



# Possibilities and Obstacles Presented AI in Education by Learners PPKn at PGRI Wiranegara University

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## ABSTRACT

The use of Artificial Intelligence in higher education institutions brings several important issues, including the risks to student data privacy, concerns about ethics in AI model development, and the potential loss of human interaction in the learning process. This study aims to explore the opportunities and challenges of Artificial Intelligence, as well as the ethics of its use among PPKn students at Universitas PGRI Wiranegara. The study uses a descriptive qualitative method with a case study approach. The informants in this study were Civic Education students who met the criteria of having used AI, understanding the ethics of AI use, and understanding the opportunities and challenges that AI presents. The total number of informants in this study was 17, consisting of active Civic Education students from the 2022, 2023, and 2024 cohorts at Universitas PGRI Wiranegara. The results show that PPKn students see Artificial Intelligence as a tool that can help them in learning, but also as a tool that comes with challenges. AI brings both significant challenges and opportunities. A unique contribution of this study is the emphasis students place on using AI ethically in line with Pancasila principles. These findings show how important it is to use AI responsibly in learning for students as ethical digital users. Also, the findings suggest that Artificial Intelligence offers useful opportunities for learning, like helping students understand material and come up with ideas to complete assignments. However, Artificial Intelligence also comes with challenges and ethics are needed when using it.

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## INTRODUCTION

Learning is a key aspect of education to enable the process of gaining knowledge and understanding. The implementation of learning in schools is organized to achieve the educational vision and mission, which is supported by several factors like human resources, facilities, administration, and various other regulations. However, having a learning system that is flexible and accessible is not easy to achieve. Learning in Indonesia faces several challenges in keeping up with the times. One of the challenges is the different abilities and needs of students, along with the

limitations of facilities in teaching and learning activities, which makes education quite complex. Now, rapidly evolving technology offers new innovations, one of which is Artificial Intelligence (AI), which has emerged as a potential solution to improve the flexibility and accessibility of the learning system (Muhtar & Rahayu, 2024). Using AI wisely is really important to avoid the risks that can come from using it. Using AI smartly means having a solid understanding of how it works, as well as being aware of the possible impacts. It's also important to have proper rules and regulations to make sure AI is used correctly and responsibly. By understanding both the benefits and risks and using AI wisely, students can take advantage of this technology in a helpful way and avoid potential risks. Using AI without awareness of responsibility brings up important issues in the education world. As a result, many students use AI not according to their needs, with assignments being done entirely by AI. This can make students stop using their own thinking when completing tasks and reduce their sense of responsibility. Consequently, the use of AI in student learning can be affected, independent thinking skills can decline, and there are also concerns about AI usage in data and privacy. That's why it's important to make sure that the data is processed and stored securely, and not misused or accessed by unauthorized parties. Besides those risks and challenges, there are still concerns about bias in using AI. AI can be programmed with unintended biases, which can affect decision-making or the feedback given to students. So, careful monitoring and evaluation are needed when using AI to make sure that the decisions and feedback provided are fair and objective (Labobar, 2024).

Consequently, the progress of artificial intelligence technology influences the job prospects for university students. It not only alters their professional development paths but could also hinder their ability to achieve their professional aspirations, thus intensifying their concerns about the unpredictability of future jobs (Zaim et al., 2024). The integration of Artificial Intelligence in tertiary education can enhance the individualization and adaptability of educational experiences, increase the availability of learning resources, and foster the growth of students' analytical abilities. Artificial Intelligence in education operates on three main levels: the cognitive level, which helps in idea creation and explaining concepts; the technical level, which involves data analysis and coding; and the administrative level, which includes scheduling and assessment. With such a wide range of applications, it's no surprise that AI has become a go-to tool for students in managing their academic activities. However, behind this convenience, there are potential risks that need to be watched out for (Marlin et al., 2023).

