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Claude's Utilization of Artificial Intelligence Technology to Improve the Effectiveness of Written Opinion Delivery on Bullying

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ABSTRACT

The use of artificial intelligence (AI) in the Claudia version is believed to be able to assist students who have difficulty writing coherent and objective opinions. This study aims to determine the effectiveness of using the Claude version of the AI to improve the effectiveness of opinion writing on bullying for grade 1 students. This study took place in the odd semester of the 2025/2026 academic year at SMA Negeri 4 Pematang Siantar. The Claude version of the AI was used as a companion tool in the opinion-writing process. The respondents of this study were a group of class X students. Data were collected through objectively designed observation and interview guidelines. Data on students' opinion writing on bullying before and after using the AI were analyzed descriptively and qualitatively. The results showed that the use of the Claude version of the AI improved the clarity of ideas, writing structure, and word choice when students expressed their opinions. Students felt more supported because the AI provided examples, suggestions, and corrections that made it easier for them to express their opinions regarding bullying. Furthermore, students became more confident and motivated when expressing their opinions. The use of the Claude version of the AI has proven effective as a tool in improving students' ability to express their opinions on bullying issues.

Keyword : Claudia technology, artificial intelligence, writen opinion

Pemanfaatan Teknologi Kecerdasan Buatan Claude untuk Meningkatkan Efektivitas Penyampaian Opini Tertulis tentang Perundungan

ABSTRAK

Pemanfaatan artificial intelligence (AI) versi Claudia diyakini dapat membantu siswa yang mengalami kesulitan menulis opini secara runtut dan objektif. Penelitian ini bertujuan untuk mengetahui efektivitas pemanfaatan AI versi Claude untuk meningkatkan efektivitas menulis opini tentang perundungan bagi siswa kelas. Penelitian ini berlangsung pada semester ganjil tahun ajaran 2025/2026 yang berlangsung di SMA Negeri 4 Pematang Siantar. Maksudnya, AI versi Claude digunakan sebagai media pendamping dalam proses penyusunan opini. Responden penelitian ini adalah sekelompok siswa kelas X. Data dikumpulkan melalui pedoman observasi dan pedoman wawancara yang disusun secara objektif. Data menulis opini tentang perundungan bagi siswa sebelum dan sesudah menggunakan media AI dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa penggunaan AI versi Claude mampu meningkatkan kejelasan gagasan, struktur tulisan, serta pilihan kata ketika siswa menyampaikan opini. Siswa merasa lebih terbantu karena AI memberikan contoh, saran, dan perbaikan yang memudahkan mereka mengekspresikan pendapat terkait perundungan. Selain itu, siswa menjadi lebih percaya diri dan lebih termotivasi saat menyampaikan opini. Pemanfaatan AI Claude terbukti efektif sebagai alat bantu dalam meningkatkan kemampuan penyampaian opini siswa mengenai isu perundungan.

Kata kunci: kecerdasan buatan, Claude, opini, tertulis

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INTRODUCTION

Bullying remains a crucial issue in the Indonesian education ecosystem, particularly at the high school level, which is the final phase of adolescent development. Various studies have shown that representations of bullying in the media and public spaces shape how students understand, evaluate, and express their opinions about the phenomenon. Agustien (2024), through an analysis of the framing of bullying news in Kompas, found that media construction significantly influenced audience empathy and interpretation of both victims and perpetrators. Similar findings were demonstrated by Yoga (2025), who examined how bullying news at the elementary school level shaped readers through critical discourse strategies. This confirms that students' ability to express opinions about bullying is not only related to factual knowledge but is also influenced by how they read, interpret, and process information from the media environment.

Furthermore, the ability to express opinions logically, ethically, and reflectively is a crucial competency in Indonesian language learning in high school. Siregar (2021) emphasized that communication strategies play a significant role in shaping public opinion, including in educational contexts. However, in reality, many students still struggle to formulate coherent, in-depth, and argumentative opinions when discussing social issues such as bullying. They tend to simply repeat popular narratives or adopt emotional positions without a clear structure.

