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Artificial Intelligence (AI) Technology in Educational Transformation to Improve Student Intelligence in the Era of Disruption

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Abstract

Artificial Intelligence (AI) technology in the Disruption era is developing rapidly. The aim of this article is that Artificial Intelligence (AI) technology in Educational Transformation will have an impact on making Indonesia progress in the Disruption era. The methodology in this article is a qualitative descriptive method with a literature study approach. The question is how to prepare adequate equipment to support the success of educational transformation through Artificial Intelligence (AI) technology in the Disruption era? How is the mechanism of preparing schools and teachers to face technological developments in the Disruption Era using Artificial Intelligence (AI) technology? The research results show that the Disruption era has affected all aspects of human life, both economic, political, sociocultural, ethical, religious, and even the world of education. The Covid-19 pandemic has significantly changed almost every aspect of human life around the world. Schools need to integrate curricula that follow the latest developments in various fields of science, such as Artificial Intelligence (AI), artificial intelligence, data science, and the latest technology. This disruption era can replace old physical technologies with new digital technologies to produce something new that is more useful and efficient. Curriculum based on Outcome Based Education (OBE) results for teachers can be achieved through clear and measurable learning, relevant, sustainable and adaptive performance-based assessments.

Keywords: *Artificial Intelligence (AI),Educational Transformation, the Era of Disruption*

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1. INTRODUCTION

The era of disruption is an era of major changes that alter systems and scope through the development of Artificial Intelligence (AI) technology due to the emergence of various technological innovations in the era of the 5.0 industrial revolution. Industry 5.0 is the latest stage in industrial evolution which focuses on synergy and integration between cutting-edge technologies such as artificial intelligence, namely Artificial Intelligence (AI), Internet of Things (IoT), and robotics with capabilities and human innovation. The main focus lies on collaboration between humans and machines to produce a more professional, innovative education system, sustainable, and can adapt to the modern world. This era not only increases the ideas and creativity of students, but also emphasizes improving learning patterns, work results, and sustainability education, while creating new job opportunities with a more strategic and creative human role. This encourages people to utilize digital technology more than conventional methods. The era of the 5.0 industrial revolution is also known as the digital revolution and the era of disruption. It is called the digital revolution because computerization technology and automatic recording in all fields are developing very massively. It is also called the era of technological disruption because of the automation and interconnections between a Inter-industry competition creates non-linear job dynamics and competition. The acceleration of the disruptive era has become even more massive with the COVID-19 pandemic occurring globally, including in Indonesia. The pandemic presents both a challenge and an opportunity for many sectors of life in Indonesia to change and improve by utilizing technology to face the era of disruption. The choices are simply: improve the system or be left behind, transform or perish. The era of disruption has impacted all aspects of human life, including economics, politics, socio-culture, ethics, religion, and even education.

The Covid-19 pandemic has significantly altered nearly every aspect of human life worldwide. From work methods to interactions to learning, everything has changed. While navigating the ever-changing "new normal," one thing remains consistent: education continues to require special attention. Students, from kindergarten to college, need social interaction and physical experiences. They need spaces that provide

opportunities for play, experimentation, and creativity. Social and emotional skills are crucial for future success. The ability to collaborate with others is crucial in real life. This is because humans are social creatures. Many things cannot be done alone but must be done in groups, as technology advances rapidly. Most people already rely on software as a tool for education. Technology plays a crucial role, especially in distance learning. In Indonesia's education process, it is important to remember that children need more than just electronic devices. The learning process at school also involves the involvement of peers as a team, namely peers who serve as motivation and a source of encouragement and enthusiasm for children.