With the progress of science and technology, generative artificial intelligence (GAI) has integrated into everyday life, altered routines, and changed how individuals engage with their surroundings. Generative Artificial Intelligence denotes computational methods that can produce what appears to be original and significant content, including text, images, or audio, based on training data (Boye et al., 2023). The use of Artificial Intelligence in higher education institutions brings up several important issues, including risks to student data privacy, concerns about ethics in developing AI models, and the potential loss of human interaction in the learning process. However, the most effective learning experiences still require human participation, discussion, and critical thinking that technology can't fully replace. Artificial Intelligence actually doesn't have knowledge awareness, doesn't fully understand social context, and doesn't carry moral responsibility. Therefore, its application must always be within the context of academic ethics. In other words, Artificial Intelligence serves as a co-pilot, not as the main pilot in the learning process. The use of artificial intelligence in higher education learning provides several significant benefits for students. Artificial Intelligence allows for personalized learning, where the system can adjust the material and teaching methods based on the students' individual abilities and learning styles. In addition, Artificial Intelligence can provide interactive learning experiences through online applications and platforms that can stimulate student engagement. With in-depth data analysis, Artificial Intelligence also helps lecturers and institutions in developing the teaching materials needed by students. Besides that, this technology can facilitate research and experiments in various fields, making it easier for students to access a wider range of resources and information. Overall,

the use of Artificial Intelligence in college learning can improve efficiency, quality, and the relevance of education, giving students a more effective and useful learning experience (Apriliani, 2024). Expand on the role of artificial intelligence in the educational journey of students, which includes aiding collaborative learning, overseeing AI-managed student discussion boards, enabling ongoing assessment, and developing AI-supported learning partners. AI has greatly improved the educational experiences of students by customizing learning resources to meet individual requirements and abilities (Henadirage & Gunarathne, 2025).

There are opportunities and challenges that need to be faced, especially concerning the learning of Pancasila and Civic Education at the university level. The rapid development of Artificial Intelligence has created new patterns in society to make various activities easier, particularly in academics. However, unfortunately, the use of Artificial Intelligence sometimes doesn't follow the proper norms, resulting in two conditions: opportunities and challenges in higher education. In the digital era, students will face various challenges like those in the assignments they are given. This is especially clear when tasks like describing a theory can be completed very easily by students. This happens because today's students are a generation that grew up with internet access from an early age, and with this habit, they can access all kinds of information, including study materials. To be able to guide the use of AI in education properly and proportionally, research on its impact becomes really crucial (Sulton, 2020).

This research starts from the problem formulation, namely what opportunities and challenges AI offers, as well as the ethics of its use in learning Pancasila and Civic Education (PPKn) by university students. In addition, the researcher realizes that there are previous studies that also discuss AI, including "The Urgency of Flexibility and Accessibility of Artificial Intelligence in Improving the Quality of Learning for SMK Muhammadiyah 3 Singosari Students" by Tri Ayu Mukaromatul Muhtar and Santy Dwi Rahayu, then there is also a study titled "Artificial Intelligence: Challenges in Civic Education Learning" by Julianus Labobar and Yakob Godlif Malatuny, and a study titled "Artificial Intelligence (AI) in Education: A Systematic Literature Review on Opportunities, Ethical Issues, and Pedagogical Implications" by Zakaria Efendi, Meysella Al Firdha Hanim, Adi Santoso. From previous studies, there are similarities with the research conducted by the researcher, namely regarding AI and learning. However, those three studies did not discuss ethics in the use of AI in learning at the same time. Therefore, the update in this research lies in the main focus of the discussion, which is opportunities, challenges, and ethics. In addition, the research update also lies in the research location, namely Universitas PGRI Wiranegara, and the informants, who are active students in the PPKn program. The gap addressed in this research is examining the use of AI with a focus on opportunities, challenges, and ethics within a campus environment with an interesting background and informants who have insight and understanding of responsibility and ethics, seen from the background of students from the PPKn program who already have an understanding of responsibility and ethics.

## RESEARCH METHODOLOGY

### Research Design

The term 'research design' refers to the process or procedure used to carry out a study. Research design is the strategy or blueprint that outlines how the research will be conducted, including the methods, data collection, data analysis, and interpretation of the results produced to answer a specific research question (Retnawati et al., 2024). The qualitative research titled "Possibilities and Obstacles Presented AI in Education by Learners PPKn at PGRI Wiranegara University" uses a case study method and a descriptive qualitative approach. This method was chosen because the research is conducted in a natural context, and interpreting the resulting data is given higher priority than just analysis. In the process of collecting data, the researcher acts as the main instrument, which is carried out through triangulation techniques.

