

5th INTERNATIONAL EGE CONGRESS ON SCIENTIFIC RESEARCH

July 22-23, 2026 / Marmaris, Muğla / TÜRKİYE

THE PROCEEDINGS BOOK

EDITOR:

Assoc. Prof. Dr. Ahmet Salih İKİZ

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HEAD OF SESSION: Ananda Majumdar

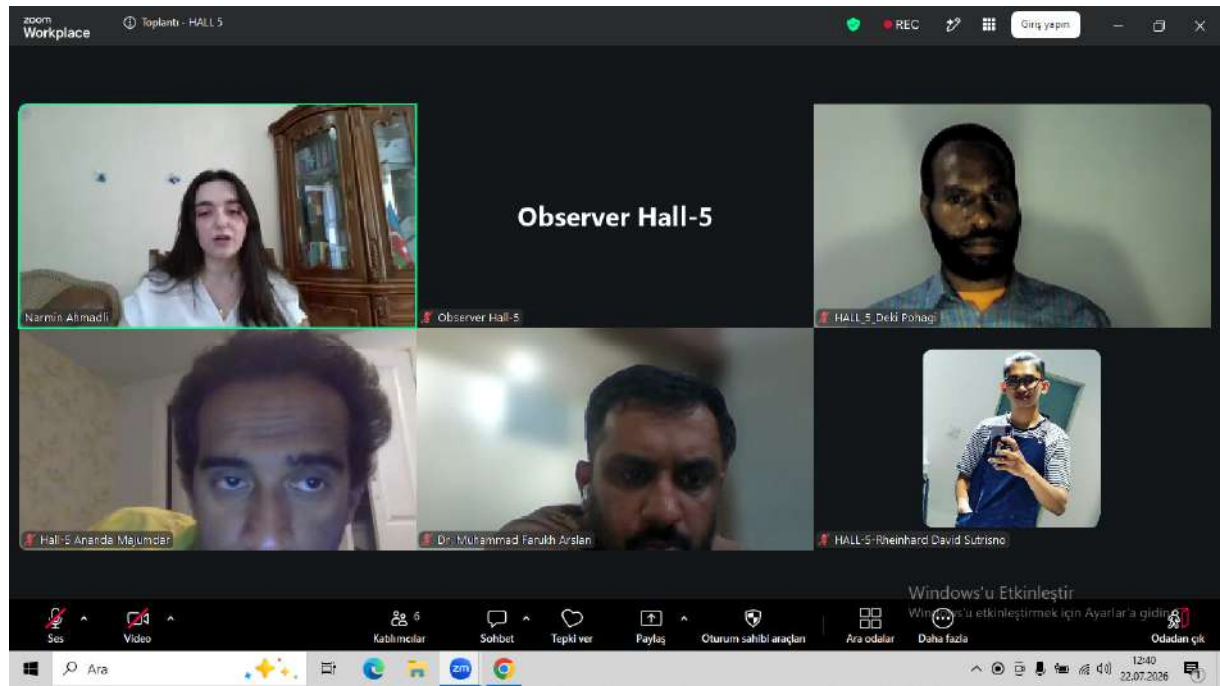
AUTHOR(S)	ORGANISATION	TOPIC TITLE
Anana Majumdar	Harvard University, USA	RITUAL BOUNDARIES AND SOCIAL IDENTITY: THE DYNAMICS OF VEDIC COERING IN ANCIENT INDIAN RELIGION
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Ananda Majumdar	Harvard University, USA	THE IDEOLOGICAL INFLUENCE OF THE TEUTONIC ORDER ON MEDIEVAL CHIVALRY
Muhammad Farukh Arslan	Mukabbir University of Science and Technology, Pakistan	EMOJIS AND COMMUNICATIVE COMPETENCE: A COMPARATIVE STUDY OF GENERATION Z AND GENERATION ALPHA DIGITAL DISCOURSE
Narmin AHMADLI	Baku State University, Azerbaijan	A TURNING POINT IN AZERBAIJAN-RUSSIA RELATIONS IN THE ISSUE OF DETERMINING THE STATUS OF THE CASPIAN SEA
Samal Sagnaikyzy	Almaty Technological University, Kazakhstan	ADMINISTRATIVE CENTRALIZATION AND THE INSTITUTIONAL EVOLUTION OF SOVIET LAW ENFORCEMENT IN KAZAKHSTAN (1920S–1930S)
Samal Sagnaikyzy	Almaty Technological University, Kazakhstan	FORMATION, STRUCTURE AND FUNCTIONS OF SOVIET LAW ENFORCEMENT AGENCIES IN KAZAKHSTAN (1920S–1930S)