Schools need adapt their learning methods to keep up with technological developments through Artificial Intelligence (AI). The development of education from conventional methods to technology- based subjects may no longer be sufficient, so they need to consider a more interactive, online, and personalized approach. With the existence of The COVID -19 pandemic has accelerated the shift to online methods (Harahap et al. 2023). While providing broader access, it also presents challenges in maintaining the quality of online learning and providing technical support to students and teachers. Schools must respond to global changes by placing greater emphasis on digital skills, data literacy, and the ability to adapt to technological changes. Improving access for undeserved communities is a priority, and they must strive to create inclusive environments and reduce disparities in internet access. However, Budget constraints are a constraint for many schools, necessitating more efficient operations and finding ways to reduce the financial burden on schools and teachers. The purpose of this article is to examine how Artificial Intelligence Technology in Educational Transformation can impact Indonesia's progress in the era of disruption.

2. RESEARCH METHOD

Based on the nature of the problems raised in this article carried out using qualitative research methods, with a focus on descriptive data analysis consisting of various written texts being analyzed. A qualitative approach was chosen to analyze this article, which basically emphasizes library research (Supriani et al. 2022). The use of

technology in the world of education has changed the way it is carried out significantly. With the application of technology, access to education (Iskandar et al. 2023) has expanded, allowing students from various backgrounds and geographical locations to access teaching materials online. Online schools, commonly known as e-learning, and digital resources have opened the door to more flexible teaching and learning processes, allowing students to learn at their own pace and style. This learning method is made possible through technology, with adaptive systems that utilize artificial intelligence. (AI) to identify student needs and provide appropriate materials. School data is used to understand student development and design appropriate intervention strategies, while Virtual Reality (VR) and AR (Arcane) technologies provide immersive learning experiences (Wibowo 2023).

3. RESULTS AND DISCUSSION

a. Efforts to prepare sufficient devices to support the success of educational transformation through Artificial Intelligence technology. (AI) in the era of disruption.

The challenges of education in the Era of Disruption require adapting their learning methods to keep up with technological developments and student preferences. Traditional models based on learning are no longer sufficient, so they need to consider more interactive, online, and personalized approaches. The COVID - 19 pandemic has accelerated the shift from face-to-face learning to online learning or e-learning (Marwah 2021). While providing wider access, it also presents challenges in maintaining the quality of e-learning and providing technical support to students and teachers. Schools must respond to changes in the demands of the field or the workforce with a greater emphasis on digital skills, data literacy, and the ability to adapt to technological changes. Increasing access for every school for underprivileged communities is a priority, and schools also create an inclusive environment and reduce disparities in access and learning outcomes. While internet facilities at schools are a barrier for some students, schools need to operate more efficiently and find ways to reduce the financial burden on students.

Schools need to integrate curricula that keep up with developments. latest in various fields of science, such as Artificial Intelligence (AI), artificial intelligence, data science, and the latest technologies. Today, people need lifelong education to adapt to changes in their careers and lives. Schools also provide facilities and programs that support learning. Furthermore, they need to invest in robust and secure technology infrastructure to support learning and skills, while addressing challenges related to data privacy and ethical use of technology. In some countries, schools There are political pressures that threaten academic freedom, making the protection of intellectual freedom and freedom of expression crucial. To address the rapid changes in the primary and secondary school environment, flexible strategic plans and a commitment to innovation are essential. To address these challenges, they must become centers of innovation by collaborating with educational institutions and communities to identifying post-graduation market needs, developing relevant Outcome Based Education (OBE) curriculum, and ensuring that their graduates are prepared for technological changes in further education and society.

The Changing Role of Teachers in Curriculum Development: Outcome-Based Education (OBE) plays a crucial role in shaping the future of the younger generation. Continuous educational development requires changes and adjustments, particularly in programs. One of the Ministry of Primary and Secondary Education's latest initiatives is an independent study program that gives teachers a greater role in the learning process. Teachers play a crucial role in determining each student's potential, interests, and learning needs. Through the OBE curriculum approach, teachers can design learning methods that accommodate the diversity of their students, enabling each student to develop optimally. The teacher's role extends beyond providing information to helping students understand concepts through active learning.