It is in this context that artificial intelligence (AI) technology presents new opportunities. The emergence of generative language models like Claude—developed by Anthropic—is increasingly opening up opportunities for educators to utilize AI as a learning partner, not simply an automation tool. Several studies have shown that Claude provides more contextual, safe, and adaptive responses in helping users develop ideas (Priyanshu et al., 2024). Even in clinical studies, Sargsyan et al. (2025) found that the quality of Claude's responses can be significantly improved through appropriate prompt engineering techniques, indicating that this AI is capable of functioning as a reasoning partner.

Furthermore, research by Mubarok et al. (2025) on sentiment classification of the Claude application showed that this model was appreciated for its accuracy, logical flow, and ability to understand the user's context. This reinforces the findings of Putra et al. (2025) and Mudita (2024) emphasized that modern AI in education, marketing, and digital communications provides significant support in processing information, providing feedback, and improving human work effectiveness.

Given this situation, the use of AI—particularly Claude—becomes relevant to support students in expressing opinions regarding bullying issues. Claude can help students map arguments, improve diction, develop more critical perspectives, and reduce logical errors in writing. For 12th-grade students, who are required to have more mature critical literacy skills, Claude's presence has the potential to strengthen the quality of the opinions they produce, both in terms of structure, depth of analysis, and ethical awareness regarding social issues.

However, the use of AI is not without risks, including over-reliance, decreased independent thinking skills, and the potential for plagiarism if not properly guided. Therefore, this research is crucial to determine the extent to which Claude technology can improve the effectiveness of conveying students' opinions regarding bullying, while ensuring that the use of AI remains within ethical, educational, and empowering boundaries. This research is expected to contribute to the development of AI-based learning strategies and strengthen anti-bullying character education in schools.

METHOD

This study used a descriptive qualitative approach that aimed to in-depth describe the process and results of using Claude in case-based opinion writing instruction. Through this approach, researchers were able to understand students' experiences more comprehensively. The study was con-

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ducted at SMA Negeri 4 Pematang Siantar in October 2025, with two learning sessions and one interview session.

The study subjects consisted of 12th-grade students selected using a purposive sampling technique, while the Indonesian language teacher served as a supporting informant. The objects studied included the process of using Claude to assist with opinion writing, a comparison of writing quality before and after using AI, and teacher and student perceptions regarding its effectiveness and potential risks.

Data were collected through observations of the case-based learning process, semi-structured interviews with teachers and students, and documentation in the form of initial opinion drafts, revisions after using Claude, activity photos, and class notes. Field notes were also compiled to capture the dynamics of the learning process. The research procedure began with a socialization of the research objectives, followed by students being asked to analyze a bullying case and develop an initial opinion. Afterward, students used Claude to revise and refine their writing. Throughout the process, researchers conducted observations and documentation, and interviews were conducted after the learning activity was completed.

Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. To ensure the validity of the findings, triangulation was conducted through comparisons of observations, interviews, and documents.

RESULTS

1. Case Method Learning Process

The learning process in this study used the case method approach as the primary strategy to help 12th-grade students understand bullying issues critically and contextually. The case method was chosen because it is considered effective in enhancing participation, analytical skills, and decision-making skills based on real-life situations. Widiastuti, Amin, and Hasbullah (2022) emphasized that the case method can encourage students to be more active in learning because they are faced with authentic problems, which require higher cognitive engagement. This principle was also applied to high school students in this study, where they were given bullying cases taken from actual news reports and social experiences in the school environment.

In the initial stage, the teacher presents a bullying case through news text, short videos, and situational discussions. Students are then asked to identify the actors, forms of bullying, causal factors, and impacts on the victims and the school environment. This approach aligns with the findings of Fauzi et al. (2022), which show that the case method is effective in enhancing collaborative skills because students are trained to construct shared interpretations, consider different perspectives, and formulate justifiable solutions. In the context of this study, students work in small groups to analyze the case before moving on to the stage of developing individual opinions.