### Research Subject and Object

The main subjects in the study titled "Possibilities and Obstacles Presented AI in Education by Learners PPKn at PGRI Wiranegara University". The choice of these research subjects is based on careful consideration regarding their suitability with the main goal of the study, which is to analyze the opportunities and challenges in applying Artificial Intelligence in the field of education. This topic gives researchers the chance to explore various important issues, like the ability of Artificial Intelligence to improve learning methods, as well as potential risks such as a decline in critical thinking skills, privacy issues, and preserving Pancasila values in the digital era. Mochamad Nashrullah explains that a research topic should be directly related to the issue being studied and where information can be obtained during the research process. The method applied in this qualitative research is the purposive sampling technique (Nashrullah, Muhammd, 2023). According to Sugiyono, purposive sampling is 'Sampling from data sources based on certain considerations. These particular considerations, for example, allow the researcher to explore the object or social situation being studied because it is considered to know best what the researcher expects.' (Sugiyono, 2018). The reason for choosing this technique and these subjects is that, as active students in the process of learning, students of the Pancasila and Civic Education program have firsthand experience using educational technology, online platforms, and various digital tools on campus. Their diverse academic backgrounds, levels of exposure to technology, and views on integrating Artificial Intelligence in learning provide the depth and variety of perspectives needed to gain a deep and contextual understanding. The selection of these subjects is also based on the principle of relevance and the suitability between the participants' characteristics and the focus of the phenomenon being studied. Therefore, their perspectives and experiences are very important to uncover both the opportunities and real challenges that arise when Artificial Intelligence is used in learning.

### Research Instrument

Andrew Fernando states that research instruments are the tools needed or used to gather information. In qualitative research, the main instrument for data collection is humans, meaning the researcher themselves or others who help the researcher; in qualitative research, the researcher collects data by asking, requesting, listening, and taking (Pakpahan et al., 2021). This research instrument uses observation, interviews, and documentation. In-depth interviews are an instrument in this research. The interviews were conducted in a semi-structured way using a flexible interview guide, allowing the researcher to explore the informants' experiences, perceptions, attitudes, and thoughts more freely while still staying on track. This technique was chosen because it can capture the voices and subjective meanings of students as direct users of Artificial Intelligence technology in the learning context. Through interviews, the researcher asked 9 questions to the informants to answer the research questions, which included the informants' understanding of AI, their experiences using AI, as well as questions about opportunities, challenges, and ethics they had encountered. Next, observation was conducted by the researcher observing the use of digital platforms and students' interactions with AI-based tools. This observation provided contextual data that is not always revealed through interviews, thus enriching the understanding of actual behavior and the culture of technology use on campus. Documentation was obtained from various written sources and official recordings, such as interview photos, audio recordings, notes, and documents related to the use of educational technology. This technique serves as a support and comparison to the data obtained from interviews and observations, thereby strengthening the validity of the findings. This research was conducted from May to June 2026 at PGRI Wiranegara University.

### Data Collection Procedure

Gathering information is the most crucial element in qualitative research because it gives researchers the ability to capture the meaning, experiences, and perspectives of subjects in depth.

Qualitative research is usually designed to collect data with the aim of obtaining discourse, texts, images, or other literary sources, as well as gathering feedback or reactions from participants. Various information-gathering techniques used in this research include observation, interviews, and document collection. Some data collection methods applied in this research include observation, interviews, documentation, and literature studies taken from books, articles, and relevant journals (Ramadhan & Lestari, 2023).

### **Data Analysis Techniques**

In qualitative studies, information is gathered from various sources using different collection methods (triangulation) and is collected gradually until the information reaches saturation. This study utilizes the analytical approach suggested by Miles and Huberman. The method of data analysis outlined by Miles and Huberman consists of three phases of information examination, which encompass data reduction, data presentation, and validation or conclusion formulation (Sugiyono, 2018). The data validity techniques in this study were applied to ensure the reliability and validity of the results involving both the researcher and the study participants. Triangulation methods were used in testing data validation to confirm the reliability and validity of the research findings. In the context of qualitative research, triangulation is done by integrating various sources of information while collecting additional data. The purpose of this triangulation is to test data validity and broaden the scope of the data. In applying this triangulation, the researcher used source, technique, and time triangulation methods.

