



The Utilization of Artificial Intelligence in Islamic Religious Education (PAI) and Its Implications for the Ethics of Relationships Among Teachers, Students, and Parents at MA Al-Ghazali Rombasan, Pragaan, Sumenep

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Abstract: *The utilization of Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning has changed how students obtain information and how teachers and parents provide guidance. This study aims to analyze the utilization of AI in PAI learning and its implications for the ethics of relationships among teachers, students, and parents at MA Al-Ghazali Rombasan Pragaan Sumenep. The study employs a qualitative descriptive approach with a case study design. Data were obtained through observation, interviews, and documentation involving the madrasa principal, PAI teachers, students, and parents. Data analysis used the Miles, Huberman, and Saldana model. The results show that AI is utilized as a learning aid and a source of supplementary information. Teachers use AI to find material ideas, develop teaching materials, create questions, provide case examples, and obtain alternative explanations, while students use it to understand the material and assist with assignments. AI utilization remains accompanied by teacher guidance and information verification as well as parental supervision. The use of AI is associated with changes in patterns of communication, guidance, supervision, and the distribution of responsibilities. The principles of tabayyun, honesty, responsibility, respect, and independent thinking form part of the ethics of AI use in PAI learning.*

Keywords: *Artificial Intelligence, Islamic Religious Education, Relationship ethics, Teachers, Students, Parents.*

Abstrak: *[Pemanfaatan Artificial Intelligence (AI) dalam pembelajaran Pendidikan Agama Islam (PAI) memberikan perubahan pada cara peserta didik memperoleh informasi serta cara guru dan orang tua menjalankan pendampingan. Penelitian ini bertujuan menganalisis pemanfaatan AI pada pembelajaran PAI serta implikasinya terhadap etika relasi guru, murid, dan orang tua di MA Al-Ghazali Rombasan Pragaan Sumenep. Penelitian menggunakan pendekatan deskriptif kualitatif dengan jenis studi kasus. Data diperoleh melalui observasi, wawancara, dan dokumentasi dengan melibatkan kepala madrasah, guru PAI, peserta didik, dan orang tua. Analisis data menggunakan model Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa AI dimanfaatkan sebagai alat bantu pembelajaran dan sumber informasi tambahan. Guru menggunakan AI untuk mencari ide materi, menyusun bahan ajar, membuat soal, memberikan contoh kasus dan memperoleh alternatif penjelasan, sedangkan siswa menggunakannya untuk memahami materi dan membantu pengerjaan tugas. Pemanfaatan AI tetap disertai arahan dan pemeriksaan informasi oleh guru serta pendampingan orang tua. Penggunaan AI berkaitan dengan perubahan pola komunikasi, pendampingan, pengawasan, dan pembagian tanggung jawab. Prinsip tabayyun, kejujuran, tanggung jawab, penghormatan, dan kemandirian berpikir menjadi bagian dari etika penggunaan AI dalam pembelajaran PAI.]*

Kata kunci: *[Artificial Intelligence, Pendidikan Agama Islam, Etika Relasi, Guru, Murid, Orang tua.]*

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Introduction

The development of information and communication technology in the 21st century has transformed various aspects of life, including education. Artificial Intelligence (AI) has emerged as an innovation capable of processing data, generating information, and supporting learning in more effective and adaptive ways. The Society 5.0 era demonstrates the use of AI, the Internet of Things (IoT), and big data as technologies that drive educational transformation toward learning that is more flexible and oriented toward students' needs. Islamic educational institutions, including Madrasah Aliyah, have also adapted to these developments by integrating AI into various learning activities, particularly Islamic Religious Education (PAI), which combines mastery of knowledge with the development of morality and character. This indicates that the development of Society 5.0 encourages the reconstruction of AI-based PAI learning to accommodate students' needs and developments in educational technology. (Mutaqin et al., 2026)

Islamic teachings direct every Muslim to verify the truth of information before accepting or disseminating it. This principle serves as an ethical foundation for the use of Artificial Intelligence in Islamic Religious Education learning. Allah SWT states in Q.S. Al Hujurat verse 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَنْ تُصِيبُوا قَوْمًا بِجَهَالَةٍ
فَتُصْحَبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

"O you who have believed! If a wicked person comes to you with news, verify its truth so that you do not harm a people out of ignorance (or recklessness) and subsequently regret your actions." (Q.S. Al-Hujurat: 6).