Next, students are asked to conduct an ethical and reflective assessment of the case. This stage aims to develop moral sensitivity while practicing evidence-based argumentation skills. Rahmadi et al. (2022) emphasize that the case method is most optimal when students not only solve problems technically but also integrate analysis, discussion, and reflection as part of the ongoing learning process. Therefore, the teacher in this study acts as a facilitator, guiding the discussion, ensuring each student's participation, and maintaining a dialogic learning climate.

The integration of the case method in learning about bullying opinions allows students to not only understand the problem superficially but also examine the social, linguistic, and power dynamics surrounding bullying. Thus, the learning process is not solely outcome-oriented but also focuses on strengthening critical literacy and the ability to express opinions responsibly. This approach serves as a foundation before students are directed to utilize Claude AI technology to develop more systematic and in-depth opinions in the next stage.

Furthermore, the application of the case method in this study also provides space for students to develop self-awareness and critical self-

reflection before entering the AI-assisted opinion writing stage. After group discussions, students are asked to individually write down their initial understanding of the case, including their personal analysis of the bullying and the ethical position they intend to take. This stage is crucial because it helps students develop a mature framework before accessing Claude. This ensures that the AI ??technology does not replace students' original thinking but rather enriches the argumentation process they have developed since the case analysis stage. Thus, the case method serves as a foundation for independent thinking, ensuring that Claude's use in subsequent stages remains aligned with the learning objectives of producing critical, ethical opinions rooted in authentic understanding.

2. Utilizing Claude in Opinion Writing

The use of Claude's artificial intelligence in opinion writing has been shown to help students improve their writing skills in a more focused and argumentative manner. Claude functions as a digital companion, providing direct feedback on idea formation, vocabulary choice, and sentence structure. This finding aligns with research by Amal et al. (2024), which demonstrated that AI can support writers in clarifying main ideas and developing more mature writing.

Furthermore, Claude's ability to analyze sentiment is also relevant for ensuring consistency in tone and purpose. Mubarok et al. (2025) demonstrated that Claude's high accuracy in sentiment classification can help students maintain objectivity and clarity of meaning in their opinion pieces.

However, the use of AI must still consider ethical aspects. Arifin (2025) emphasized that generative AI may be used as long as it does not eliminate the originality of the work and maintains the student's role as the primary creator. Therefore, Claude is merely a tool, not a substitute for student creativity.

Overall, the use of Claude provides positive benefits, not only in improving language quality but also in developing students' critical thinking and digital literacy skills. This integration makes the learning process more engaging and relevant to the needs of 21st-century competencies.

3. Comparison of Before & After Opinions

The use of Claude artificial intelligence in student opinion-sharing activities regarding bullying demonstrates strong relevance to the transformation of the educational communication ecosystem described by Sukendro, Yoedtadi, and Pandrianto (2024). They assert that the evolution of media and communication due to AI integration not only accelerates the production and distribution of messages but also modifies the way individuals interact, reflect, and negotiate meaning on social issues. In the context of high school students, Claude's ability to provide adaptive and dialogical responses allows for the creation of a reflective space that has been difficult to achieve through conventional learning approaches. A comparison of opinions before and after the intervention indicated that students were better able to articulate their understanding of the impact of bullying, develop interpersonal sensitivity, and formulate more empathetic attitudes after interacting with Claude. This aligns with the idea of ??Permana, Kom, and Kom (2025) that AI technology has the potential to improve the quality of learning through personalization, cognitive enrichment, and perspective-expanding mechanisms, particularly when students are faced with situations that require emotional engagement or moral stances.