It engages students in discussions, projects, experiments, and other hands-on activities (Luturmas et al. 2022). In primary and secondary education, the Outcome-Based Education (OBE) curriculum encompasses a range of activities that emphasize diverse learning outcomes, are measurable, and are results-driven. Below are some common activity categories conducted at this level of education:

1) Formulating Outcomes-Based Education (OBE) Learning Plans in Elementary and Secondary Schools through Learning Implementation Plans (RPP) that prioritize a broad understanding of the material and mastery of relevant competencies in accordance with learning outcomes. For example, teachers can use case analysis or project-based learning approaches to create instructional activities.
2) Educator Development and Professional Development Workshops through the implementation of training sessions to enhance educators' understanding of basic principles and how they are applied in pedagogical contexts, including the creation of outcomes-oriented educational tools. Educators receive training on how to create instructional and assessment strategies that assess skills and knowledge in a practical manner.
3) Performance-Based Assessment assesses students' ability to apply their knowledge and skills in real-world situations, not just written tests. This allows students to demonstrate their learning outcomes concretely;
4) Developing Practical Competence and Character through developing students' character and skills that can be applied in the real world, preparing students to face future challenges;
5) Collaboration between teachers and principals works together to create and implement a curriculum based on Outcome Based Education (OBE) that is appropriate to local needs and the world of work.

The main principles of Sustainable Education (OBE) in Primary and Secondary Schools emphasize:

1) Focus on what students need to learn;
2) Relevant and adaptable learning planning with unbiased, performance-based evaluation;
3) Developing problem-solving, creative, and critical thinking skills.

It is hoped that these activities will improve the quality of learning, make the learning process more meaningful, and produce graduates who meet established learning standards.

Efforts to prepare sufficient devices to support the success of educational transformation through Artificial Intelligence technology. (AI) in the era of disruption includes:

1) Digital Infrastructure Development and Internet Access
   Ensuring the availability of hardware such as computers, tablets, and a reliable and equitable internet network across all schools, including those in remote areas. This infrastructure is the primary foundation for Artificial Intelligence technology. (AI) can be applied optimally and inclusively;
2) Integration of AI into Curriculum and Learning Materials
   Artificial Intelligence subjects (AI) and digital literacy materials from an early age. This is crucial for students to understand the concept of AI and how to use technology wisely and effectively according to the needs of the times.
3) Teacher Training and Competency Improvement
   Providing intensive training for teachers to operate AI-based tools and integrate them into the learning process. Teachers are trained to become facilitators who utilize Artificial Intelligence data. (AI) to personalize learning based on student needs in real-time;
4) Artificial Intelligence- Based Adaptive Learning System (AI)
   Building a learning platform that uses Artificial Intelligence (AI) to adapt material to students' learning styles and pace. This makes learning more effective and interactive, supporting each individual's learning success;
5) Increasing Awareness and Ethics of Using Artificial Intelligence (AI)
   Educate all stakeholders about the importance of ethics in the use of AI, including the protection of personal data and the responsible use of information to ensure a safe and sustainable digital transformation;
6) Multi-Party Collaboration
   Encourage collaboration between government, schools, the technology industry, and the education community to provide resources, technological innovations, and policies that support Artificial Intelligence- based educational transformation. (AI) ;

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7) Continuous Monitoring and Evaluation

Implementing periodic evaluation mechanisms to assess the effectiveness of Artificial Intelligence implementation. (AI) in education and making strategic adjustments so that the goals of educational transformation are achieved optimally;

These steps are designed to address the needs of the disruptive era while also anticipating challenges such as disparities in access, human resource readiness, and shifting learning paradigms. With thorough preparation, Artificial Intelligence technology (AI) can be a key driver in improving the quality of Indonesian education towards an inclusive and adaptive digital future.

b. Mechanism for preparing schools and teachers to face technological developments in the Disruption Era by using Artificial Intelligence technology (AI)