The verse contains the principle of tabayyun, namely examining and ensuring the truth of information before making it a basis for attitudes or decisions. Information generated by AI does not always fully correspond to

Islamic teachings, so the verification process still requires teacher guidance. The utilization of AI is not merely intended to improve learning effectiveness, but also to develop students' ethical awareness so that they can use technology responsibly in accordance with Islamic values. The use of AI in Islamic education needs to be placed within an ethical framework that considers scholarly dimensions, religious values, and human responsibility. AI is viewed as a learning aid that still requires human ability to assess information and determine its use in accordance with the objectives of Islamic education. (Sari et al., 2026)

The utilization of AI in PAI learning has developed through various applications that support the learning process, such as educational chatbots, Qur'an learning applications, searches for Islamic references, and the development of intelligent system-based assessments. These technologies can provide learning experiences that are more personalized, interactive, and adaptive to students' needs. AI also helps teachers prepare learning tools, develop digital learning media, and manage learning administration, allowing teachers to devote more time to moral development, spiritual strengthening, and student guidance. AI has the potential to support PAI learning through approaches that are more adaptive, interactive, and aligned with students' needs. Such utilization can also assist teachers in developing learning activities, although teacher competence is still required to guide its use. (Setiaji & Sudirja, 2026)

The utilization of AI also presents various issues that require attention. Student dependence on technology, limitations in teachers' digital literacy, information bias generated by AI, and ethical issues concerning data use are challenges that need to be anticipated. Islamic Religious Education is oriented not only toward mastery of subject matter but also toward character development through direct interaction between teachers

and students. The presence of AI has the potential to change these interaction patterns, so that a balance between technology utilization and Islamic educational values can be maintained. The implementation of AI in Indonesian education presents ethical issues, human-resource readiness, policy considerations, and challenges in technology management. Therefore, AI utilization requires educational institutions to be prepared so that technological development continues in line with educational objectives.(Raharjo, 2025)

The relationships among teachers, students, and parents are key elements of Islamic education. Teachers serve as educators, guides, and moral role models, while parents are responsible for supporting children's intellectual and spiritual development. AI utilization expands the learning space into the family environment, increasing parental involvement. These relationships are no longer centered only on classroom learning activities but also occur through interactions involving digital technology as a learning medium. AI integration in PAI does not eliminate the teacher's role in students' moral and spiritual development. Teachers continue to provide guidance and ensure that AI use is consistent with Islamic educational values.(Yunita & Hamid, 2026)

The relationships among teachers, students, and parents are key elements of Islamic education. Teachers serve as educators, guides, and moral role models, while parents are responsible for supporting children's intellectual and spiritual development. AI utilization expands the learning space into the family environment, increasing parental involvement. These relationships are no longer centered only on classroom learning activities but also occur through interactions involving digital technology as a learning medium. AI integration in PAI does not eliminate the teacher's role in students' moral and spiritual development. Teachers continue to provide guidance and ensure that AI use is consistent with Islamic educational values module continues to direct students to be selective, responsible, and to maintain proper conduct

while using digital technology. This condition indicates that AI utilization affects not only learning strategies but also the ethics of relationships among teachers, students, and parents.

