirdly, we will employ methodical elements of synthesis to supplement the methodical elements of analysis. We use the methodical element of synthesis to combine analysis results or draw general conclusions from matters of a special or specific nature. This methodical element will benefit the process of concluding the collected data. Interpretation is the fourth methodological element. In literature research, every text possesses a context that the reader's perception or the original author's intentions can shape. Interpretation is a methodical element used by researchers to capture the meaning of a text and then draw conclusions based on their own interpretation. The next methodical element is coherence, i.e., maintaining harmony between various parts of the research to form a coherent and logical whole. In literary research, coherence is very important because it ensures that research results do not appear disjointed or inconsistent. Maintaining coherence allows researchers to present findings and analysis systematically and structured, ensuring reader comprehension and preventing confusion. Harmony between data, methods, interpretation, and conclusions will help researchers demonstrate strong and convincing arguments in literary research.

This study will examine the phenomenon of using artificial intelligence-based technology from the perspective of a global citizen. Global citizenship is one of the many ideas that have developed over the last few decades, especially as a response to the increasingly open barriers separating communities in the era of globalization. This idea inspired many researchers in various fields so that global citizenship is not only known in studies of politics and culture but also in studies of education. The meaning of global citizenship is quite diverse, covering various dimensions of identity, responsibility, and participation in the global world. A global citizen is often defined as an individual who identifies as part of a thriving global community and actively participates in its development and maintenance (DeHart, 2022). This identity transcends national boundaries, emphasising a sense of belonging to the world (Dower & Williams, 2016). Global citizenship entails recognizing oneself as part of a larger human community beyond national borders, engaging with global issues, and contributing to global society. Today's interconnected world calls for individuals to act with a sense of responsibility and global awareness, making this idea increasingly relevant.

Global citizens also often prioritise inclusive thinking, a deep understanding of global issues, and involvement in broad and comprehensive social movements. Global citizens care not only about specific individuals or countries' interests, but also about the general welfare and global challenges that affect everyone around the world. Global citizens, through a proactive and collaborative attitude, strive to create a more just, peaceful, and sustainable world for all people.

Results and Discussion

Result

History proves that the presence of new things in human life usually triggers reflection and critical analysis from its users (Cathrin, 2019). Likewise, artificial intelligence technology has appeared in education in recent years. The presence of artificial intelligence (AI) technology in the academic world has sparked long and in-depth debates about relevant ethical and philosophical issues. As the integration of AI into the educational process increases, there is an urgent need to critically reflect on the impact this new technology is having. Philosophers and ethical thinkers seek to explore and analyse the implications of the use of AI, which not only

affects the way humans learn and teach but also challenges basic ethical-philosophical principles in education.

This research examines several references that discuss the impact of the widespread use of artificial intelligence-based technology in education, such as ChatGPT. This investigation concludes that the presence of artificial intelligence technology in education has raised three ethical-philosophical issues.

First, one of the main problems accompanying the emergence of advanced technology in the form of artificial intelligence is its relationship to the crisis of human autonomy. Humans created technology to simplify tasks, but its presence occasionally diminishes or erodes human autonomy and freedom. According to the results of literature searches, several researchers have highlighted this issue. First, Hagendorff (2019) in an article entitled "The Ethics of AI Ethics: An Evaluation of Guidelines," wrote, "if humans delegate a decision to an AI, then humans lose some autonomy and the AI gains some autonomy." Instead, Hagendorff (2019) interprets human autonomy in AI ethical guidelines as treating people with respect as individuals, highlighting the tension between the need for AI to train on large data sets and the importance of not treating humans as mere data sources.

Researcher Pabubung (2023) has similar opinions in an article entitled "The Era of Artificial Intelligence and the Impact on Human Dignity in Ethical Studies." According to Pabubung, the presence of artificial intelligence (AI) has changed many systems in life. The application of AI systems in various aspects of life has clearly blurred privacy, weakening freedom and the right to private life as a component of human dignity (Pabubung, 2023).