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Bogdan CHIU Ion PETRE Mihai LOICHITA Daian Ionel POPA Marius FURAU Razvan BOBORA Izabella PETRE	ASSOCIATION BETWEEN BODY MASS INDEX AND ADVANCED CERVICAL CANCER: FINDINGS FROM A LARGE COHORT STUDY	615-616
Anana Majumdar	RITUAL BOUNDARIES AND SOCIAL IDENTITY: THE DYNAMICS OF VEDIC COERING IN ANCIENT INDIAN RELIGION	617-627
Abdulmajid Sani Buba	AI AND DEMOCRATIC RESILIENCE IN THE GLOBAL SOUTH: COMPARATIVE CASES FROM NIGERIA, KENYA AND BRAZIL	628
Rheinhard David Sutrisno Deki Pohagi	AFFIRMING IMAGO DEI IN THE AGE OF ARTIFICIAL INTELLIGENCE THROUGH THE RECONSTRUCTION OF CHRISTIAN RELIGIOUS EDUCATION FOR INDONESIAN ADOLESCENTS	629-640
Ananda Majumdar	THE IDEOLOGICAL INFLUENCE OF THE TEUTONIC ORDER ON MEDIEVAL CHIVALRY	641-649
Muhammad Farukh Arslan	EMOJIS AND COMMUNICATIVE COMPETENCE: A COMPARATIVE STUDY OF GENERATION Z AND GENERATION ALPHA DIGITAL DISCOURSE	650
Narmin AHMADLI	A TURNING POINT IN AZERBAIJAN-RUSSIA RELATIONS IN THE ISSUE OF DETERMINING THE STATUS OF THE CASPIAN SEA	651-655
Samal Sagnaikyzy	ADMINISTRATIVE CENTRALIZATION AND THE INSTITUTIONAL EVOLUTION OF SOVIET LAW ENFORCEMENT IN KAZAKHSTAN (1920S–1930S)	656-658
Samal Sagnaikyzy	FORMATION, STRUCTURE AND FUNCTIONS OF SOVIET LAW ENFORCEMENT AGENCIES IN KAZAKHSTAN (1920S–1930S)	659-661
Elżbieta Patkowska	FUNGI THREATENING CARROT (DAUCUS CAROTA L.) CULTIVATION USING COVER CROPS	662

AFFIRMING IMAGO DEI IN THE AGE OF ARTIFICIAL INTELLIGENCE THROUGH THE RECONSTRUCTION OF CHRISTIAN RELIGIOUS EDUCATION FOR INDONESIAN ADOLESCENTS

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ABSTRACT

The development of Artificial Intelligence (AI) has significantly transformed the lives of Indonesian adolescents, particularly in the ways they acquire knowledge, construct personal identity, engage in social interactions, and interpret reality. While AI offers new opportunities for learning and access to information, it also raises challenges concerning the understanding of human nature, moral values, and Christian spirituality. In this context, Christian Religious Education (CRE) faces the urgent task of affirming adolescents' understanding of themselves as Imago Dei amid technological dominance that may reshape the meaning of humanity. This study aims to develop a reconstruction model of Christian Religious Education grounded in the concept of Imago Dei as a response to the challenges of Artificial Intelligence in shaping the identity, spirituality, and morality of Indonesian adolescents. Employing a qualitative library research approach, the study analyzes relevant books, national and international journal articles, conference proceedings, and academic documents using content and conceptual analysis. The novelty of this study lies in the development of the Imago Dei-Centered Christian Education Model, which integrates theological anthropology, spiritual formation, moral development, and digital responsibility within a contextual educational framework. The findings demonstrate that Imago Dei remains a relevant theological foundation for responding to the challenges of Artificial Intelligence and provides a conceptual framework for fostering Christ-centered identity formation, mature spirituality, Christian morality, and the responsible, ethical, and critical use of AI technologies among Indonesian adolescents.

Keywords: Imago Dei, Artificial Intelligence, Christian Religious Education, Indonesian Adolescents

INTRODUCTION

The development of Artificial Intelligence (AI) has become one of the primary drivers of global digital transformation, profoundly influencing various aspects of human life, including education, communication, and identity formation. In Indonesia, this transformation has progressed rapidly alongside the increasing penetration of the internet and the widespread adoption of digital technologies. The Digital 2025 Indonesia report indicates that the country has approximately 212 million internet users, representing an internet penetration rate of 74.6% of the total population. In addition, Indonesia has around 143 million social media users and 356 million cellular mobile connections, reflecting the extensive use of digital technologies across society. Furthermore, the PwC Global Workforce Hopes and Fears 2025 survey reported that 69% of respondents in Indonesia had used Artificial Intelligence within the previous year, indicating that AI has become an integral part of everyday activities, including educational practices (Kemp, 2025).

Consequently, Indonesian adolescents have emerged as the demographic group most actively utilizing AI-powered digital technologies for learning, communication, information seeking, and the development of social relationships.