A methodology to equip educational institutions and educators to navigate the technological advancement characteristics of the Age of Disruption through the application of Artificial Intelligence technology. (AI) encompasses several important dimensions as described in Adaptation and enhancement of the curriculum to adequately represent technological advances, including Artificial Intelligence. (AI), requires the integration of content related to the concept of Artificial Intelligence (AI) fundamentals, practical applications, as well as ethical considerations and social consequences associated with the use of Artificial Intelligence (AI). Establishing a robust technological infrastructure is crucial to facilitate digital and Artificial Intelligence- oriented learning experiences. (AI). Promoting collaborative engagement with industry stakeholders and external entities is crucial for gaining contemporary insights and related programs that can be seamlessly integrated into the educational framework. The role of teachers themselves, namely improving educators' digital literacy through systematic training and guidance, is crucial to ensuring that teachers have a comprehensive understanding of Artificial Intelligence technology. (AI) and can skillfully incorporate it into the instructional process. Providing technical support and consulting services regarding the

utilization of Artificial Intelligence technology tools. (AI) is needed to instill a sense of comfort and confidence among educators in its implementation. Improving pedagogical expertise among teachers is crucial to enable the design of adaptive and interactive learning environments that leverage digital technologies, including methodologies such as project-based learning and blended learning. Overall, these mechanisms underscore the importance of enhancing educator competencies and modifying curricular frameworks and educational infrastructure to effectively address the challenges and opportunities presented by the era of technological disruption driven by artificial intelligence.

In the prototype program, curriculum evaluation focuses on mastery of minimum skills, such as understanding democracy and other skills. The goal is to evaluate the school's function in improving minimum skills. It also reflects the various ways the curriculum can be used to achieve learning objectives. Self-assessment of the curriculum can be used as a way to assess learning in addition to determining whether students understand and succeed in the lessons. Evaluations generated by Artificial Intelligence (AI) within the context of the Outcome-Based Education (OBE) curriculum can serve as a primary reference for teachers to significantly improve student learning outcomes. Artificial Intelligence (AI) enables more personalized, objective, and real-time evaluation of student learning outcomes. Evaluation data generated by AI makes it easier for teachers to understand each student's strengths and weaknesses in greater detail, allowing them to tailor learning methods and instructional interventions to suit their individual needs.

The OBE curriculum itself focuses on achieving measurable, competency-based learning outcomes. With the integration of Artificial Intelligence (AI), learning outcome measurement becomes more accurate and comprehensive because AI provides big data analysis that can predict performance and provide concrete and rapid feedback. Teachers can also utilize AI evaluation findings to continuously improve curriculum design, design more appropriate assessment rubrics, and develop more adaptive and innovative learning strategies. Furthermore, AI does not serve as a substitute for teachers; rather, it serves as a strategic partner that helps teachers perform their duties more efficiently and effectively. Artificial Intelligence (AI) improves the quality of evaluations, ensures that each student

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receives attention appropriate to their level of achievement, and supports data-driven learning processes or data-driven decision-making. This aligns with the principles of Outcome-Based Education (OBE), which focuses on improving real learning outcomes rather than administrative processes. However, the use of AI in OBE requires adequate technological infrastructure, continuous training that enhances teacher skills, policies governing student data ethics and privacy, and a more personalized and effective learning process. Ultimately, Artificial Intelligence (AI) can improve student learning outcomes.

Other objectives of assessment in the Outcome Based Education (OBE) Curriculum include:

1) Ensuring that graduates truly master the established competencies, not just completing the material;
2) Measuring learning outcomes in a specific, measurable and relevant manner to the needs of the world of work and real life;
3) Provide accurate data for continuous evaluation of the effectiveness of the learning process and curriculum so that systematic improvements can be made;
4) Identifying students' strengths and weaknesses in mastering knowledge, skills and attitudes so that they can be followed up with appropriate learning strategies;
5) Supports diverse assessments including tests, projects, portfolios, presentations, with a focus on the ability to apply competencies;
6) Aligning learning outcomes with the goals of educational institutions and job market needs so that graduates are ready to contribute to society and industry;
7) Encourage active involvement of students in the learning and assessment process, emphasizing student-centered learning for individual development;
8) Become the basis for making academic decisions such as graduation, curriculum improvements, and study program development.