Second, the academic honesty crisis is another ethical and philosophical problem that arises as a result of the use of artificial intelligence in education. Several studies have proven this problem. An example is research by Dehouche (2021) entitled "Plagiarism in the Age of Massive Generative Pre-trained Transformers (GPT-3)." In the study, Dehouche concluded that "GPT-3, a powerful artificial intelligence, can generate original content that is indistinguishable from human writing, potentially facilitating plagiarism and requiring urgent academic community action". Cotton et al. (2024) in an article entitled "Chatting and cheating: Ensuring academic integrity in the era of ChatGPT" also conclude that universities can effectively address concerns about academic integrity and cheating in higher education by adopting proactive and ethical strategies, such as developing policies and training (Cotton, 2024). Perkins (2023) research, "Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond," demonstrates similar findings. Perkins said, "AI tools like ChatGPT can create original, coherent text that can avoid detection, highlighting the need for updated academic integrity policies to address their use in future educational environments." *Third*, is the research of Waltzer et al. (2023), entitled "Testing the Ability of Teachers and Students to Differentiate between Essays Generated by ChatGPT and High School Students". In the study, Thalia et al. mentioned that teachers and students struggle to differentiate between ChatGPT-generated essays and high school students' essays, with accuracy rates at 70% for teachers and 62% for students (Waltzer et al., 2023).

The third issue arising from the widespread use of artificial intelligence in education is a responsibility crisis. The use of artificial intelligence in education can cause a crisis of responsibility, especially in how individuals understand and carry out their roles as students and members of society. Using AI as a learning aid raises the risk of students becoming overly dependent on this technology, potentially diminishing their sense of responsibility for their learning and academic outcomes. In a study titled "Artificial Intelligence For Humanity: Development of Religious Concepts Through Chat-GPT as a Solution to the Urban Muslim Identity Crisis in the Digital Era," Maliki (2024) discovered the impact of using AI. Wibowo (2023) identified the emergence of the question of responsibility in his research, "Creations and Inventions Resulting from Artificial Intelligence in a Copyright and Patent Perspective" (Wibowo, 2023). Several researchers have found that as it becomes easier to obtain

information and content, people's attachment to the obligation to be accountable for their work decreases.

Discussion

1. Ethical-philosophical issues that arise from the presence of AI technology in the academic world

a. Crisis on human autonomy

The impact of artificial intelligence (AI) on human autonomy is an increasingly relevant issue in today's digital era. AI has changed many aspects of life, including how humans interact, work, and learn. One of the significant consequences of implementing AI is a reduction in individual privacy and autonomy. Research shows that using AI systems in various aspects of life can blur the boundaries of privacy, weakening the right to private life, an important element of human dignity (Pabubung, 2023). In this context, AI functions as a tool and an entity that can influence individual decisions and freedom. AI also can potentially change how humans interact with technology and other humans. For example, AI enables a more personalised and adaptive learning approach in education, which can increase student engagement (Firdaus et al. 2024). Undoubtedly, there are worries that dependence on this technology could diminish people's critical and independent thinking skills, as they might rely more on AI systems' suggestions (Supriadi et al., 2022).

Regarding the impact of AI's use on human autonomy, it is essential to consider how AI can support but also threaten human autonomy. On the other hand, AI also offers opportunities to increase efficiency and productivity in various sectors, including education (Chaerulisma et al., 2023). By leveraging AI, individuals can better manage their time and resources, ultimately improving their quality of life. However, we must balance this increase in efficiency with an awareness of the potential risks posed by AI, such as job loss and a reduction in meaningful social interactions (Laoli et al., 2024).

The impact of AI on human autonomy is a complex and multidimensional issue. While AI can significantly enhance efficiency and personalisation, it also presents ethical and social challenges that require attention. Therefore, it is important to develop frameworks that ensure that AI is technically beneficial and respects and protects human autonomy and dignity (Roberts et al., 2021).

b. Crisis on academic honesty

The presence of artificial intelligence technology in education has also had a significant impact on the academic honesty crisis. One important aspect to consider is how AI, particularly virtual assistants like ChatGPT, can impact students' academic integrity. The use of AI in education provides simple access to information and learning support but also creates new challenges related to plagiarism and academic cheating (Pujiono et al., 2024; Rahman & Watanobe, 2023). One of the direct consequences of using AI is an increased risk of plagiarism. With AI's ability to produce coherent and relevant text, students may be tempted to use AI-generated content without providing proper references. This can blur the boundaries between original work and machine-generated work, thereby threatening the principle of academic honesty (Ivanashko et al., 2024).