The rapid advancement of Artificial Intelligence has created significant opportunities to enhance access to knowledge, improve learning effectiveness, and increase students' productivity. Nevertheless, alongside these benefits, AI has also introduced increasingly complex challenges to the formation of adolescents' identity, morality, and spirituality (Toisuta et al., 2025). Digital algorithms, social media platforms, and AI-powered systems no longer function merely as technological tools; they actively shape how adolescents perceive themselves, evaluate others, and construct their understanding of life. As personal value becomes increasingly measured by productivity, popularity, and digital recognition, there is a growing tendency to overlook the intrinsic dignity of human beings. Moreover, AI's ability to generate texts, images, videos, and human-like responses raises fundamental questions about what truly distinguishes human beings from the technologies they have created (Lugu & Bahtera, 2025). This situation presents a significant challenge for Christian Religious Education (CRE), as the formation of faith and character extends beyond the acquisition of knowledge to encompass a proper understanding of human identity as the *Imago Dei*, created in the image and likeness of God.

Several previous studies have examined Artificial Intelligence within the contexts of education and Christian Religious Education (CRE) from various perspectives. Napitupulu and Gulo (2024) argued that the integration of Artificial Intelligence into Christian education has the potential to enhance learning effectiveness and expand access to educational resources. However, their study primarily focused on the use of AI as an instructional tool. Subsequently, Lugu and Bahtera (2025) explored the concept of *Imago Dei* in the age of Artificial Intelligence through a theological reflection on the relationship between God, humanity, and technology. While their study provides an important foundation in theological anthropology, it does not extend its implications to a contextual framework of Christian Religious Education for adolescents. Meanwhile, Ton (2025) emphasized the importance of Christian Religious Education strategies in addressing the impact of Artificial Intelligence by fostering students' critical thinking skills. Nevertheless, the study remains centered on strengthening critical thinking without integrating the dimensions of identity, spirituality, morality, and digital responsibility into a comprehensive educational model. Therefore, a significant research gap remains regarding how the concept of *Imago Dei* can be systematically integrated into the reconstruction of Christian Religious Education to cultivate the identity, spiritual maturity, moral responsibility, and digital discernment of Indonesian adolescents in the age of Artificial Intelligence. Addressing this gap, the present study proposes the *Imago Dei*-Centered Christian Education Model as its primary conceptual novelty.

This study addresses the identified research gap by integrating the concept of *Imago Dei*, the development of Artificial Intelligence, and the reconstruction of Christian Religious Education (CRE) into a unified conceptual framework. Unlike previous studies, which have primarily focused on technological aspects, digital literacy, or the ethical use of AI, this study positions *Imago Dei* as the central theological foundation for understanding the nature and dignity of humanity in the age of Artificial Intelligence. This approach is grounded in the conviction that the fundamental challenge posed by AI is not merely technological but anthropological, namely, how human beings understand their identity, inherent dignity, and relationship with God as technology increasingly replicates human capabilities. Accordingly, this study offers a deeper theological perspective by proposing a contextual reconstruction of Christian Religious Education designed to equip Indonesian adolescents to respond faithfully and responsibly to the challenges of the AI era.

The novelty of this study lies in the development of the Imago Dei-Centered Christian Education Model, a conceptual framework for Christian Religious Education (CRE) that integrates four interrelated dimensions: Christ-Centered Identity, Spiritual Maturity, Moral Responsibility, and Digital Discernment. Rather than merely emphasizing the effective use of technology, the model positions Christ-centered identity formation as the primary goal of Christian education. By integrating theological anthropology, spiritual formation, moral development, and digital responsibility, the proposed model offers a novel conceptual framework specifically designed to address the challenges posed by Artificial Intelligence in the context of Indonesian adolescents. Consequently, this study extends beyond providing a theological reflection on AI by proposing an applicable and contextually relevant model of Christian Religious Education that responds to the realities of the digital age.

Based on these considerations, this study aims to analyze the influence of Artificial Intelligence on the identity formation and spirituality of Indonesian adolescents, examine the relevance of the concept of Imago Dei as a theological foundation for responding to the development of Artificial Intelligence, and develop the Imago Dei-Centered Christian Education Model as a framework for reconstructing Christian Religious Education for Indonesian adolescents. The study is expected to contribute theoretically to the advancement of Christian Religious Education scholarship, particularly in the areas of theological anthropology and education in the digital era. Furthermore, it seeks to provide practical guidance for schools, churches, and Christian families in nurturing adolescents who are able to engage with Artificial Intelligence critically, ethically, and responsibly while remaining firmly rooted in their identity as the image of God.

CHAPTERS

Artificial Intelligence and the Transformation of Indonesian Adolescents' Identity

The development of Artificial Intelligence (AI) has fundamentally transformed patterns of human life worldwide, including in Indonesia. AI is no longer confined to industrial applications or scientific research but has become an integral part of everyday life through search engines, social media platforms, educational applications, virtual assistants, and generative technologies such as chatbots and automated content creation tools. According to the Digital 2025 Indonesia report, Indonesia has approximately 212 million internet users, 143 million social media users, and 356 million cellular mobile connections, reflecting the extensive engagement of its population with digital technologies. Furthermore, the PwC Global Workforce Hopes and Fears 2025 survey reported that 69% of respondents in Indonesia had used Artificial Intelligence within the previous year (Kemp, 2025). These findings indicate that AI has become an integral component of Indonesia's digital ecosystem, directly influencing how people access information, communicate, learn, and make decisions. Within this context, adolescents represent the demographic group that is both the most adaptive to and the most vulnerable to the rapid advancement of AI-driven technologies.