Thus, Outcome-Based Education (OBE) assessments serve not only as a tool for measuring outcomes, but also as a continuous learning and evaluation instrument that ensures graduates possess relevant, applicable competencies and are prepared to face real-world challenges and the workplace. The government has comprehensively and in detail regulated learning and assessment within the OBE curriculum.

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Curated learning and assessment can become a standard for teachers in planning and implementing meaningful learning so that they can foster students who are creative, think more critically, and innovate.

To assess the curriculum based on Outcome Based Education (OBE) results, teachers should consider the following principles:

1) Focus on Clear and Measurable Learning Achievements: Tests should be designed to concretely measure whether students have achieved the stated learning objectives in terms of knowledge, skills, and attitudes. Teachers should ensure that indicators indicating learning achievement are clear and can be objectively assessed;
2) Performance-Based Assessment and Real-World Evidence Assessment involves assessing actual performance, portfolios, projects, presentations, and practical activities that demonstrate how well students use their knowledge and skills in real-world situations. This assessment does not consist solely of written exams;
3) Student-centered assessment methods capitalize on students' unique growth and provide meaningful feedback;
4) Real Relevance and Context
   Assessments must be relevant to real-life contexts and learning needs, so that the results are useful for measuring students' readiness to face real-world challenges and the world of work in the future;
5) Continuous and Adaptive Process
   Assessments are carried out periodically and continuously to monitor student development and make adjustments to learning strategies if necessary to achieve optimal final results;
6) Transparency and Openness
   Assessment criteria and mechanisms must be transparent so that students understand what is expected, eliminating the focus on mere numerical grades but rather on the competencies achieved.

Assessment is carried out by paying attention to the individual development of students, providing constructive feedback, namely as explained below:

1) Assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for teachers, students, and parents/guardians to guide them in determining further learning strategies;
2) Assessments are designed and carried out in accordance with the function of the assessment, with the flexibility to determine the techniques and timing of assessment implementation to effectively achieve learning objectives;
3) Assessments are designed to be fair, proportional, valid and reliable to explain learning progress, determine decisions about steps and as a basis for developing appropriate learning programs;
4) Student learning progress and achievement reports are simple and informative, providing useful information about character and competencies achieved, as well as follow-up strategies;
5) The assessment results are used by students, teachers, education staff, and parents/guardians as reflection material to improve the quality of learning;

The Outcome Based Education (OBE) curriculum uses various types of assessment to evaluate the level of graduate learning outcomes (CPL):

1) Formative Assessment, also known as process assessment, is conducted during the learning process to provide feedback and help improve the learning process.
2) Summative Assessment, also known as final assessment, is conducted at the end of a learning period to assess how well the learning outcomes have been achieved.
3) Performance-Based Assessment: Assessment through real-life tasks such as projects, presentations, portfolios, and exams is designed to measure understanding and application ability.
4) Direct Assessment: Direct measurement of knowledge and skills through observation, exams, practice, portfolios, certification, and other methods.

According to the Ministry of Education and Culture's Learning and Assessment Guidelines, formative assessment is prioritized over summative assessment. Indeed, this assessment focuses more on student skill development than final outcomes. Hopefully, this review will help students realize that the learning process is more important than the final outcome.

Summative assessment is an assessment conducted to ensure the achievement of overall learning objectives. Therefore, this assessment is often conducted at the end of the learning process, such as at the end of a semester, academic year, or the end of the school year. This contrasts with formative assessment.

Summative assessments can impact student report cards and determine whether students progress to the next grade or level. This means that students who fail to achieve their learning objectives or meet established academic standards will not be promoted to the next grade or will not be able to continue to the next level of education. It's important to note that teachers can use not only specific techniques or tools to conduct summative assessments, such as written tests, but also other techniques, such as observation, practice, project work, and portfolio creation (Anbiya et al. 2023).