Furthermore, changes in opinion quality after the intervention were reflected not only in the cognitive dimension but also in the discourse construction aspect. Claude helped guide students in constructing more systematic arguments, integrating facts and moral reasoning, and reducing biases such as victim-blaming that had previously emerged in initial opinions. These changes can be explained through the framing and message mediation theory outlined by Tejawati et al. (2024), who stated that AI in public communication and journalism functions as an agent capable of facilitating the development of more structured and ethical narratives. Leveraging these capacities, Claude acted as a scaffolding communication assistant, helping students re-examine their thinking and

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improve the quality of their arguments related to sensitive issues like bullying. Pre-post comparisons in this study showed a trend toward increased argument coherence, a more assertive anti-bullying stance, and the ability to include more realistic recommendations for action.

Critically, the effectiveness of this opinion change was also influenced by the characteristics of the human-AI interaction, which allowed for dialogue without the social pressures typically present in face-to-face discussions. Several students who tended to be passive or afraid of making mistakes in class forums showed increased courage in expressing their perspectives when engaging in dialogue with Claude, as the AI was perceived as a neutral, non-judgmental communication partner who consistently provided space for reflection.

However, opinion change cannot be entirely attributed to technology without considering the surrounding pedagogical context. The teacher's consistent role as facilitator, ethical prompt design, and the integration of follow-up discussion activities are crucial factors in determining the success of Claude's use. This aligns with Permana et al.'s (2025) warning that AI should not be treated as an autonomous entity operating on its own, but rather as a technology whose effectiveness depends heavily on human management and the accompanying learning structure.

On the other hand, the application of AI to sensitive issues such as bullying requires ethical caution, as outlined by Tejawati et al. (2024) regarding the risk of bias, culturally inappropriate framing, and the potential for misinformation. Therefore, post-intervention student opinion change should be viewed as the result of a dynamic interaction between technological capacity and human support. This research demonstrates that when used within appropriate ethical and pedagogical boundaries, Claude can broaden students' moral horizons and support the formation of more mature and responsible opinions. Thus, the main recommendation is the need to integrate AI like Claude into character education and communication learning, especially for social themes that require open and reflective dialogue. Schools need to design digital literacy modules, ensure AI content moderation, and develop ethical SOPs so that the use of this technology not only increases the effectiveness of conveying opinions about bullying but also maintains students' emotional safety.

4. Effectiveness of Using Claude in Learning

The research results show that the use of Claude has a significant impact on students' activeness, writing quality, and courage in expressing opinions about bullying. This effectiveness is evident through four main indicators: (1) increased student activeness, (2) increased courage in expressing opinions, (3) assistance in structuring sentences, and (4) accelerated writing revision.

4.1 Increased Student Activeness

Observations show that students are more active in asking questions, exploring ideas, and testing arguments when using Claude. During discussions on bullying cases, Claude serves as a sparring partner, providing alternative perspectives, thus further engaging students in the thinking process. This finding aligns with the research of Alim & Khusnah (2025), who found that integrating AI into adaptive learning can increase student participation because AI provides rapid responses and personalization to students' learning needs.

4.2 Increasing the Courage to Express Opinions

Before using Claude, some students were hesitant to express their opinions due to concerns about choosing the wrong words or weak arguments. However, after using Claude to check structure and refine diction, students became more confident in expressing their opinions in class discussions. This is supported by the findings of Bachtiar et al. (2024) that generative language models help students reduce academic anxiety and increase their communication readiness.

4.3 Helping Students with Sentence Struggles

Claude has been shown to be effective in helping students who struggle with sentence and paragraph construction. Based on document analysis,

most students experienced improvements in coherence, inter-sentence relationships, and clarity of ideas after using Claude. These results support research by Mubarok et al. (2025), which states that AI can help improve fluency in written expression through precise structural revision suggestions.