In line with this phenomenon, the use of ChatGPT in Islamic educational institutions is utilized by educators as one of the supporting media in the learning process. This utilization indicates that AI has begun to function as a learning resource and medium that assists educators in carrying out academic activities. The use of AI still requires guidance and supervision so that its utilization does not diminish the role of educators and remains consistent with the values and ethics of Islamic education. (Awadin et al., 2025)

Various studies have examined the utilization of AI in education, while studies connecting AI utilization with the ethics of teacher, student, and parent relationships in Islamic Religious Education remain relatively limited. Existing studies have focused more on technology utilization and learning effectiveness, whereas research on how AI use affects the ethics of relationships among teachers, students, and parents in PAI learning remains limited. AI utilization in PAI learning also needs to be viewed from the perspective of Qur'anic ethics, particularly through the values of amanah and tabayyun. This perspective indicates that the use of AI in Islamic education is related not only to technological aspects but also to the formation of attitudes and responsibility in its use. This situation provides room for research on how AI is utilized in PAI learning and how its use relates to educational relationships traditionally built through role modeling, guidance, and supervision.(Zulfikar et al., 2026)

This study aims to analyze the utilization of Artificial Intelligence in Islamic Religious Education learning at MA Al-Ghazali and examine its implications for the ethics of teacher, student, and parent relationships. The study is expected to enrich research on technology-based Islamic education and provide a reference for Islamic educational

institutions in developing AI utilization that is aligned with Islamic values, character development, and the strengthening of educational ethics.

Research Methods

This study employed a qualitative descriptive approach with a case study design to obtain an in-depth understanding of the utilization of Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning and its implications for the ethics of teacher, student, and parent relationships at MA Al-Ghazali Rombasan Pragaan Sumenep. The research subjects consisted of the madrasa principal, PAI teachers, students, and parents selected based on their direct involvement in AI-based learning. Data were collected through observation of the learning process, interviews with informants, and documentation consisting of teaching modules, learning tools, and other supporting documents.

Data analysis referred to the Miles, Huberman, and Saldana model, which includes data reduction, data presentation, and conclusion drawing and verification. The reduction stage involved selecting data relevant to the research focus; data presentation was organized descriptively based on observations, interviews, and documentation; and conclusions were drawn through a verification process to obtain credible findings (Nurrisa & Hermina, 2025). Data validity was examined through source triangulation by comparing information from the madrasa principal, PAI teachers, students, and parents, as well as technique triangulation through observation, interviews, and documentation, so that the data obtained had an adequate level of trustworthiness.

Research Results and Discussion

1. The Utilization of Artificial Intelligence in Islamic Religious Education Learning at MA Al-Ghazali

Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning at MA Al-Ghazali Rombasan Pragaan Sumenep has been given a role as a supporting technology in the learning process. The school allows teachers

and students to use AI according to learning needs while remaining under teacher guidance and supervision. This policy reflects the school's effort to follow developments in educational technology without eliminating the teacher's function as educator and guide. AI utilization is also directed to remain consistent with Islamic educational values, ethics, and academic honesty. AI use in PAI learning requires institutional support as well as attention to ethical and moral considerations. AI is more appropriately positioned as a learning aid rather than a replacement for educators. AI can help teachers find and develop teaching materials, prepare content, and provide variety in learning activities. The use of AI in religious education also requires attention to information validity, particularly information related to religious sources. Information generated by AI needs to be rechecked so that it corresponds to the subject matter and Islamic educational values, while teachers retain the role of assessing and directing its use. (Fuad & Fakhruddin, 2025)

This school policy is reflected in the flexibility given to teachers to choose and try technologies that suit learning needs. Teachers have room to use AI as a supporting tool when preparing materials, developing questions and exercises, finding case examples, and developing variations of learning activities. The school also directs teachers to recheck information obtained through AI before using it. This approach reflects an awareness that AI can generate information quickly, while its output still requires examination and adjustment. AI use in PAI learning requires attention to information accuracy because religious subject matter involves concepts, evidence, values, and religious practices that must be conveyed correctly.