Along with the development of writing assistant technology, various kinds of research have emerged that attempt to show the effect of using artificial intelligence on student attitudes. The results revealed that students with access to AI technology were more inclined to engage in dishonest behavior, particularly if they perceived the risk of detection as minimal. For instance, studies by Comas-Forgas et al. (2021) demonstrate about it.

Discussing the impact of artificial intelligence on human life is less comprehensive if you only look at the negative side. However, AI can also serve as a tool to support academic honesty. For example, AI-powered plagiarism detection software can help educational institutions

identify and prevent academic cheating. While the potential use of AI can facilitate dishonest behaviour, AI also has the potential to strengthen academic integrity through the appropriate application of the technology (Brown et al., 2018).

Yulianti et al. (2023), in research entitled "The Influence of AI on Students' Mind Pattern," explains that AI can influence or change students' thinking patterns. One of the negative impacts of using AI in the academic field is that students may become lazy about reading and become accustomed to instant results. The negative impact of using AI in the academic field comes in the form of dependency. Excessive reliance on AI can reduce motivation to learn independently and produce original work, thereby threatening academic integrity (Chaerulisma, 2023). The inclusion of AI in education has a complex impact on academic honesty. While AI can enhance accessibility and efficiency in the learning process, we cannot overlook the challenges posed by potential plagiarism and academic cheating. Therefore, developing a balanced approach to utilising AI is important while emphasising the importance of academic integrity and ethics in education (Azemi et al., 2024; Hagedorff, 2019).

c. Crisis on responsibility

The use of artificial intelligence has a significant impact on human responsibilities in various aspects of life. In this context, human responsibilities include the ethical use of technology, consumer protection, and the social impact of AI applications. When interacting with the internet, we often forget about the issue of responsibility. For instance, the use of social media demonstrates the ease with which users can inflict harmful remarks on their peers. The use of artificial intelligence technology presents similar challenges. With the rise of artificial intelligence technology, users sometimes no longer have an adequate attitude of responsibility. For instance, it's crucial to include references in written content.

To avoid the aforementioned scenario, applying artificial intelligence in education necessitates adherence to various guidelines or indicators. *First*, regarding ethics and social responsibility, artificial intelligence requires individuals to be responsible for decisions taken using artificial intelligence. AI can make decisions affecting human life, such as health, finance, and education. Therefore, it is important for AI users and developers to consider the ethical implications of this technology (Muhtadi & Sahrul, 2023). For example, schools that use AI in academic integrity services must ensure that the system is efficient but also fair and transparent so as not to harm consumers (Muhtadi & Sahrul, 2023).

Second, human responsibility in the context of consumer protection is also becoming increasingly important. With the increasing use of AI, the risks to user data privacy and security increase. Every institution must proactively protect user data and ensure that AI does not violate user rights, as internet use becomes increasingly widespread (Muhtadi & Sahrul, 2023). This involves implementing clear policies on data collection, use, and protection and providing transparency to consumers about the use of AI in their products and services (Muhtadi & Sahrul, 2023).

The social impact of AI usage also affects human responsibilities. AI can speed up decision-making processes and increase efficiency, but it can also lead to reduced employment and social inequality. Therefore, society and the government must be responsible for overcoming these negative impacts by creating policies that support education and retraining for affected workers (Zendrato, 2024). Additionally, it is important to encourage sustainable and responsible use of AI, which not only benefits organisations but also society at large (Fauzan & Hendra, 2024). The use of AI in education also demands responsibility from educators and students. Educators must teach students the ethics of using technology so they can understand their responsibilities when using AI positively and constructively (Rozza et al., 2023). Rozza et al., (2023) emphasize the importance of teaching students to use AI as a learning tool, not as a substitute for their creativity and critical thinking.