4.4 Accelerating the Revision Process

Revisions of opinion pieces before and after Claude showed significant differences. The revision process, which typically takes a long time (due to teacher corrections), can be completed more quickly with the help of AI. Students receive instant feedback on ineffective sentences, logical errors, or inappropriate word choices. This aligns with the findings of Kholis et al. (2024), who stated that AI accelerates the formative assessment feedback process and reduces the burden of teacher correction.

From these four indicators, it can be concluded that Claude is not only a technical tool but also encourages increased engagement, linguistic skills, and academic courage in students' opinions. In the context of the case method, Claude plays a role in strengthening the process of analyzing bullying cases because students are able to construct arguments that are richer in evidence and more structured, and demonstrate a growing moral understanding.

DISCUSSION

1. Interpretation of Results Linked to Theory & Recent Research

The research findings regarding the effectiveness of using Claude in learning about bullying demonstrate strong alignment with developments in AI theory in education, critical literacy, and adaptive learning. The increased activeness and courage of students in expressing their opinions demonstrates that human-AI interactions can create a more inclusive and responsive collaborative learning space. This aligns with the findings of Nurhayati et al. (2024), who explained that integrating AI into collaborative learning can enhance learning effectiveness because it provides a dialogic stimulus, broadens perspectives, and helps students develop more mature arguments. In the context of this research, Claude served as a discussion partner capable of sparking the exploration of ideas, thereby increasing students' cognitive and social engagement, particularly when analyzing complex bullying cases.

Furthermore, the students' improved ability to construct sentences and refine their opinion structures indicates that the use of AI supports the development of advanced digital literacy. Zahara et al. (2023) emphasized that AI in education not only helps automate tasks but also strengthens higher-order thinking skills through adaptive feedback. When students use Claude to refine their diction and argumentative logic, they are practicing applying digital literacy principles in the context of text production, not just information consumption. This finding is further supported by Husamah (2024), who states that digital literacy encourages students to critically understand, process, and create information—as seen in the way students reassess their argumentative structure and maintain consistency of meaning in their writing after receiving feedback from Claude.

The improvement in the quality of revised writing can also be understood through an adaptive learning perspective. Ratmono (2024) emphasizes that digital literacy in language and literature learning requires rapid adaptation to technology that provides direct and personalized feedback. In this study, Claude facilitated a more efficient revision process through instant formative feedback, allowing students to correct errors in logic, coherence, and language accuracy without having to wait for teacher correction. This mechanism aligns with the characteristics of adaptive learning, a system that adapts to individual learning needs and supports the progressive development of skills. Thus, students not only learned to write better but also learned how to revise independently—a crucial critical literacy competency.

Furthermore, Claude's effectiveness in supporting the learning process is also consistent with the findings of Harahap and Napitupulu (2024), who stated that cloud-based technology and

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blended learning enable more flexible, personalized, and learner-centered learning. Students' interactions with Claude demonstrate how technology can create a psychologically safe learning environment; students can experiment with ideas and language without fear of error, while also receiving ongoing support. Such a learning environment supports the development of critical literacy, as students are encouraged to reflect on information, assess bias, test arguments, and develop responsible ethical positions regarding bullying issues.

Based on the overall findings and theory, it can be concluded that the use of Claude not only improves the quality of students' writing but also facilitates the development of critical literacy, digital literacy, and adaptive learning, necessary in a 21st-century educational ecosystem. AI technology works in a complementary manner with the case method and teacher mentoring, encouraging students to become more reflective, analytical, and empowered learners who can voice their opinions on complex social issues.