Kasali Recognizes Educational Transformation in the Era of Disruption. This study demonstrates the importance of "learning through play" as an educational method for children. Play is the primary way children learn, and passive reliance on devices can hinder the development of their social and emotional intelligence (Pramono et al. 2024). Furthermore, comparisons with other creatures show that humans are born with an immature brain. argues that the human brain develops through stimulation and interaction, demonstrating the crucial role of peers in child development. Learning about the first group is essential. Children encourage and inspire each other. Play contributes to their sensory and motor development. Activities such as playing with construction tools help children understand mathematical and logical concepts. All of this contributes to children's social and emotional development.

It's important to understand that the popularity of figures like Steve Jobs and Bill Gates as individuals who haven't completed formal education doesn't mean education isn't important (Susilo 2017). They relied on exploratory teaching methods to foster creativity and interdisciplinary intelligence. This is what is essential in educating children. Breakthroughs are always innovations. Disruption shouldn't be seen as a threat, but rather as a field of innovation that continually makes things easier.

Education can be key to transforming this era of disruption into an opportunity for Indonesia's advancement. According to Nelson Mandela, "education is the most powerful

weapon we can use to change the world" (Yulianto 2021). There are five factors that need to be considered to address disruption in education: digital, learning methods, seven new intelligences, advanced learning and anachronisms.

Focus on multidisciplinary skills. The era of disruption emphasizes the importance of developing a variety of abilities, including social skills, creativity, and critical thinking, in addition to traditional skills like reading and writing. It is about creating individuals who are better prepared to face a constantly changing world. Disruption inspires collaboration among various educational stakeholders, including schools, families, and industry. This is crucial for creating learning methods that are suited to future needs and encourage innovation in education. In other words, the era of disruption in children's education requires adaptation and transformation of learning perspectives and approaches. This encourages education to be more inclusive, competency-based, and ready to respond to changes occurring in society and technology. The era of disruption in the context of children's education refers to a period in which rapid technological developments and social changes are changing the way we learn and teach. This disruption is an innovation that will replace the old system with a new system on a large scale and deeply penetrate the system. Furthermore, the era of disruption has the potential to replace old players with new ones. What this means is that this era of disruption can replace old, all-physical technology with new, all-digital technology so that it can produce something new that is more useful and efficient (Ainun n.d.).

Disruption has shifted the educational paradigm from passive learning to active learning. Today's children not only acquire knowledge but also engage in exploration, problem-solving, and critical thinking.

Teachers have a responsibility to encourage creativity and innovation in learning. By providing opportunities for students to think critically and creatively, teachers help them Developing higher-order thinking skills. Beyond academic aspects, the role of teachers in shaping students' personalities and ethics is also crucial. The OBE program emphasizes the formation of strong moral and ethical values through interactions and role models demonstrated by teachers (Tang and Mappantaru 2024).

The role of teachers in the OBE program extends beyond providing information to students to guide and help them become better-rounded individuals, ready to face future challenges. By providing teachers with greater opportunities to design learning activities, the curriculum encourages a more comprehensive and holistic approach to education, based on the needs and potential of each student.

Preparing for Curriculum Implementation: Implementing the prototype program requires thorough preparation, particularly in terms of human resources, such as teacher training and the development of learning tools. Schools are encouraged to develop their own learning tools so they can understand and implement the curriculum more confidently.

4. CONCLUSION

The era of disruption has affected all aspects of human life, including economic, political, socio-cultural, ethical, religious, and even educational aspects. The Covid-19 pandemic has significantly altered nearly every aspect of human life worldwide. From work methods to interactions to learning, everything has changed. Schools need to integrate curricula that keep pace with these developments. latest in various fields of science, such as Artificial Intelligence (AI), artificial intelligence, data science, and the latest technologies. Today, people need lifelong education to adapt to changes in their careers and lives. Schools also provide facilities and programs that support learning. Furthermore, they need to invest in robust and secure technology infrastructure to support learning and skills, while addressing challenges related to data privacy and ethical use of technology.

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