Data analysis techniques begin with data reduction, which, according to Sugiyono, is described by Miles and Huberman as a sensitive thinking process that requires intelligence, breadth, and depth of insight. Data obtained from document studies, observations, and interviews are recorded and organized, then the main data is selected. The main data is then systematically arranged to make it easier to understand. Reduced data provides a more detailed picture of the research results. In this study, data reduction was carried out to process information obtained through in-depth interviews, observations, and documentation. The researcher repeatedly read all interview transcripts, field notes, and related documents, then selected data relevant to the research focus, which is the opportunities and challenges of implementing Artificial Intelligence for students in the Civic Education and Pancasila Studies program at PGRI Wiranegara University.

Next is data presentation, which involves organizing relevant data into information that can be concluded and has a certain meaning. The process can be done by displaying the data, making connections between phenomena, and then summarizing and reorganizing the data obtained into a more systematic form so that the data and information are easier to understand as a whole. Through systematic and structured data presentation, researchers can easily identify similarities, differences, and complex relationships between factors such as digital literacy, civic values, infrastructure readiness, and the ethical implications of Artificial Intelligence in education. Applying data presentation according to the Miles and Huberman model strengthens the quality of qualitative research because it is iterative and interconnected with the stages of data reduction and drawing conclusions. This process allows researchers to keep reflecting, find information gaps that still need exploring, and visually verify their findings.

After data reduction and data presentation, the final step is verification/conclusion. In qualitative research, conclusions are new findings that have never existed before. The results can be in the form of a description or depiction of something that was previously unclear or obscure, so after being studied it becomes clear, or it can be in the form of causal or interactive relationships, hypotheses, or theories. After the data is presented in a narrative form, the next step is to draw conclusions from the research results. This process enhances the credibility and validity of the research findings. Additionally, careful verification allows researchers to produce conclusions that not only describe phenomena but also provide a deeper understanding of the use of Artificial Intelligence in learning.

## RESULTS AND DISCUSSIONS

### Results

Consequently, the progress of artificial intelligence technology influences the job prospects for university students. It not only alters their professional development paths but could also hinder their ability to achieve their professional aspirations, thus intensifying their concerns about the unpredictability of their study (Liang & Zhai, 2025). At present, technology is advancing quickly, with one notable aspect being Artificial Intelligence. Artificial Intelligence is evident in multiple sectors, such as education. Learners encounter Artificial Intelligence, which introduces both advantages and difficulties. Because of this, the author conducted research titled "Possibilities and Obstacles Presented AI in Education by Learners PPKn at PGRI Wiranegara University" with students from the Civic Education study program as informants in this research. The selection of Civic Education students was based on the consideration that they are the most relevant group and have intensive exposure to the issues that are the focus of the research, particularly related to the opportunities and challenges of implementing Artificial Intelligence in the context of learning and developing 21st-century competencies. PPKn students have a perspective that combines pedagogical knowledge, national values, and awareness of the role of technology in shaping young generations. In this study, the location predetermined by the researcher is Universitas PGRI Wiranegara at Jl. Ki Hajar Dewantara No. 27-29, Tembokrejo, Kec. Purworejo, Kota Pasuruan, East Java 67118, Indonesia. The choice of this research site is based on strategic factors and a deep context to analyze the opportunities and challenges in the implementation of Artificial Intelligence. Universitas PGRI Wiranegara is a very suitable choice for this research because it provides an opportunity to explore various opportunities and challenges of Artificial Intelligence in the educational context. On the other hand, PGRI Wiranegara University also reflects a number of real issues, including limitations in technology infrastructure, gaps in digital literacy, and the workforce's readiness to adopt Artificial Intelligence technology more deeply.

Students' Perspective on Artificial Intelligence, Artificial Intelligence, or AI for short, is becoming increasingly easy to use nowadays, including in education. Understanding AI can be seen from various perspectives, especially from the viewpoint of students, particularly students in the PPKn program. Through interviews with informants, the researcher obtained their perspectives on AI, which vary. From these interviews, several perspectives were gathered and packaged into an easy-to-understand perspective. The first perspective comes from the opinions of six people; based on their understanding of AI, they gave nearly similar answers about what AI is, describing it as a technology that possesses human-like intelligence, helps human work, interacts, makes decisions, processes data, and imitates human intellectual abilities.