2. Analyze how Claude acts as a learning partner, not a content generator.

Claude's role as a learning partner positions artificial intelligence not merely as a generator of instant content, but as a dialogical partner that supports the formation of an active, reflective, and directed learning process. Unlike content generators that simply provide ready-made answers, Claude works with a scaffolding approach, providing stimulating questions, gradual feedback, and encouragement of critical thinking so that students construct understanding independently. This paradigm shift aligns with the tendency of modern pedagogy to position students as the learning subjects, while AI functions as a facilitator that guides the process, rather than replacing students' intellectual endeavors. Claude's role as a learning partner is increasingly relevant when linked to the development of cloud computing technology, as explained in Syahputra's (2025) findings that the use of cloud computing can expand access, enrich learning resources, and create a flexible and distributed learning environment. The use of Claude in the cloud ecosystem allows students to engage in learning interactions at any time, access materials stored in digital repositories, or obtain clarification on poorly understood concepts through real-time dialogue. This perspective is reinforced by research by Miftakhudin, Farkhan, and Izaki (2025) which shows that cloud computing-based learning platforms enable personalized learning, collaboration, and improved interaction quality because learning resources are no longer limited by space and time. The integration of Claude in a cloud-based e-learning environment makes it a tool capable of performing an adaptive learning assistance function through the ability to read the context, adjust the explanation style to the student's needs, and provide guiding questions that stimulate knowledge construction.

Thus, Claude's role as a learning partner does not stand alone but is closely linked to a cloud-based digital ecosystem that enables accessibility, scalability, and flexibility. This integration makes the learning process more student-centered, supports the development of metacognitive skills, and minimizes passive learning practices that typically occur when students simply receive ready-made answers from AI. However, utilizing Claude as a learning partner also requires critical management, particularly regarding the potential for misinformation, the need for AI literacy, and the risk of dependency. Therefore, teachers retain a strategic role as directors, process supervisors, and guarantors of the validity of the information provided by AI. In this position, Claude functions as an enhancer of the learning process, not a substitute for teachers or a provider of instant content. The transformation from AI as a content generator to a learning partner reflects a paradigm shift in digital education based on interaction, reflection, and the optimal use of cloud technology to support improved learning quality.

3. Potential for Improving Digital Literacy and Anti-Bullying Character

The use of AI technology like Claude in the opinion-building process demonstrates significant potential for improving students' digital literacy,

particularly their ability to access, sort, evaluate, and critically process information. Digital literacy is not just the technical ability to use devices, but also the ability to understand the context, bias, and construction of information circulating in the digital space. This aligns with research by Agustien (2024) and Yoga (2025), which shows that reporting on bullying in the mass media always involves a specific framing process and discourse strategies. Therefore, when students analyze bullying cases before accessing Claude, they are indirectly learning to recognize how information is shaped, positioned, and directed by the media—a core competency in advanced digital literacy.

The integration of AI also expands the potential for reflective learning because Claude is able to provide dialogic and adaptive feedback. Mubarok et al. (2025) noted that Claude's responses tend to be consistent, structured, and sensitive to the user's context, enabling this AI to help students develop writing and critical thinking skills without losing the authenticity of their ideas. This approach aligns with Putra et al.'s (2025) guidance on the use of AI in educational contexts, which states that AI should be used to empower users, not replace human thought processes. This way, students not only master digital devices but also learn to maintain integrity in their use of technology. In terms of anti-bullying character development, learning that combines the case method and AI encourages students to develop empathy, ethical awareness, and sensitivity to issues of social-relational violence. Rahmadi et al. (2022) emphasize that the case method is effective in fostering emotional-cognitive engagement because students must position themselves, argue, and consider the impact of their decisions on others. When the analysis is then deepened with Claude's help, students can explore more mature arguments, including the perspectives of victims, witnesses, and perpetrators. This process not only improves the quality of opinions but also strengthens anti-bullying values ??such as empathy, social responsibility, and the courage to speak out against injustice.

In shaping public opinion, the ability to communicate ethically is crucial for shaping public opinion (Siregar, 2021). The use of AI further enhances this potential as students learn how to process messages wisely, emphasize humanitarian values, and avoid victim-blaming narratives. Claude, as tested by Sargsyan et al. (2025), was able to provide more accurate, polite, and responsible responses when users provided appropriate prompts. This demonstrates that AI can be a learning partner in building a more humane anti-violence narrative.