The digital transformation driven by Artificial Intelligence has reshaped not only the ways in which adolescents access knowledge but also the processes through which they construct their personal and social identities. Algorithms embedded in social media platforms and digital applications continuously curate information based on users' preferences, thereby influencing patterns of thinking, information consumption, and even perceptions of oneself and others (Sutrisno, 2025). At the same time, the emergence of generative AI technologies enables adolescents to obtain instant answers, create creative works, and interact with systems capable of simulating human communication.

While these innovations offer significant opportunities to enhance creativity and learning efficiency, they also risk fostering technological dependence, diminishing critical reflection, and reinforcing a culture of digital validation in which popularity becomes a primary measure of personal worth. Consequently, adolescents' identities are increasingly shaped by the dynamics of digital environments rather than by character formation cultivated through family relationships, social interactions, and faith communities.

These developments suggest that the primary challenge posed by Artificial Intelligence lies not merely in technological advancement itself but in its profound influence on how adolescents understand the meaning of being human. As AI becomes increasingly capable of generating texts, images, voices, and even making decisions that resemble human abilities, there is a growing tendency to evaluate individuals primarily in terms of productivity, intelligence, and efficiency, while spiritual, moral, and relational dimensions receive less attention (Ton, 2025). Such a trend may contribute to an identity crisis, as adolescents risk losing sight of their inherent worth, which is grounded neither in technological capability nor in digital recognition. Therefore, the transformation of adolescent identity in the age of Artificial Intelligence should not be understood solely as a technological issue but also as an anthropological and spiritual concern that requires a deeper educational response. This understanding provides the foundation for the subsequent discussion on the relevance of the concept of Imago Dei as a theological framework for addressing the challenges of human identity in the age of Artificial Intelligence.

Imago Dei as the Foundation of Theological Anthropology in the Age of Artificial Intelligence

The concept of Imago Dei is one of the fundamental doctrines of Christian theological anthropology, affirming that human beings are created in the image and likeness of God (Genesis 1:26-27). This doctrine not only explains the origin of humanity but also provides the foundation for understanding human dignity, identity, and purpose. From the perspective of Christian theology, every individual possesses inherent worth because human existence originates from God rather than from intellectual ability, academic achievement, productivity, or social recognition (Sucipto, 2025). Consequently, human identity is ontological in nature and cannot be defined by technological advancement or cultural change. Amid the rapid development of Artificial Intelligence, the concept of Imago Dei has become increasingly relevant, reminding us that AI, regardless of its sophistication, remains a human creation that lacks spiritual existence and a personal relationship with God. Therefore, Imago Dei serves as the theological foundation that preserves the uniqueness of humanity in an era when technology is becoming increasingly capable of replicating various human activities.

The advancement of Artificial Intelligence has generated ongoing debates regarding the boundaries between human and machine capabilities. AI is now capable of generating texts, images, voices, data analyses, and even making decisions based on complex algorithms. These developments often create the perception that the distinction between humans and machines is becoming increasingly blurred. However, from the perspective of theological anthropology, intelligence has never been the sole criterion for defining what it means to be human. Human beings possess not only cognitive abilities but also moral consciousness, freedom of choice, the capacity to establish authentic relationships, spiritual awareness, and accountability before God (Nampira et al., 2025). These dimensions cannot be reduced to computational processes or algorithmic intelligence. Although Artificial Intelligence can imitate linguistic patterns, analyze information, and generate human-like responses, it lacks self-awareness, conscience, love, hope, and the capacity for spiritual transformation.

Consequently, the doctrine of Imago Dei provides a robust theological foundation for distinguishing the essential nature of humanity from the ever-increasing sophistication of digital technologies.

Understanding human beings as Imago Dei carries profound implications for adolescent identity formation in the age of Artificial Intelligence. As digital culture increasingly measures personal value through popularity, productivity, and technological competence, the doctrine of Imago Dei reminds us that human dignity is never dependent upon digital validation or intellectual performance. Rather, human worth is grounded in one's relationship with God as the Creator. This theological perspective offers a renewed direction for adolescent identity formation by encouraging young people to move beyond the culture of digital competition and to develop spiritual awareness, moral integrity, and responsibility toward others (Paembonan & Ronda, 2024). Accordingly, Imago Dei should not be understood merely as a normative theological doctrine but as an educational paradigm capable of equipping adolescents to engage the challenges of Artificial Intelligence critically, ethically, and responsibly. This theological foundation subsequently becomes the basis for reconstructing Christian Religious Education (CRE) so that it remains relevant in nurturing a generation that is firmly rooted in the Christian faith while living wisely in the age of Artificial Intelligence.