The use of AI brings challenges and opportunities that require greater responsibility from individuals, companies, and society. If all parties commit to acting ethically and responsibly, AI can improve life quality and social welfare with the right approach (Fauzan & Hendra, 2024; Muhtadi & sahrul, 2023; Zandrato, 2024).

2. The impact of AI's presence in the academic world on humanity's future as global citizens

Since its appearance several decades ago, the internet has provided many benefits and brought a lot of happiness to people. However, internet use still poses a serious problem. The juvenile crisis is the problem. An identity crisis, a problem arising from internet use, refers to the challenges individuals face in forming and maintaining their identities amidst the influence of digital media and increasingly complex social interactions. The internet has provided opportunities for every user to interact with all other users worldwide. Different responses arise from this situation, particularly when it comes to identity. Some users don't mind showing their real identity to other users around the world, but there are quite a few who choose to hide it. This is where the issue of identity crisis comes into play. Under the pretext of protecting privacy, users choose to use other identities. However, from another point of view, this attitude appears to be cowardly, wanting to hide the user's crime or bad behaviour.

This scenario demonstrates how the internet serves not only as a tool for communication but also as a place where people can form, alter, and occasionally even fragment their identities. Ekasari and Dharmawan (2012), said that one aspect of this identity crisis is the phenomenon of "hyperreality," in which individuals create idealised versions of themselves in cyberspace, which often differ from their actual reality. This can lead to confusion and uncertainty about who they are, as the identities presented on social media are often deliberate constructs and do not fully reflect the authentic self (Siwi & Febriana, 2022). Research shows that social media users, especially teenagers, often feel pressured to live up to the expectations set by their digital environment, which can exacerbate an identity crisis (Sidaria, 2023). In addition, the internet also provides broad access to various information and perspectives, which can enrich individuals' understanding of themselves. However, exposure to multiple conflicting norms and values can lead to identity confusion (Rejekiningsih & Hakimi, 2023; Saumantri, 2022). In other words, the Internet can act as a platform for testing and exploring individual identities, but it can also generate uncertainty and internal conflict (Smith, 2023).

This identity crisis is also visible in how individuals interact with online communities. For example, many individuals feel more comfortable expressing themselves openly on digital platforms, but this often comes with the risk of losing privacy and control over their identity. In some cases, individuals may feel alienated from their true identity as they are more connected to the digital persona they have created. In a broader context, this identity crisis can impact social relationships and community dynamics. When individuals feel unsure about their identity, this can affect how they interact with others and contribute to a shift in social norms (Rofidah & Muhid, 2022). Therefore, it is important to understand this identity crisis as a complex phenomenon affecting individuals and society as a whole. Overall, the identity crisis that arises from internet use reflects the challenges individuals face in navigating an increasingly complex digital world. With a better understanding of this phenomenon, individuals and society can develop strategies to support the formation of healthy and authentic identities in the digital age (Anwar et al., 2022).

Worrisomely, the issue of identity crisis has permeated the academic field in the era of widespread use of artificial intelligence in education. The identity crisis has intensified into an identity crisis specific to academia. In the era of artificial intelligence, the distinction between human-created scientific works and those created by artificial intelligence robots has become increasingly blurred. Then, as discussed in the previous section, the issue of academic integrity—the crisis of honesty—emerged.

The identity crisis, particularly in education and the formation of global citizenship, closely relates to the academic honesty crisis that emerged in the era of artificial intelligence (AI). This identity crisis reflects individuals' uncertainty in understanding and expressing themselves amidst the rapid and complex changes digital technology brings. In this case, individual identities are often fragmented between the persona displayed in cyberspace and their real identity, which can influence how they interact with the world of education and global society (Saduk & Chairiri, 2024). A critical aspect of the digital age identity crisis is its impact on academic honesty. With simple access to information and tools provided by AI, students may find it easier to commit academic fraud, such as plagiarism or using AI to complete assignments (Saduk & Chairiri, 2024). This creates a moral dilemma that can affect the formation of their identities as students and members of society. When students prefer to take shortcuts rather than put effort into learning and understanding the material, they not only damage academic integrity, but they also neglect their responsibilities as individuals who contribute to society (Saduk, & Chairiri, 2024).