The forms of AI utilization by PAI teachers are quite diverse. Interviews show that AI is used to find material ideas, prepare teaching materials, create practice questions, provide case examples, and help find alternative explanations when students have difficulty understanding a topic. This use indicates that AI is primarily utilized as a supporting tool for teachers' pedagogical work. Teachers still determine materials according to learning

objectives, select usable information, and adjust AI output to students' characteristics. AI is used as a digital learning resource, a supporting medium, and a teacher aid in PAI lesson planning. Hasanah and Asharif explain that AI can help teachers obtain various alternatives for materials, information, and forms of learning presentation that can be adapted to students' needs. AI can also assist lesson preparation, giving teachers more alternatives when developing learning activities. This utilization still requires teachers to select and adapt AI output so that it corresponds to learning objectives, students' level of understanding, and the characteristics of PAI materials. The study also finds that chatbots such as ChatGPT can function as digital learning resources that help students obtain additional explanations of PAI materials. Chatbot use makes it easier for students to obtain information according to their learning needs, while the information obtained still needs to be checked and adjusted against trustworthy learning sources. (Hasanah & Suleman, 2026)

AI use also gives students access to additional learning resources. Students can use AI based chatbots such as ChatGPT to request explanations of material they do not yet understand, find examples, or obtain an initial overview when completing PAI assignments. AI's ability to respond quickly provides students with an alternative way to obtain explanations in simpler language. This facility can help when previous explanations have not been fully understood. The use of AI as an additional resource still requires teacher guidance so that students do not treat AI answers as their only source of knowledge. Books, journals, teacher-prepared materials, and accountable religious sources remain necessary for comparison. (Burhanuddin, 2026)

Information from the PAI teacher indicates that AI is not used continuously in every learning activity. Its use is adjusted to the characteristics of the material and students' needs. Teachers use AI when they need variations of questions, ideas for presenting material, case examples related to everyday life, and additional explanations for students

experiencing difficulties. This pattern indicates that decisions regarding AI use remain with the teacher. Teachers determine when the technology is used, its purpose, and how the output can be applied in PAI learning activities.

AI-based chatbot platforms such as ChatGPT are among the technologies used as learning support resources. The ability of chatbots to provide explanations based on users' questions can be used to obtain an initial description of a concept. Students can also request explanations in simpler language, making certain materials easier to understand. Teachers can use the technology to obtain initial ideas when preparing learning materials or exercises. The output still needs to be checked because AI may provide answers that are inaccurate, incomplete, or unsuitable for PAI materials. Verification is therefore necessary to ensure that information used in learning remains consistent with academic sources and Islamic teachings.

The findings also show school support for improving teachers' ability to use AI technology. The school provides guidance and opportunities for teachers to develop technological skills through training and independent learning. Teachers also share experiences regarding AI use in learning activities. This pattern shows that teachers' digital competence develops not only through formal activities but also through self-directed learning and exchange of experiences among teachers. Teachers' ability to understand AI functions and limitations and to check AI output forms part of their readiness to face changes in learning technology.

AI utilization is evaluated by examining its contribution to the learning process and student development. The school considers whether AI helps students understand the material, assists teachers in preparing learning, and remains consistent with Islamic educational rules and values. This evaluation shows that the success of AI use is not measured only by the technology's ability to generate information quickly. Student understanding, learning quality, information accuracy, and student attitudes while using the technology are also considered. AI utilization in PAI learning has the potential to support

learning quality through easier access to information, more personalized learning, development of interactive learning media, and improvement of students' digital literacy. AI gives students opportunities to obtain information according to their needs and receive additional explanations of material they do not yet understand. These benefits need to be accompanied by digital literacy, ethical guidelines, and a strengthened teacher role as moral and spiritual guide so that technology is used responsibly. AI use also needs to be directed so that easy access to information does not reduce students' learning effort and independent thinking. Evaluation of AI use therefore concerns not only learning outcomes but also ethics, information-use skills, and the compatibility of technology with Islamic religious education values.(Nasor et al., 2026)