Reconstructing Christian Religious Education for Indonesian Adolescents in the Age of Artificial Intelligence

The rapid advancement of Artificial Intelligence (AI) requires Christian Religious Education (CRE) to reconstruct its educational paradigm in order to remain relevant to the needs of learners in the digital age. Traditionally, CRE has primarily emphasized the transmission of biblical knowledge, doctrinal instruction, and the achievement of cognitive learning outcomes (Wiryadinata et al., 2026). While this approach has made significant contributions to strengthening students' understanding of the Christian faith, it has not been sufficient to address the emerging challenges posed by digital technologies. Today's adolescents live in an environment characterized by instant access to information, algorithm-driven digital platforms, and AI-powered technologies that profoundly influence how they think, make decisions, and construct their identities (Baskoro et al., 2026). Consequently, CRE can no longer focus solely on the theoretical teaching of Christian doctrines but must develop educational practices that cultivate identity, spirituality, character, and critical thinking in response to the challenges of Artificial Intelligence. Such reconstruction is essential if CRE is to fulfill its mission of nurturing the whole person according to God's purpose.

The reconstruction of Christian Religious Education should therefore be directed toward a holistic educational approach in which identity formation becomes the central objective of the learning process. Within this framework, education is not merely intended to increase theological knowledge but also to help adolescents understand who they are before God and how they should embody that identity within an increasingly digital society. Accordingly, CRE should encourage learners to develop spiritual maturity, ethical reflection, and a sense of responsibility in using technology wisely (Walangitan, 2026). Artificial Intelligence should be understood as an educational resource that supports learning rather than as a substitute for wisdom, authentic relationships, or spiritual formation. Therefore, the integration of AI into educational practices must always be accompanied by the reinforcement of Christian values, ensuring that technology is employed to glorify God, serve others, and promote responsible living.

Furthermore, reconstructing Christian Religious Education requires a fundamental shift from an educational orientation centered on information acquisition toward one that prioritizes character formation and life transformation.

In this context, CRE teachers are called not merely to transmit knowledge but to serve as spiritual mentors who guide adolescents in critically evaluating information, making decisions grounded in Christian values, and engaging Artificial Intelligence ethically and responsibly (Napitupulu & Gulo, 2024). Such reconstruction also necessitates the active involvement of families, churches, and schools as collaborative learning communities that collectively nurture adolescents' identities based on the Christian faith. Consequently, Christian Religious Education should move beyond simply responding to technological developments and instead proactively prepare a generation characterized by a strong Christ-centered identity, spiritual maturity, moral integrity, and digital responsibility. This educational vision ultimately provides the conceptual foundation for the development of the Imago Dei-Centered Christian Education Model, proposed in this study as a new framework for addressing the challenges of Artificial Intelligence among Indonesian adolescents.

DISCUSSION

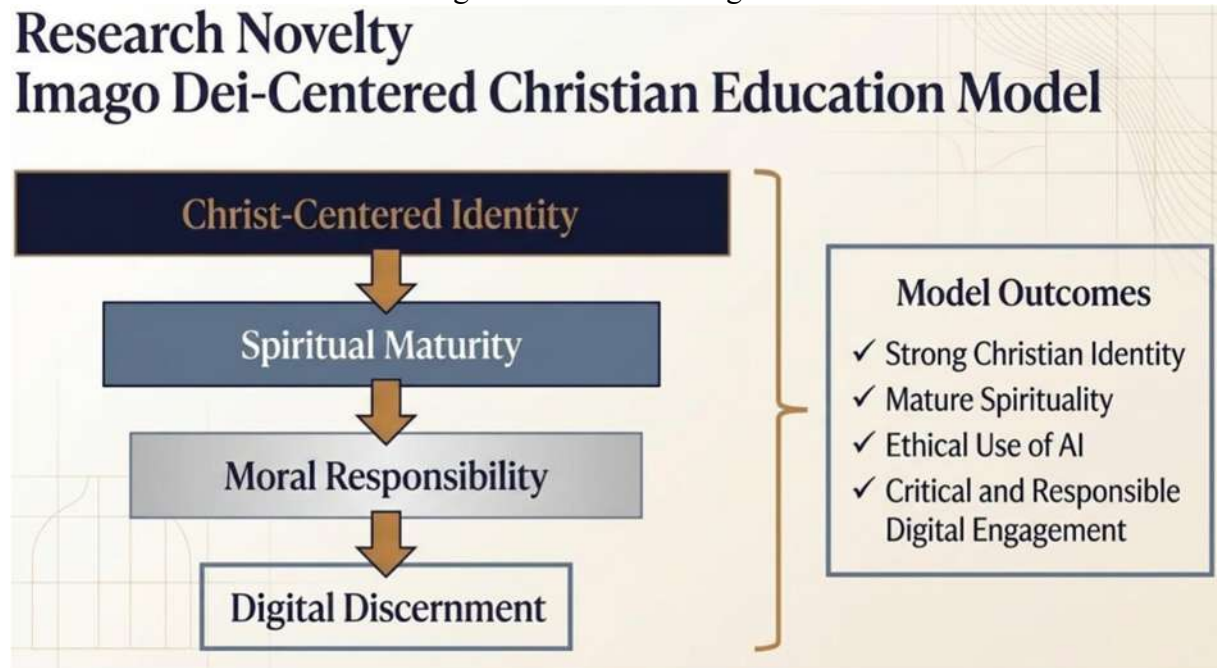
Development of the Imago Dei-Centered Christian Education Model

