

Islamic Religious Education Based on Artificial Intelligence (AI) Technology

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ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489	Artificial intelligence (AI) has brought about significant changes in many aspects of human life. Islamic education, one of the impacted fields, has also experienced significant changes in teaching and learning methods. This article aims to explore the benefits and challenges of using artificial intelligence in Islamic education and how this impacts the learning process in Islamic educational institutions.
KEYWORDS	
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1. Introduction

Education, which was initially focused on conventional teaching methods with the teacher as the primary source of knowledge, has gradually evolved with the rapid development of information and communication technology. Technology has become a key catalyst in expanding learning accessibility, enabling distance learning, and creating a more dynamic learning environment. Education is a field that continues to develop rapidly in line with the advancement of digital technology. The digital era has transformed the way we learn and teach, and introduced new challenges for teachers. Amidst these changes, the use of technology-particularly Artificial Intelligence (AI)-has become an increasingly relevant topic in the context of education. In this digital age, teachers face a variety of challenges that affect their roles and responsibilities. One of the main challenges is managing the abundance of information. With easy access to digital resources and online learning content, teachers must be able to filter, evaluate, and utilize information effectively to support students’ learning processes. Moreover, each student has different needs and learning styles. Teachers must be able to address this challenge by providing learning experiences tailored to the individual needs of each student. This personalization process requires significant effort, including a deep understanding of students’ needs and the ability to deliver learning material on an individual basis. The strategies chosen must also be given serious attention so that they can be effectively implemented in the classroom to facilitate an optimal teaching and learning process. In the fast-paced digital era, Islamic education faces both significant challenges and enticing opportunities in the 21st century. Digital technology has fundamentally transformed the educational landscape, changing how we learn, access information, and interact with the world around us. In this context, it is important to understand the role of digital technology in the transformation of Islamic education and how both challenges and opportunities can affect the way we disseminate and understand Islam. Islamic education in the digital era offers unlimited opportunities to expand accessibility, develop innovative teaching methods, and strengthen religious understanding. The use of digital technology can be a powerful tool in bridging educational gaps and enhancing religious understanding in a society that is increasingly connected globally

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2. Literature Review

The development of digital technology has transformed the paradigm of education from traditional approaches to technology-based learning (Vera, Shela, & Aisar, 2024). This technology-based learning creates new opportunities for more effective personalization and online collaboration (Sekar, 2024). In this context, Artificial Intelligence (AI) plays a significant role with its ability to create adaptive learning systems that adjust instructional materials to the individual needs of students (Luckin et al., 2016), as well as assisting teachers in evaluation, tracking learning progress, and providing automated feedback (Holmes et al., 2019). Meanwhile, in the realm of Islamic religious education, adaptation to social and technological changes is crucial to maintain the relevance of Islamic values in the contemporary era (Azra, 2012). When used appropriately, digital technology can expand access, improve the quality of learning, and support the internalization of Islamic values within society (Suyanto, 2020).

3. Methodology

This study employs a library research approach. Library research is a type of research conducted by collecting data and information from various library sources, such as books, journals, articles, and other documents relevant to the topic being studied.

4. Results and Discussion

Artificial Intelligence (AI) is a discipline that focuses on the development of computers and systems capable of performing tasks that were originally better carried out by humans. In the field of artificial intelligence, computers are designed to be intelligent and smart, with the goal of mimicking various human brain functions such as language comprehension, reasoning, knowledge, logical thinking, problem-solving, and decision-making. Artificial Intelligence is a branch of knowledge within computer science that focuses on developing computer systems that demonstrate intelligence in various ways. AI is the science of studying how to build computer systems that can imitate human intelligent capabilities. It is a dynamic field of research within computer science topics. Artificial intelligence enables machines (computers) to perform tasks at a level of intelligence comparable to that of humans.

In the field of education, Artificial Intelligence (AI) technology plays a crucial role in shaping the future of learning. The following are several key roles of AI in education: First, Personalized Learning – AI enables education to be tailored to the individual needs and abilities of learners. Second, Interactive Teaching – AI contributes to making learning experiences more interactive and engaging through features such as chatbots, voice recognition, gamification, and augmented reality. Third, Efficient Evaluation – AI helps teachers evaluate student work more quickly and efficiently using technologies such as handwriting recognition and natural language processing, which can improve the quality of feedback and reduce the time needed for assessment. Fourth, Research and Analysis – AI assists in educational research and analysis by processing large and complex datasets, providing more accurate and relevant insights into learning trends and patterns.

Islamic education, at its core, aims to guide students toward having strong faith ('aqidah), deep spirituality, noble character, broad scientific insight, and professional maturity. Normatively, Islamic Religious Education (IRE) in public schools serves as a reflection of Islamic educational thought—facilitating the socialization, internalization, and reconstruction of Islamic teachings and values. Practically, IRE aims to develop Muslim individuals with cognitive, affective, normative, and psychomotor capabilities, which are then manifested in their thinking, attitudes, and behavior in daily life. Thus, it is expected that through IRE, students can develop good Muslim personalities who understand and practice Islamic teachings and values in their lives. Islamic Religious Education should not only be understood theoretically but also practiced practically.