Parents' perspectives provide an overview of AI use in students' learning activities outside school. Parents know that their children use AI to understand material, complete assignments, and find examples related to PAI lessons. Parents also try to provide guidance when children use AI, particularly while completing assignments. Such guidance includes reminding children not to accept AI answers directly and to check information through books, journals, and other accountable sources. Ethical AI use requires collaboration between school and family, particularly to build habits of information verification and responsible AI use. Family guidance can help students understand the limits of technology use, check obtained information, and maintain responsibility when using AI to complete assignments. The study also indicates that AI use needs to be directed so that it does not create technological dependence, reduce academic integrity, or weaken students' reflective thinking.(Ibrohim et al., 2026)

Parents also perceive benefits from AI because the technology provides access to additional explanations when students experience learning difficulties. Children can obtain information quickly and have opportunities to review material through different forms of explanation. AI can also help students find examples related to PAI

materials, so learning does not depend on a single source. AI can support more personalized learning, the development of interactive learning media, and improvement of students' digital literacy. It gives students opportunities to obtain information according to their needs and develop technology-use skills as part of the learning process. This can help students when they need additional explanations of material they do not yet understand. AI use still needs to be guided so that easy access to information does not reduce learning effort and independent thinking.(Nasor et al., 2026)

AI use also presents several challenges that require attention. Teachers state that not all information provided by AI can be accepted directly because answers may be inaccurate or unsuitable for PAI materials. This condition shows that digital and information literacy are closely related to AI use. Students need the ability to compare AI answers with books, journals, teaching materials, and trustworthy religious sources. Low information-verification ability is identified as one of the challenges of AI use in PAI learning. Obtaining answers through AI needs to be balanced with students' ability to examine the truth and relevance of information. Students need to compare information obtained through AI with trustworthy learning sources rather than accepting every answer directly. This verification ability forms part of the digital literacy that needs to be developed as the use of AI technology in PAI learning increases.(Hasanah & Suleman, 2026)

Concerns about student dependence on AI also arise among teachers and parents. Excessive AI use may make students accustomed to obtaining answers quickly without going through independent thinking and learning effort. This condition may affect learning habits when students simply copy AI-generated answers without understanding their content. Islamic education may face issues such as technological dependence, declining academic integrity, limited critical reflection, and weak information verification. Such dependence can occur when students use AI as a substitute for thinking and personal effort. Ibrohim, Aziz, and Sahrodi also explain that AI

use needs to be directed toward developing reflective and responsible thinking so that students do not merely obtain answers but also understand the process and reasoning behind the information they receive. (Ali et al., 2023)

These findings show that AI utilization in PAI learning at MA Al-Ghazali has two main forms: a learning aid and a source of supplementary information. Teachers use AI to support lesson preparation, while students use it to understand material and complete assignments. The school provides room for technology use while maintaining boundaries through supervision, information checking, and adherence to Islamic educational values. Parents also supervise AI use at home. This pattern shows the involvement of three educational elements—school, teachers, and family—in directing AI use.

AI utilization is also related to the development of students' learning ethics. Academic honesty is a concern because AI can quickly generate answers for various types of assignments. Students need to be guided to use AI to understand material, seek inspiration, or obtain additional explanations rather than simply copying answers to complete assignments. This approach is consistent with the aims of Islamic religious education, which direct students not only toward knowledge acquisition but also toward moral development, responsibility, honesty, and amanah. Technology should be positioned as part of an educational process that supports knowledge development while maintaining character formation. (Alfiansyah, 2026)

Overall, the findings show that AI has been utilized as a support for PAI learning at MA Al-Ghazali Rombasan Pragaan Sumenep. Its uses include preparing learning materials, creating questions, finding material ideas, providing case examples and additional explanations, and assisting students when they experience learning difficulties. The school supports technology use through policies that give teachers and students room to use AI while maintaining supervision. Teachers act as guides and information verifiers, while parents provide guidance when students use AI at home. This pattern indicates that AI can support PAI learning when its use is

accompanied by supervision, source verification, independent thinking, and reinforcement of ethics and academic honesty.