There's also a perspective from other students about AI, which is that they see AI as artificial intelligence that helps them gather information in real time and quickly, or provide data fast just by giving keywords. However, there are also students who think that AI is a computer program that not only follows written commands but can learn from data, adapt, and make decisions on its own. For example: recognizing faces, translating languages, or predicting the weather. Furthermore, some other students describe it as a kind of robot that helps make it easier for humans to get information, while there are also students who define AI as artificial intelligence in a computer system that resembles general intelligence to make it easier to access the information they need. Starting from this point, researchers realized that the majority define Artificial Intelligence as a technology that mimics human intelligence to help with various tasks, especially in searching for information, answering questions, and processing data. So it can be said that according to students, AI is artificial intelligence in a system used to find the information and data needed in real time, using human-like intelligence and helping to get work done faster.

#### The Opportunities of Artificial Intelligence According to College Students

PPKn students generally have a positive view of the opportunities offered by AI. All the respondents stated that AI provides them with very helpful opportunities, such as making it easier

for them to get information quickly and in real time, helping to check assignments and point out which parts are wrong and need to be corrected, helping students find materials like journals they need quickly. This makes learning much more effective because it also saves time and allows them to get needed information quickly. In addition, AI also offers the opportunity to help students understand material they don't get through easy-to-understand language and attractive visualizations, creating summaries from both journals and assignments that help students understand faster without having to read the entire journal, saving time.

#### Challenges of Artificial Intelligence faced by students

Even though the informants said they got opportunities offered by AI, it doesn't mean they didn't face any challenges when using it. The researcher asked each informant whether they encountered challenges while using AI and what kind of challenges they faced. All the informants said they had faced challenges with AI, such as for Civics students who are required to have critical thinking skills, be able to debate a theory or event to analyze social problems. In this case, when students ask AI for help, sometimes AI gives arguments or language that doesn't match what we want, or the analysis it provides isn't what we expected. That's because, in cases like this, debating requires human critical reasoning, which AI can't provide. Besides that, other challenges, like having to use AI wisely, are also something to watch out for. Sometimes, when using AI, students forget that not all the information AI provides is accurate. AI is artificial intelligence that follows commands, and if the instructions given are not clear and detailed according to needs, the information it provides can often be inaccurate or even wrong. AI also carries the risk of shifting moral values due to instant dependence, algorithmic bias in matters of norms and laws, as well as the loss of the essential empathy interaction that is really important in character education. Civic education (PPKn) materials are closely related to law, the constitution, democracy, human rights, and public policy, which all require valid and accountable sources. So, information from AI needs to be cross-checked with books, scientific journals, regulations, and other official sources.

#### Ethics of using Artificial Intelligence by students

The ethics of using AI is quite a crucial issue in the education world, including its use by students. Through interviews with informants, the researcher asked questions about the ethics of using AI from the students' perspective. Almost all informants stated that AI usage ethics means that students are aware that using AI should have limits and be responsible, AI is used only when necessary, and is meant to generate ideas rather than do the students' assignments. Using AI to help find ideas, summarize, or check writing is fine, but the final results must be processed, developed, and written with one's own thinking. Students need to understand what their tasks are, not just look for instant answers. AI usage ethics is about using AI honestly, responsibly, and not misusing it in academic activities. AI does help a lot of students, but there also needs to be responsibility and honesty in using AI. Moreover, AI isn't meant to replace students' thinking, but rather as a learning aid. AI ethics means a set of values, norms, and principles that guide how AI is used responsibly, honestly, and in line with educational goals. This ethic aims for AI to be a learning tool that supports the learning process, not to replace students' thinking, creativity, and effort. So, AI ethics is important in its use, and responsibility and policies are needed.

In this study, data was gathered through interviews with 17 respondents who are active students in the Civic Education program at PGRI Wiranegara University. From these conversations, the researcher learned that all respondents have a pretty good understanding of artificial intelligence. Most of them described artificial intelligence as technology that mimics human thinking to help with different tasks, especially searching for information, giving answers, and processing data. Respondents repeatedly stated that artificial intelligence offers significant opportunities, such as quick access to information, time-saving, personalized learning processes, and instant feedback. This aligns with one respondent's statement who said, 'Artificial intelligence can check assignments, show the wrong parts, explain why it's wrong, and help us learn from mistakes faster and more independently.' In addition, respondents also noted the effectiveness of

using artificial intelligence, mentioning that it has a positive impact on effectiveness and efficiency in learning, even though it is situational.