IRE in schools is essentially oriented toward moral action, meaning that students are expected not only to reach the level of competence but also to develop will and habit in applying religious teachings and values in everyday life. The learning of Islamic Religious Education is a concrete implementation of the IRE curriculum in the classroom, involving personal elements such as the school principal and teachers, students, learning resources, and infrastructure that contribute to the success of

the learning process. Islamic education is not merely a written curriculum delivered as cognitive knowledge alone; rather, it should provide students with values, understanding, behavior, and attitudes aligned with the material being taught. In reality, the learning process of Islamic Religious Education in schools has not yet been able to fully develop students' intellectual capacity and capability, as indicated by a lack of critical, analytical, reflective, and evaluative thinking. Instead, the process tends to focus on producing students who can memorize, define terms linguistically, recall facts, and recite Islamic Religious Education content as taught by teachers from textbooks.

The use of artificial intelligence in Islamic education can significantly enhance the effectiveness of teaching and learning by providing learning materials tailored to the needs of individual students. AI can analyze various student data, such as their abilities and learning interests, which allows it to offer personalized learning materials that match each student's unique requirements. This personalization can boost motivation and engagement throughout the learning process. Additionally, AI can assist teachers by searching for and selecting appropriate learning materials that align with the curriculum and the students' comprehension levels, ensuring that the content is both relevant and of high quality. Moreover, AI enables the creation of interactive and enjoyable learning experiences through gamification—a concept that applies game elements such as rewards, achievements, leaderboards, progress bars, and challenges to non-game contexts like education. By incorporating these elements, learning becomes more engaging and motivating, encouraging students to participate actively. In the realm of Islamic education, gamification can be especially effective in motivating students to study the Quran and Hadith more intensively and in a structured manner. Furthermore, AI can analyze student evaluations and provide timely, appropriate feedback, which supports teachers in identifying areas where students may struggle and adjusting their teaching strategies accordingly. In this way, AI facilitates the development of applications and learning systems that adhere to Islamic teachings, such as tools for learning the Quran, Hadith, and Islamic history, ultimately helping students deepen their understanding and increase their involvement in the learning process.

The challenges faced by Islamic Education (PAI) teachers in using AI can be divided into six types:

1. **Digital Literacy Problem:** There is a shortage of technology-literate teachers, as many are still technologically inexperienced or “technologically illiterate.” Therefore, socialization and training are needed to enable PAI teachers to use AI effectively in teaching.
2. **Limited Facilities and Infrastructure:** The overall utilization of IT-based facilities and infrastructure—such as e-Library learning platforms, the Internet of Things (IoT), Augmented Reality (AR), and Artificial Intelligence (AI)—is still lacking. These technologies, directly or indirectly, support the learning process to achieve optimal results.
3. **Lack of Preparation:** Implementing AI requires thorough preparation regarding IT infrastructure, human resources, and a multidisciplinary collaborative approach. Only with adequate preparation can AI make a significant contribution to innovating the Islamic education system in the digital era.
4. **Ethical Issues:** The integrity of AI in Islamic education relates to ethical aspects such as data privacy, the digital divide, and social considerations. This is due to AI's limitations in understanding context and making moral judgments. AI is based on algorithms and collected data and, in some cases, cannot accurately interpret context or make complex moral decisions.
5. **Theological Issues:** The modern era is marked by rapid technological development, making almost all human needs easier to fulfill with advanced technology. At this point, the role of religion and the development of technology in the modern era are often questioned and debated. In this context, AI has the potential to conflict with Islamic teachings. For example, AI raises philosophical and theological questions about the nature of humanity, life's purpose, free will, moral responsibility, and the relationship with God, which may contradict Islamic doctrine.
6. **Educational Interaction Problem:** AI has the potential to reduce intimate human interaction between teachers and students. Although AI provides ease and efficiency in learning, the lack of interaction may affect the development of character, empathy, and social skills for both teachers and students.

5. Conclusion

Artificial Intelligence (AI) technology is actually similar to other tools or supporting media. *Similar* here means that this technology can provide great benefits if used wisely and according to needs, but it also has the potential to be harmful if used excessively. For example, like a knife that is useful for a housewife in cooking, but if given to a small child, it can be dangerous because they may not be aware of the risks. Likewise, Artificial Intelligence, if not used wisely in the learning process, can have negative impacts. The use of Artificial Intelligence in Islamic education can improve the quality of teaching and learning in Islamic educational institutions. However, its implementation must still be carried out carefully and with consideration for its impact on students, teachers, and society. Therefore, collaboration between experts in Islamic education and Artificial Intelligence is necessary to develop appropriate solutions to address the arising issues. However, it is important to remember

that the use of artificial intelligence also has ethical consequences and data security concerns that must be taken into account. In addition, it must be remembered that Artificial Intelligence should not replace the role of teachers in the learning process, but instead be used as a tool to enhance the effectiveness of learning. Therefore, a wise approach is needed in adopting Artificial Intelligence in Islamic learning, by considering ethical aspects, data security, as well as the teacher's role in the learning process. In this way, the use of artificial intelligence in Islamic education is expected to bring significant benefits to students, teachers, and society as a whole

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