The synthesis of previous studies on Artificial Intelligence (AI), Imago Dei, and Christian Religious Education (CRE) indicates that the primary challenge of the AI era extends beyond the utilization of technology itself to encompass the formation of adolescents' identity, spirituality, morality, and digital responsibility. These findings suggest that traditional approaches to Christian Religious Education, which primarily emphasize the transmission of knowledge, are no longer sufficient to address the complex challenges arising from the rapid advancement of Artificial Intelligence. In response, this study develops a new conceptual framework, the Imago Dei-Centered Christian Education Model, as a contextual reconstruction of Christian Religious Education for Indonesian adolescents. The model is founded upon the conviction that understanding human beings as created in the image and likeness of God (Imago Dei) constitutes the essential theological basis for cultivating Christ-centered identity, spiritual maturity, moral responsibility, and the ability to engage Artificial Intelligence critically, ethically, and wisely. These four interrelated dimensions form a holistic process of Christian formation, enabling Christian Religious Education not only to prepare adolescents to utilize technology effectively but also to nurture them as individuals who remain faithful to their identity as the image of God amid the rapid development of Artificial Intelligence.

This study proposes the Imago Dei-Centered Christian Education Model as its principal conceptual contribution. The model was developed through a synthesis of theological anthropology, spiritual formation, Christian character education, and digital literacy within the context of Artificial Intelligence. Unlike previous approaches, which tend to address technological issues, digital ethics, or spirituality as separate domains, this model integrates these four dimensions into a coherent and interconnected framework of Christian formation. At its core, the model positions Imago Dei as the foundational theological principle that guides the entire educational process, beginning with the formation of a Christ-centered identity, progressing toward spiritual maturity, fostering moral responsibility, and culminating in the development of digital discernment for the critical, ethical, and responsible use of Artificial Intelligence.

Consequently, the model not only identifies the essential dimensions that should be cultivated through Christian Religious Education but also illustrates a comprehensive process of formation designed to prepare Indonesian adolescents to navigate the opportunities and challenges of the AI era while remaining firmly rooted in their identity as the image of God.

Figure 1. Imago Dei-Centered Christian Education Model for Indonesian Adolescents in the Age of Artificial Intelligence



1. Christ-Centered Identity

The first dimension of the Imago Dei-Centered Christian Education Model is Christ-Centered Identity, which emphasizes the formation of adolescents' identity as being firmly rooted in Christ, the perfect manifestation of the Imago Dei. From the perspective of Christian theology, human identity is not established on the basis of achievements, intellectual abilities, or social recognition, but on one's relationship with God as the Creator. Genesis 1:26–27 affirms that human beings are created in the image and likeness of God; therefore, every individual possesses inherent dignity and worth from the very beginning of existence. This understanding constitutes the theological foundation of Christian Religious Education (CRE), since a proper understanding of identity shapes the way individuals think, make decisions, build relationships, and fulfill their God-given vocation within society. Consequently, cultivating a Christ-centered identity represents the essential first step in preparing adolescents to navigate social transformation and the rapid advancement of Artificial Intelligence without losing their identity as bearers of God's image.

The rapid development of Artificial Intelligence presents new challenges to adolescent identity formation. The widespread use of algorithm-driven social media platforms, generative AI technologies, and digital systems capable of producing instant content has created new spaces in which adolescents seek recognition, construct self-images, and evaluate their personal worth. In many cases, identity is increasingly shaped by the number of followers, likes, comments, and other forms of digital visibility within online environments. Furthermore, AI's ability to generate highly realistic texts, images, and videos has expanded the possibility of developing constructed identities, in which carefully curated digital personas become more highly valued than authentic character.

Such conditions risk shifting adolescents' understanding of human worth from being grounded in their relationship with God to being determined by technological validation and social approval. As a result, many adolescents become increasingly vulnerable to identity confusion, loss of life purpose, and difficulties in distinguishing authentic identity from digitally constructed representations.