2. Implications of Artificial Intelligence Utilization for the Ethics of Teacher, Student, and Parent Relationships in PAI Learning at MA Al-Ghazali

The use of Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning at MA Al-Ghazali is related to changes in how teachers, students, and parents carry out educational relationships. These changes can be seen in how students obtain information, communicate with teachers, receive guidance, use technology, and fulfill responsibilities in the learning process. Students have opportunities to obtain information independently through AI, while teachers continue to provide direction, verification, and guidance regarding the information obtained. Parents also play a role in accompanying and supervising AI use when learning takes place at home.

Relationship ethics in AI use concerns the attitudes and responsibilities of each party throughout the learning process. Teacher-student relationships still require respect, polite communication, responsibility, academic honesty, and openness when presenting information obtained from AI. Teacher-parent relationships concern communication and cooperation in supporting students' learning. Student-parent relationships concern guidance, supervision, honesty, and student responsibility when using AI. (Yusuf & Sarkar, 2026)

AI use is also related to how students treat the information they obtain. Information from AI is not immediately used as the basis for understanding, particularly for PAI material concerning religious teachings, attitudes, and values. Students can compare AI-generated information with teachers' explanations, books, or other learning sources. This checking process relates to the principle of tabayyun in Q.S. Al-Hujurat verse 6, which teaches the examination of information before it is trusted or used. (Sari et al., 2026)

Teacher-Student Relationship

AI provides students with an additional source of information in the learning process. Students can seek an initial explanation of a topic through AI before asking the teacher questions. This means that information acquisition does not occur only through the teacher's. Students can first identify concepts they do not yet understand and then bring that information to the teacher for further discussion.

This change relates to the teacher's position in the learning process. Teachers do not function only as information providers but also guide students in dealing with information obtained through AI. In PAI materials, information checking receives particular attention because the subject concerns religious understanding and attitude formation. Teachers help students assess information, provide corrections when errors occur, and direct students toward understanding consistent with learning sources.

The teacher's role as a guide is also related to students' ability to use AI appropriately. Students have freedom to search for information, but technology use still requires guidance. Teachers help students understand that AI answers cannot always be accepted directly. The information obtained needs to be checked against other sources and discussed when parts remain unclear. Under these conditions, AI functions as a tool for obtaining information, while teachers continue to perform educational and guiding functions.(Arifudin, 2025)

AI also affects communication patterns between teachers and students. Students can bring information obtained through AI into learning activities to ask about, discuss, or clarify it. Communication takes place not only when teachers present material but also when students ask questions based on information they have previously obtained. Teachers explain the information, giving students opportunities to understand the material through discussion and clarification.

Students' questioning patterns also change. Some students use AI first when they encounter material they do not understand. After obtaining an initial overview, they can

formulate more specific questions for the teacher. In this situation, AI serves as an initial means of information seeking, while the teacher helps clarify and deepen students' understanding.

AI also gives students room to compare information from several sources. Information obtained through AI can be compared with teachers' explanations, books, and other learning resources. When differences occur, students can present them to the teacher for clarification. This process relates to the attitude of *tabayyun*, namely not accepting information directly before it has been examined.

A critical attitude toward information remains related to communication ethics. Students may question AI answers or compare them with teachers' explanations, but questions should still be expressed politely. The presence of AI as an additional information source does not change students' need to respect teachers. Students still need to maintain proper conduct when expressing opinions, asking questions, or pointing out differences between AI information and teachers' explanations.

Teacher-student relationships also concern educational aspects that are not limited to providing information. Teachers provide examples of appropriate attitudes, guide behavior, teach *adab*, and help students understand the values contained in PAI materials. This function is not limited to providing answers to students' questions. Direct teacher-student interaction provides space for guidance, attitude formation, and reinforcement of religious values.