In addition, this study also collected data and information related to ethics in the use of artificial intelligence in the learning process through interviews. The ethics of using artificial intelligence should be honest, responsible, and smart. Artificial intelligence should be a helpful tool, not a replacement for independent thinking. This aligns with what the informant stated, "Using artificial intelligence to help come up with ideas, summarize, or check writing is allowed, but the final result must be aligned with your own thinking." Furthermore, it was also found that students in the Civic Education study program can relate AI ethics to the values of Pancasila, especially those related to honesty, responsibility, communal cooperation, and social justice. This aligns with the informant's statement saying, 'Students need to use artificial intelligence with honesty and responsibility according to the values contained in Pancasila.' However, there are a few things to watch out for when using AI, like the possibility of inaccurate information provided by it. The research findings show that almost all informants (16 out of 17) have encountered incorrect information from AI. The approach they take is to verify it with primary sources such as journals, books, and official documents. This is reflected in what the informant said "I check it again through books, journals, or trusted reference sources". In this study, the researchers also looked at students' perceptions of using artificial intelligence. Based on the interview results, the informants revealed that they have been using artificial intelligence in an ethical way, where they still maintain their own thinking after getting information or ideas from artificial intelligence.

## Discussions

Based on the results of interviews and information gathering from sources, this information should be supplemented with expert opinions related to the research to make it more accurate. Many sources revealed that the definition of Artificial Intelligence is the automated ability to think like humans, which aligns with Sudirwo's view, who defines Artificial Intelligence as the capacity of computer systems to learn from data (similar to how humans gain knowledge from experience) in facing challenges and applying algorithms to make decisions based on the available data (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). Besides that, there's another theory that discusses the purpose of Artificial Intelligence, according to the focus of discussion and use of Artificial Intelligence, namely according to Emi who stated that the goal of artificial intelligence is to develop systems and machines that can perform functions that usually require human intelligence (Eriana, 2023).

### a. Possibilities Artificial Intelligence

Rizkika explained that opportunities in the field of education are often related to innovation in teaching methods, a more flexible curriculum, and increased access to education. These opportunities are a chance to contribute to achieving goals (Yulika et al., n.d.). Artificial Intelligence also offers possibilities in its application in the education sector. Jumsir revealed that pedagogically, Artificial Intelligence presents new opportunities to create customized and flexible learning according to students' needs. The use of virtual tutors, academic chatbots, and even automated assessment systems provides learning support that isn't limited by time or place (Jumsir et al., 2025). Another opinion was also expressed by Erna Widyasari, who stated that by using Artificial Intelligence in education, there are many opportunities to improve the learning process. This can be achieved through support for educational inclusion, personalization, automation of administrative tasks, and enrichment of teaching methods (Erna Widyasari et al., 2024).

### b. Obstacles Artificial Intelligence

Besides the opportunities offered by Artificial Intelligence, there are also challenges in its implementation. According to Inayah, there are several difficulties that need to be faced related to Artificial Intelligence. These challenges include the lack of legal regulations, the presence of bias in



algorithms, privacy violations, unclear responsibility, and low levels of digital literacy. In addition, Christien also shared her views on the challenges posed by Artificial Intelligence, as follows: 1. Ethics and Morality, which is the use of Artificial Intelligence in decision-making processes that affect human lives raises ethical issues; 2. Data Privacy and Security, AI requires the collection, analysis, and processing of large amounts of data, which can pose privacy risks if personal data is accessed or misused. Data security is very crucial because of threats from cyber attacks; 3. Discrimination, if algorithms are trained on biased data, they can produce unfair or discriminatory decisions. Identifying and addressing bias in data and algorithms is a challenge that needs to be tackled; 4. Changes in the Workforce, automation driven by AI can change job structures. This raises questions about how we adapt to these changes and ensure the well-being of workers; 5. AI System Security, protecting AI systems from cyber threats and manipulation is becoming increasingly important as the technology continues to grow in complexity (Rozali et al., 2024).