Discussing this issue is intriguing as it mirrors the discourse on global citizenship in cross-cultural studies. While internet users enjoy unlimited freedom in using digital technology, the concept of global citizenship necessitates individuals' awareness and responsibility for global issues, such as honesty and integrity. People expect global citizens to participate in society actively, respect differences, and contribute to common prosperity (Faiz & Kurniawaty, 2023). However, when an identity crisis prevents individuals from understanding and internalising these values, they may struggle to function as effective global citizens.

So that this academic identity crisis does not worsen, it is important to instill ethical values and social responsibility in education so that students can develop a strong and authentic identity that aligns with the principles of global citizenship (Faiz & Kurniawaty, 2023). Values education is the key to overcoming the identity crisis and academic honesty. By providing education that emphasises ethics, integrity, and social responsibility, students can learn to value honesty and understand the importance of their contribution to society (Faiz & Kurniawaty, 2023). Values education will not only help them overcome the challenges faced in the academic world but also prepare them to become responsible and ethical members of society globally ((Faiz & Kurniawaty, 2023 Pabubung, 2023). Additionally, education that integrates technology with an ethical approach can help students better understand how to use AI and other digital tools constructively. In this way, they can develop a strong and positive identity, which not only reflects their true self but also supports the goal of global citizenship (Faiz & Kurniawaty, 2023; Pabubung, 2023). In this case, education must function as a bridge that connects technology, identity, and social responsibility so that students can grow into individuals who are not only academically intelligent but also have high social awareness. Overall, the link between the identity crisis and the concept of global citizenship in the AI era shows the need for a holistic and integrative approach to education. By focussing on character development and ethical values, education can help students overcome the challenges posed by the academic honesty crisis and form a strong identity as responsible global citizens (Faiz & Kurniawaty, 2022; Saduk, 2024; Pabubung, 2023).

Conclusion

The philosophical study on the use of artificial intelligence in education has successfully identified three significant ethical-philosophical problems that arise from the existence and integration of AI technology in academia: the crisis of human autonomy, the crisis of academic honesty, and the crisis of responsibility, all of which have an impact on the overall development of the education sector. The autonomy crisis emerges from the inherent potential of AI to significantly diminish human freedom and dignity during the education and learning process, raising significant concerns about the implications for individual institutions. Meanwhile, the academic honesty crisis is closely associated with the heightened risk of plagiarism and the growing dependence on technological tools for scholarly and scientific work, thereby

complicating the integrity of academic research. Finally, the accountability crisis entails an alarming reduction in individuals' active engagement in the learning process, exacerbated by the increasing use of AI, which can inadvertently reduce personal accountability and engagement in educational endeavours.

The impact of AI on the future of humans as global citizens manifests as the escalation of an identity crisis into an academic identity crisis, thereby jeopardising the integrity of education. This crisis illustrates the blurring between original human work and AI-generated output, affecting how individuals view their role as part of the global community. Therefore, integrating ethical values in education is necessary to overcome the academic identity crisis and form responsible and ethical global citizens. While AI offers numerous advantages, it also poses significant challenges that we must prepare for, particularly in education and fostering global citizenship. To address the challenges posed by integrating AI in education, it is important to explore alternative approaches that can facilitate the responsible use of this technology. This research suggests creating a curriculum that emphasises digital literacy and technology ethics, equipping students with technical skills and a profound comprehension of the social and moral implications of these tools, thereby fostering their qualities as global citizens. By equipping young people with critical skills to analyze AI-generated information, they can be better prepared to deal with the academic identity crisis that may arise from confusion between original human work and machine-generated output. Additionally, educators and ethicists must collaborate to establish clear guidelines for using AI in academic contexts, ensuring that this technology serves as a learning aid rather than a replacement for individual creativity and integrity.

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