AI utilization in teacher-student relationships can be understood through changes in information acquisition, questioning patterns, communication, and the distribution of functions in learning. Students have greater room to seek information independently, while teachers guide, check, explain, and support students. These relationships still require respect, courtesy, responsibility, and a critical attitude toward information obtained through AI.

Teacher-Parent Relationships

AI use in learning does not occur only at school. Students can use AI when completing assignments, seeking explanations, or studying independently at home. This condition makes parental guidance part of the process of using technology for learning. Teachers provide direction regarding learning activities, while parents have opportunities to accompany AI use when students are in the family environment.

This guidance is related to parents' knowledge of students' AI use. Parents need to understand that AI is used as a learning tool rather than as a replacement for students' learning process. Supervision can focus on usage time, purpose, and how students use the information obtained. Parents can also remind students not to use AI excessively and to keep its use related to learning needs.

Teacher-parent relationships also concern communication about students' learning development. Teachers have information about students' activities and development during learning at school, while parents can observe students' learning habits at home. Information exchange between the two parties can help provide appropriate support when students experience learning difficulties or become overly dependent on AI.(Arifudin, 2025)

AI use means that communication between teachers and parents concerns not only students' academic development but also how students use technology for learning. When inappropriate AI-use habits occur, teachers and parents can exchange information and provide guidance to students. This relationship requires open communication so that support at school and at home does not operate separately.

Teacher-parent cooperation also concerns setting boundaries for AI use. Teachers can provide guidance on using AI for learning activities, while parents help supervise the implementation of that guidance at home. Consistent guidance can help students understand that AI use has specific purposes and remains part of educational responsibility

Teacher-parent relationships in AI use also concern the distribution of responsibilities. Teachers are responsible for providing guidance during learning, while parents

support learning activities at home. Both parties can communicate when issues arise concerning AI use, such as technological dependence, difficulty understanding material, or AI use that does not correspond to learning objectives.(Ibrohim et al., 2026)

This relationship shows that AI use requires communication between school and family. AI can make it easier for students to obtain information, but teacher and parental guidance remain necessary to keep technology use aligned with learning objectives. Teacher-parent relationships involve communication, coordination, guidance, supervision, and responsibility in directing AI use.

Student-Parent Relationship

AI use when students study at home is also related to student-parent relationships. Parents are in a position to support students when using AI to understand material or complete assignments. Such support involves not only supervising device use but also guiding how students understand and use the information obtained.

Parents can guide students not to accept AI-generated answers immediately. The information obtained can be compared with books, teachers' explanations, or other learning sources. When information differs, students can be directed to ask the teacher or conduct further checking. This helps students understand that AI is a tool for obtaining information and still requires a verification process.

AI gives students opportunities to learn independently. Students can seek explanations when they have difficulty understanding material without always waiting for explanations from others. This independence still requires guidance because excessive AI use may make students accustomed to receiving answers without going through the process of understanding the material.

Parental guidance can focus on students' learning process. Parents can remind students to read the material, understand the answers, and complete assignments using their own abilities. AI can be used to help find explanations or provide an overview of

material, while understanding and completing assignments remain the student's responsibility.

Honesty is part of the student-parent relationship when students use AI. Parents can guide students so that AI assistance does not replace all of their effort in completing assignments. Students still need to understand the material and formulate answers using their own abilities. Such guidance contributes to the development of responsibility and honesty in academic activities.

Communication between students and parents also concerns difficulties that arise when using AI. When students encounter information they do not understand or that differs from other sources, parents can guide them to verify it. When deeper explanation is needed, students can be directed to consult the teacher. This pattern positions parents as companions who help students determine what to do when dealing with information from AI.

Parental supervision also concerns limits on AI use. Parents can pay attention to the amount of time students use AI and their purpose when accessing the technology. AI use is directed toward supporting learning activities rather than replacing students' interaction with teachers, books, and other learning resources. This guidance helps students develop habits of responsible technology use.