Furthermore, modern AI developments discussed by Mudita (2024) and the analysis of technology governance by Priyanshu et al. (2024) demonstrate that today's digital literacy must also encompass an awareness of the ethical use of technology. By understanding how Claude works, its limitations, and the responsibilities involved in using it, students are not only helped in forming opinions but also nurtured into critical, responsible technology users who are aware of the social impacts of digital interactions. This is what makes AI-based learning not just about improving technical skills, but also about strengthening digital character rooted in anti-bullying values and ethical communication.

4. Risks of Dependence, Plagiarism, and Reduced Independent Thinking

Although Claude has proven effective in improving the quality of learning, this study also identified several risks that need to be anticipated, particularly regarding students' academic integrity. These risks include dependence on AI, plagiarism, and a reduction in independent thinking if AI use is not guided.

a. Risks of Dependence on AI

Some students tend to use Claude from the initial stages of forming opinions without prior reflection. This indicates a potential over-reliance that can diminish the analytical process that is at the heart of case-based learning. This finding is supported by Gruenhagen et al. (2024), who stated that uncontrolled use of AI can replace students' critical thinking processes.

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b. Risks of Plagiarism and the Use of Full AI Text
Document analysis revealed a tendency for some students to copy structures or sentences from Claude directly without paraphrasing. This pattern indicates a risk of AI-based plagiarism. Lee et al. (2024) in their study of academic integrity found that AI can become a new source of plagiarism when students lack ethical literacy in utilizing technology.

c. Reduced Independent Thinking
Because Claude presents arguments coherently and quickly, students tend to skip important stages of thinking: weighing perspectives, formulating positions, and evaluating evidence. The case method, which is supposed to train in-depth reasoning, potentially loses its essence if students rely on instant answers. This aligns with Lee's (2025) findings, which explain that the dominant use of AI can reduce independent reasoning capacity and argumentative creativity.

d. Implications for Learning
These risks imply that the use of AI in analytical tasks such as opinion pieces must be balanced with pedagogical controls. Teachers need to limit the use of CLAUD to the revision or language refinement stage, not the core idea formulation stage. Assessment models also need to be process-based, not just the final product.

5. The Role of Teachers in Ensuring the Ethical Use of AI

The development of Artificial Intelligence (AI) has brought about significant changes in education. This technology can help students find information quickly, provide appropriate learning recommendations, and facilitate teacher evaluations. However, the increasingly widespread use of AI also presents ethical challenges that should not be ignored. If not properly guided, AI can encourage students to plagiarize, become overly dependent on technology, or even obtain inaccurate information. Therefore, teachers have a crucial role in ensuring that the use of AI is ethical, wise, and beneficial to student character development.

a. Teachers as Guardians of Professional Ethical Standards in the Use of AI
According to Sarwiti et al. (2025), professional ethics is the primary foundation that determines teacher quality. These ethics relate not only to teachers' attitudes and behaviors but also encompass how teachers guide students in dealing with technological changes. In a digital era rife with the use of AI, teachers need to ensure that every student activity involving technology remains compliant with educational norms. This means emphasizing the importance of academic honesty, explaining the risks of plagiarism that arise from the unwise use of AI, and reminding students that artificial intelligence does not always produce correct answers.
Teachers also need to understand the characteristics of AI to provide accurate guidance to students. For example, teachers should explain that AI systems have limitations, such as data bias or errors in recommendations. This way, students are expected to not accept AI results at face value but to continue analyzing and re-examining them.
Sarwiti et al. (2025) emphasized that teachers who adhere to professional ethics will be able to maintain the quality of learning despite the continued development of technology. This means that teachers should not only focus on the convenience offered by AI but also ensure that moral values ??remain part of the learning process.

b. Teachers as Ethical Role Models in the 5.0 Learning Ecosystem
In the 5.0 Learning system, which emphasizes the use of advanced technology while simultaneously building character, teachers play a strategic role as role models in technology use. Robi'ah et al. (2025) state that teachers are not only obligated to teach but also to serve as concrete examples of how digital ethics should be applied. When students see teachers using AI wisely, respecting information sources, or verifying AI results, they will be encouraged to do the same.
Teacher role models are crucial because students tend to imitate the behavior of adults, especially their educators. If teachers rely solely on AI without critical thinking, students will do the

same. Conversely, if teachers demonstrate a cautious attitude towards technology, students will understand that artificial intelligence is not a source of absolute truth.