Within this context, Christ-Centered Identity serves as the foundational principle for reconstructing Christian Religious Education in the age of Artificial Intelligence. Rather than focusing exclusively on doctrinal instruction or biblical knowledge, CRE should intentionally guide adolescents to understand themselves as individuals who are loved by God, redeemed through Christ, and called to live according to the values of the Kingdom of God. Such identity formation encourages adolescents to view Artificial Intelligence as a resource for personal growth and Christian service rather than as the primary source of personal value and self-worth. Consequently, a Christ-centered identity enables adolescents to develop spiritual resilience amid the pressures of digital culture, cultivate healthy relationships with others, and regard technology as a tool that must be exercised with wisdom and responsibility. Therefore, Christ-Centered Identity constitutes the foundational dimension of the Imago Dei-Centered Christian Education Model, because without a firmly established identity in Christ, the subsequent dimensions of Spiritual Maturity, Moral Responsibility, and Digital Discernment cannot be developed in a holistic and sustainable manner.

2. Spiritual Maturity

The second dimension of the Imago Dei-Centered Christian Education Model is Spiritual Maturity, which refers to the lifelong process of faith development that leads adolescents into a deeper relationship with God and a life that increasingly reflects the character of Christ. From the perspective of Christian Religious Education (CRE), spiritual maturity is not measured by the amount of theological knowledge one possesses but by the transformation of life demonstrated through one's way of thinking, attitudes, decision-making, and relationships with God and others. Consequently, spiritual formation is understood as a continuous process nurtured through the study of God's Word, prayer, Christian fellowship, service, and the practice of faith in everyday life. Once adolescents recognize their identity as bearers of the Imago Dei, spiritual growth becomes a natural progression that strengthens their awareness of God's calling and their vocation as followers of Christ in an ever-changing world.

The rapid advancement of Artificial Intelligence presents new challenges to the spiritual development of adolescents. Although AI provides unprecedented access to information and significantly enhances the efficiency of learning, it does not necessarily foster deeper understanding or genuine spiritual reflection. AI-powered applications are now capable of explaining biblical passages, generating devotional materials, and even responding to theological questions within seconds. While these technologies can serve as valuable educational resources, they cannot replace the personal experience of cultivating a relationship with God through prayer, worship, meditation on Scripture, and the transforming work of the Holy Spirit in the lives of believers. Excessive dependence on AI may encourage adolescents to perceive faith merely as information that can be accessed instantly rather than as a transformative journey rooted in a living encounter with God. Consequently, spirituality risks becoming informational rather than transformational, producing religious knowledge without genuine character formation.

Within this context, Spiritual Maturity functions as the dimension that strengthens Christian identity so that it moves beyond conceptual understanding and is expressed through a life of continuous spiritual growth.

The reconstruction of Christian Religious Education should therefore promote learning experiences that not only incorporate Artificial Intelligence as an educational resource but also encourage students to cultivate spiritual disciplines, develop sensitivity to the guidance of the Holy Spirit, and embody the values of the Gospel in their daily lives. Christian Religious Education teachers serve as spiritual mentors who help adolescents integrate theological knowledge, faith experiences, and spiritual reflection, ensuring that technology functions as a tool that supports spiritual growth rather than replacing a genuine relationship with God. Accordingly, Spiritual Maturity represents a vital dimension of the Imago Dei-Centered Christian Education Model, as it equips adolescents not only to understand their identity as bearers of God's image but also to grow continually in faith, reflect the character of Christ, and engage the opportunities and challenges of Artificial Intelligence with wisdom, discernment, and unwavering spiritual resilience.

3. Moral Responsibility

The third dimension of the Imago Dei-Centered Christian Education Model is Moral Responsibility, which refers to adolescents' capacity to make ethical decisions grounded in Christian values while engaging with Artificial Intelligence (AI). From the perspective of Christian Religious Education (CRE), morality extends beyond mere compliance with rules; it is a response of faith expressed through actions that reflect love, justice, honesty, and responsibility before God and others. Accordingly, moral responsibility is understood as the fruit of a Christ-centered identity and continuous spiritual maturity. Adolescents who recognize themselves as bearers of the Imago Dei understand that every decision they make including those involving digital technologies carries ethical and spiritual implications that cannot be separated from their calling as followers of Christ.

The rapid advancement of Artificial Intelligence has introduced increasingly complex ethical dilemmas for adolescents. AI technologies are capable of generating essays, solving academic problems, producing images and videos, and creating various forms of digital content within seconds. While these capabilities provide significant benefits for learning and creativity, they also create opportunities for the misuse of technology, including plagiarism, information manipulation, the dissemination of deepfakes and misinformation, copyright infringement, and excessive dependence on AI that may undermine academic integrity. Furthermore, AI algorithms, which operate on the basis of data patterns and user preferences, may reinforce informational bias and influence adolescents' decision-making without sufficient critical reflection. These realities demonstrate that technological sophistication does not necessarily correspond to moral maturity. Therefore, the responsible use of Artificial Intelligence requires not only digital competence but also character formation firmly grounded in Christian ethical values.