The findings from the interview indicate that individuals enrolled in the Civic Education program possess a strong understanding of ethical considerations in relation to Artificial Intelligence. As learners, they acknowledge the necessity of grounding Artificial Intelligence usage in ethical standards and accountability. It is crucial to recognize the significance of integrating ethics into Artificial Intelligence to ensure that its application yields positive outcomes and advantages, particularly within the educational field. According to Sehan, ethics in the context of Artificial Intelligence is a branch of ethics that highlights responsibility and ethics related to the creation, development, and use of Artificial Intelligence systems. This includes issues such as algorithmic bias, data protection, transparency, accountability, and the social consequences of artificial intelligence. Artificial Intelligence ethics also relates to the way, timing, and purpose of using artificial intelligence (Rifky et al., 2024). Artificial Intelligence ethics doesn't mean ignoring general ethical principles; it actually provides a significant local context for its application. While principles like transparency, accountability, and fairness remain important, their interpretation should be adapted to Pancasila so they can become part of the nation's culture. According to Ahmad, digital ethics in the era of Artificial Intelligence is the moral awareness in using technology fairly, respecting privacy, and upholding human values. To ensure that technological advancements go hand in hand with human values and social responsibility, ethics must be enforced (Nasoha et al., 2025).

**c. The Relevance of Using Artificial Intelligence in Learning**

The use of Artificial Intelligence in the education sector fits very well with the growing demands of learning as technology advances. Adopting Artificial Intelligence in learning is considered capable of helping and making it easier for students in their study activities, doing assignments, and searching for information and data directly according to their needs. According to Sapto, AI-based learning is aimed at creating a more interactive and personalized learning environment, going beyond the classical way of receiving information. This technology gives teachers the opportunity to design more flexible learning scenarios, evaluate students' performance, and provide feedback automatically (Haryoko et al., 2024). As stated by Alex, the incorporation of artificial intelligence in tertiary education has transformed how learners engage with resources, absorb information, and cultivate comprehension. In conjunction with the technological evolution taking place in the educational field, learning frameworks driven by AI are increasingly essential. This approach enhances educational standards while providing students opportunities to acquire pertinent skills that foster 21st-century competencies in accordance with the principles of Pancasila, including ethical accountability, creativity, and autonomous thought (Alex et al., 2026).

## CONCLUSION

The findings of the study indicate that PPKn students perceive Artificial Intelligence as an asset that can aid the educational process, but it brings forth its own set of challenges. This study has answered the research goals that aimed to find out the opportunities and challenges of using AI by students at PGRI Wiranegara University. While Artificial Intelligence offers noteworthy opportunities, it simultaneously introduces problems that require attention. A notable aspect of this research is the students' focus on the ethical application of Artificial Intelligence in accordance with Pancasila values. These findings underscore the significance of utilizing Artificial Intelligence in a responsible manner during education, promoting students' roles as ethical digital users. The findings also suggest that Artificial Intelligence offers valuable opportunities for students' learning processes, helping them understand the material while also coming up with ideas to complete assignments. However, on the other hand, this also brings challenges that need to be addressed, so ethics are needed in its use to ensure that the role of Artificial Intelligence in education remains relevant and beneficial. This study shows that students have a good understanding of what AI is and how they view the opportunities and challenges AI brings, but because of that, there still needs to be understanding and responsibility in the use of AI by PPKn students, so that the use of AI remains ethical. With an emphasis on adaptive opportunities, contextual challenges, and ethical aspects that align with Pancasila values, this study is anticipated to make significant theoretical contributions to understanding how artificial intelligence technology is integrated into the field of civic education, particularly for the Pendidikan Pancasila dan Kewarganegaraan study program in universities. This research is expected to contribute to the academic field, especially regarding learning issues involving students' use of AI. This research offers several meaningful benefits for researchers, especially in the area of Artificial Intelligence Through this research activity, the researcher gained deep insights into the opportunities and challenges faced by Artificial Intelligence in the learning process as well as the ethics in its application. This study enables the researcher to assess the ethics of applying AI sensibly as technology advances, such as the use of AI in education, which should be done responsibly. Given the limits of this work, the researcher welcomes helpful criticism and recommendations.

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