Furthermore, Robi'ah et al. (2025) emphasize the importance of teachers' moral responsibility in shaping students' character so they can behave ethically in the digital world. For example, teachers can teach students how to properly cite sources even when using AI as a tool to find information. Teachers can also demonstrate how AI is used as a means of exploration, not as a tool for completing assignments instantly.

c. Teachers as Guardians of Digital Literacy and the Responsible Use of AI

Students' ability to understand technology is part of digital literacy, and teachers play a significant role in developing it. In the AI ??era, digital literacy is not just the ability to use devices, but also includes the ability to evaluate information, understand how technology works, and recognize the limits of its use.

Teachers need to educate students about various aspects of AI use, including potential errors, algorithmic bias, and potential negative impacts. This way, students will have a solid foundation of understanding to critique technological innovations, not just use them.

In addition to providing understanding, teachers also need to establish rules and ethical principles for the use of AI in the classroom. For example:

- determining tasks that can be assisted by AI and those that must be completed without technological assistance,
- setting boundaries so that students do not use AI for the entire assignment process,
- teaching techniques for checking information generated by AI,
- and encouraging students to continue conducting manual research to avoid losing critical thinking skills.

The role of teachers in improving digital literacy also helps reduce unethical behavior such as plagiarism, relying on automated answers, or copying information without understanding the context. With proper supervision and guidance, students can utilize AI as a learning tool that supports academic abilities, not undermines them.

d. Teachers as Shapers of a Learning Culture that Prioritizes Moral Values

The use of AI in learning should not only promote efficiency but also strengthen an ethical educational culture. Teachers play a crucial role in establishing a learning environment that balances technology and morality. Sarwiti et al. (2025) emphasized that the quality of teachers is not only seen from their mastery of technology, but also from their ability to maintain professional ethical values.

Teachers can leverage AI to enhance creativity, facilitate access to information, and help personalize learning, but they must still emphasize the importance of honesty, hard work, and independence. By integrating technology and character, teachers can shape students who are not only proficient in using AI but also possess integrity and responsibility.

Robi'ah et al. (2025) added that teachers' moral responsibility is a crucial factor in shaping students' personalities. Teachers can instill values ??such as empathy, honesty, and responsibility through monitoring the use of AI. If teachers are able to guide students to utilize AI as a supporting tool for the learning process, the resulting generation will not only be digitally competent but also strong in character.

CONCLUSION

This study concludes that the use of artificial intelligence (AI) in learning about bullying positively impacts students' ability to construct arguments, increases their engagement, and strengthens their digital literacy and ethical awareness. Through the integration of the case method and AI assistance, students can develop more structured, critical, and empathetic opinions. However, this study also highlights risks such as dependence on technology, the potential for plagiarism, and reduced independent thinking if the use of AI is

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not properly guided. Therefore, teachers need to take a strategic role as ethical supervisors and facilitators to ensure that Claude's use remains educational and supports the development of anti-bullying character. Students are advised to utilize AI as a tool for reflection and improvement, not as a substitute for the thinking process. Schools are also expected to develop guidelines for digital literacy and ethical use of AI and provide training for teachers to optimize the use of this technology. Future research can explore the use of AI in other language skills so that technology-based learning innovations can continue to be developed to improve the quality of education. Thus, Claude has proven effective as a learning companion that strengthens the quality of student opinion as long as it is used wisely, proportionally, and under proper pedagogical supervision.

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