Within this context, Moral Responsibility functions as the dimension that guides adolescents to employ Artificial Intelligence as a resource for personal growth and Christian service rather than as a means of obtaining advantages through practices that contradict Christian ethical principles. The reconstruction of Christian Religious Education should therefore cultivate a learning culture characterized by honesty, integrity, accountability, and genuine concern for others as foundational values governing every use of digital technology. Christian Religious Education teachers are called not only to teach students how to use AI effectively but also to mentor them in evaluating every decision in the light of God's Word and considering its consequences for themselves, others, and society. Consequently, Moral Responsibility serves as the bridge between spiritual growth and everyday practice, enabling adolescents not only to possess a sound theological understanding but also to embody Christian values in their engagement with Artificial Intelligence.

This dimension further affirms that technological advancement must always be accompanied by moral character, ensuring that AI becomes a means of promoting goodness, justice, and responsible stewardship rather than merely increasing efficiency or productivity.

4. Digital Discernment

The fourth and final dimension of the Imago Dei-Centered Christian Education Model is Digital Discernment, which refers to adolescents' ability to understand, evaluate, and engage with Artificial Intelligence (AI) critically, ethically, and wisely in accordance with Christian values. From the perspective of Christian Religious Education (CRE), discernment extends beyond the ability to distinguish between accurate and inaccurate information; it also encompasses the spiritual capacity to recognize God's will amid the numerous choices and challenges presented by technological advancement. This competency has become increasingly essential as Artificial Intelligence has become deeply embedded in adolescents' daily lives, influencing learning, communication, information seeking, and decision-making. Therefore, Digital Discernment represents the integration of digital literacy, spiritual wisdom, and moral responsibility, ensuring that the use of technology is guided not merely by efficiency but also by ethical reflection and Christian faith.

Artificial Intelligence offers remarkable opportunities for education by expanding access to information, supporting personalized learning experiences, and enhancing students' creativity. Nevertheless, these technological advancements also introduce significant risks that require critical thinking and reflective judgment. AI systems may generate inaccurate or fabricated information (AI hallucinations), reinforce algorithmic bias, facilitate the spread of misinformation and deepfakes, and foster excessive dependence that diminishes independent thinking. In such circumstances, adolescents need more than technical proficiency in using digital technologies. They must also develop the capacity to evaluate the credibility of information, consider the ethical implications of their digital actions, and discern whether their use of Artificial Intelligence is consistent with the Christian values of love, justice, honesty, and respect for human dignity as bearers of the Imago Dei. Accordingly, Digital Discernment distinguishes responsible engagement with technology from its uncritical adoption driven merely by technological trends or convenience.

Within the reconstruction of Christian Religious Education, Digital Discernment represents the culmination of a formative process that begins with Christ-Centered Identity, is strengthened through Spiritual Maturity, and is expressed in Moral Responsibility. Christian Religious Education should therefore equip adolescents to integrate faith, knowledge, and technology across every dimension of their digital lives. In this context, teachers are called not only to develop students' competencies in utilizing Artificial Intelligence but also to mentor them in critically evaluating information, exercising technology responsibly, and employing AI as a means of serving others and glorifying God. Consequently, Digital Discernment should be understood not merely as a digital competency but as the expression of mature Christian faith that enables adolescents to remain faithful to their identity as bearers of God's image amid the rapid advancement of Artificial Intelligence. Through this final dimension, the Imago Dei-Centered Christian Education Model seeks to cultivate a generation of Indonesian Christian adolescents who are not only technologically competent but also possess the wisdom to engage Artificial Intelligence critically, ethically, and responsibly for the common good.

CONCLUSION

The rapid development of Artificial Intelligence has created new challenges for Indonesian adolescents, particularly in the formation of identity, spirituality, morality, and the responsible use of digital technology. This study demonstrates that these challenges cannot be adequately addressed through technological literacy alone but require a theological and educational approach that reaffirms the uniqueness and dignity of humanity as Imago Dei. The findings indicate that the concept of Imago Dei remains a relevant theological foundation for responding to the anthropological and ethical questions raised by Artificial Intelligence. Based on the synthesis of theological anthropology, Christian Religious Education, spiritual formation, and digital ethics, this study proposes the Imago Dei-Centered Christian Education Model as its primary conceptual contribution. The model presents a holistic educational framework consisting of four interconnected dimensions: Christ-Centered Identity, Spiritual Maturity, Moral Responsibility, and Digital Discernment, which together guide adolescents toward becoming faithful and responsible Christian individuals in the digital age. Unlike previous studies that primarily emphasize digital literacy, ethical awareness, or technological integration independently, this model systematically integrates theological, spiritual, moral, and digital dimensions within a single conceptual framework for Christian Religious Education. Consequently, the model provides both theoretical and practical contributions for schools, churches, and Christian families in designing educational practices that prepare adolescents to engage Artificial Intelligence critically, ethically, and wisely while remaining rooted in their identity as the image of God. Future studies are encouraged to validate this conceptual model through empirical research and explore its implementation in various educational contexts.

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