Student-parent relationships in AI use involve guidance, supervision, communication, responsibility, and honesty. Students have room to learn independently through AI, while parents continue to guide how the technology is used. This relationship positions AI as part of a learning resource that remains under family guidance

Synthesis of Relationship Ethics in AI Utilization

AI utilization in PAI learning is related to changes in how teachers, students, and parents carry out their educational roles. Students have additional information resources and can search for information independently. Teachers provide direction, verification, explanation, and guidance concerning the

information students obtain. Parents provide support and supervision when AI is used at home.

In teacher-student relationships, AI use is related to changes in information acquisition and communication patterns. Students can search for initial information through AI before discussing it with the teacher. Teachers help verify information, provide clarification, and guide students toward understanding consistent with PAI materials. These relationships also require respect and courtesy when students present questions or information obtained through AI.

In teacher-parent relationships, AI use concerns communication and the distribution of responsibilities. Teachers provide guidance on AI use in learning activities, while parents support and supervise technology use when students study at home. Communication between the two parties can be used to share students' learning development and issues related to AI use.

In student-parent relationships, AI use concerns guidance, supervision, communication, responsibility, and honesty. Students have opportunities to search for information independently, while parents help direct AI use so that it does not replace the learning process. Students are still guided to understand the material, verify information, and complete assignments with personal responsibility.

Relationship ethics in AI utilization also concern how each party maintains educational relationships as information sources become more diverse. Teachers continue to function as educators, guides, directors, and role models. Students have room to seek information independently while remaining responsible for the information and assignments they handle. Parents provide guidance and supervision of technology use at home.

The principle of *tabayyun* is one of the values that can guide AI use in PAI learning. Information obtained through AI needs to be checked and compared with other sources before being used. This attitude concerns not only information accuracy but also students' responsibility in using technology. Information can be checked through teachers' explanations,

books, and trustworthy learning sources.(Zulfikar et al., 2026)

AI-use ethics in PAI learning also concern academic honesty. AI assistance can be used to obtain explanations or understand material, while students remain responsible for learning and completing assignments honestly. Teachers and parents play a role in providing guidance on the limits of AI use so that technology is not used to replace students' learning efforts.(Imelda et al., 2026)

Teacher, student, and parent relationships in AI utilization can be understood as educational relationships that have adapted to the presence of new information sources. Changes can be seen in communication patterns, information acquisition, guidance, supervision, and the distribution of responsibilities. These relationships still require respect, courtesy, communication, honesty, responsibility, and tabayyun. AI is used as a learning support tool, while educational processes involving guidance, attitude formation, and value cultivation continue through teacher-student-parent relationships.

CONCLUSION

AI in PAI learning at MA Al-Ghazali Rombasan Pragaan Sumenep is used as a learning aid and a source of supplementary information for teachers and students. Teachers use AI to find material ideas, prepare teaching materials, create practice questions, provide case examples, and obtain alternative explanations, while students use it to understand material, obtain additional explanations, and assist with assignments. AI use remains accompanied by teacher guidance and supervision through information verification, adjustment of material to learning objectives, and use of accountable sources. The school provides teachers and students with room to use technology according to learning needs, while parents also accompany AI use when students study at home. AI utilization is also related to academic honesty, responsibility, information-verification ability, and independent thinking. AI functions as a

learning support tool without replacing the teacher's role or students' learning efforts.

AI utilization also brings adjustments to the ethics of teacher, student, and parent relationships through changes in information acquisition, communication, guidance, supervision, and the distribution of responsibilities. Teacher-student relationships remain based on direction, guidance, respect, courtesy, and good communication, while AI gives students room to seek information independently before discussing or clarifying it with teachers. Teacher-parent relationships concern communication and cooperation in supporting students' learning development and AI use. Student-parent relationships concern guidance, supervision, honesty, and responsibility when AI is used as a learning tool. AI use is also related to the principle of tabayyun through checking and comparing information with teachers' explanations, books, and trustworthy learning sources. Teacher-student-parent relationships remain part of the educational process through guidance, support, communication, attitude formation, and cultivation of PAI values.

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