

Artificial Intelligence and Challenges in Islamic Education: Digital Parenting Solutions to Internet Addiction.

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	The rapid advancement of digital technology, particularly Artificial Intelligence (AI), has profoundly transformed numerous facets of life, including Islamic education. The widespread internet penetration in Indonesia presents unprecedented opportunities to empower the Muslim community by providing more accessible and contextually relevant educational resources. However, the rise of internet addiction poses a significant threat to the development of Islamic character among the younger generation. This article explores the challenges faced by Islamic education in the AI era, the detrimental effects of internet addiction, and proposes digital parenting as an effective preventive measure. Utilizing a literature review approach, it examines recent studies linking AI, digital parenting, and Islamic education. The findings suggest that integrating AI within digital parenting frameworks can enhance supervision, education, and the cultivation of adaptive and healthy Islamic values in the digital age. Consequently, a collaborative effort involving technology, parents, and educators is essential to support responsive and competitive Islamic education..
KEYWORD	
Islamic Education, Artificial Intelligence, Internet Addiction, Digital Parenting, Digital Era.	

1. Introduction.

In today's era of globalization, technological advancement has become an inevitable aspect of life, profoundly impacting every sector including information and communication. Devices such as smartphones and the internet have not only facilitated easier access to information but have also reshaped social interaction patterns. Virtually all facets of life now intersect with the digital world—from children and teenagers to adults, the elderly, and even toddlers who are introduced early to this digital realm. This phenomenon has paved the way for the rise of Artificial Intelligence (AI), which serves not merely as a technological tool but as a new medium for advancing knowledge within the Muslim community (Hasan & Suparman, 2024).

According to the Indonesian Internet Service Providers Association (APJII), internet usage in Indonesia has steadily increased, reaching 76.19% of the population in 2023, rising to 79.50% in 2024, and further to 80.66% in 2025. With a total population of approximately 284.4 million people, this data indicates that about 229.4 million Indonesians are active internet users (APJII, 2025). This statistic confirms the internet's dominant role in societal life. Within the context of Muslim community empowerment, this digital penetration offers great opportunities to utilize AI as a supportive tool in Islamic education, enhancing knowledge access, enriching learning methods, and strengthening religious understanding in a contextual manner (Najib, 2024).

The benefits of the internet for society are undeniable, encompassing information access, improved education quality, and broader social and cultural networks. However, alongside these benefits arise complex negative consequences, one of which is internet addiction. Multiple studies have linked internet addiction to serious mental health issues, including anxiety, stress, sleep disturbances, and increased suicidal ideation. Sohn et al. (2021) also noted its association with deviant behaviors such as cyberbullying, online gambling, and exposure to harmful content. From an Islamic educational perspective, internet addiction

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presents serious challenges as it can diminish learning quality, weaken self-control, and obscure the pursuit of beneficial knowledge that should guide the community's welfare (Rismala et al., 2024).

Alarming, around 80% of Indonesia's internet users are exposed to varying levels of internet addiction risk. Further research by Rismala et al. highlights that the majority of addiction cases occur among adolescents, the generation expected to be the driving force of Muslim civilization. This situation may negatively impact the quality of human resources in terms of both knowledge and morality. Islam emphasizes the importance of avoiding all forms of harm, as stated in Surah Al-Baqarah, verse 195: "And do not throw yourselves into destruction" (Al-Qur'an, Surah Al-Baqarah: 195). Thus, internet addiction can be viewed as a modern form of destruction that threatens the development of Islamic education if not promptly addressed.

Therefore, the use of digital technology, including AI, must be channeled towards productive and beneficial patterns. One relevant strategy is digital parenting, which involves the role of parents in guiding young generations to use technology healthily, wisely, and based on Islamic values. Moreover, AI can function as a supportive instrument in Islamic education by providing broad access to Islamic literature, facilitating interactive learning, and strengthening Islamic digital literacy. Hence, technology should no longer be seen as a threat but as a tremendous opportunity to empower the Muslim community through education and knowledge that align with Islamic teachings (Baharuddin, 2025).

2. Literature Review

Challenges in Islamic Education in the Era of Artificial Intelligence

Islamic education in the era of Artificial Intelligence (AI) faces multifaceted challenges, including low digital literacy among teachers, limited infrastructure, as well as ethical and theological concerns regarding AI usage. These challenges encompass potential overdependence on technology, the influence of foreign cultures, and diminished human interaction, all of which may negatively impact the development of Islamic character. Furthermore, Islamic Religious Education (PAI) teachers require adequate readiness and competence to effectively utilize AI in a manner aligned with Islamic values (Najib, 2024; Baharuddin, 2023).

Digital Parenting as a Solution to Internet Addiction

Digital parenting has emerged as a strategic solution to address excessive technology use, including internet addiction among children and adolescents. This approach emphasizes parental guidance in monitoring, regulating, and mentoring children's technology use to ensure a balanced, wise, and Islamically grounded engagement. Supported by AI, digital parenting plays a role in controlling and monitoring children's digital behavior while providing necessary education and restrictions to mitigate the risk of internet addiction (Safitri & Harun, 2023; Baharuddin, 2025).

Implications of Internet Addiction on Islamic Education

Internet addiction can hinder the development of Islamic character, reduce social interaction and empathy, and decrease time dedicated to learning and worship. This condition threatens the spiritual and social well-being balance of young Muslim generations. Therefore, effective oversight by parents and educators, alongside the deployment of AI technology to create conducive learning environments aligned with Islamic educational principles, is vital (Rismala et al., 2024).

Integration of AI and Digital Parenting in Islamic Education

The utilization of AI in digital parenting can strengthen parental supervision and guidance through systems that monitor children's technology usage patterns. AI also holds the potential to develop interactive Islamic educational applications that foster positive character development and prevent excessive, uncontrolled technology use. A synergistic collaboration among technology, educators, and parents is essential to cultivate Islamic education that is adaptive and safe in the digital era (Malik & Yuliana, 2024).

3. Methodology

This article employs a qualitative research paradigm with a literature review approach. This approach is suitable given the study's focus on examining the role of Artificial Intelligence in Islamic education, the challenges encountered, and digital parenting as a preventive strategy against internet addiction. AI presents opportunities to enhance more personalized and adaptive learning, but challenges such as low digital literacy, ethical concerns, and technology dependency persist (Najib 2025). The data consists of secondary sources such as books, journals, and scholarly articles selected purposively based on relevance. A descriptive qualitative analysis was conducted to delineate the relationship between AI challenges and digital parenting solutions within the context of Islamic education. This approach aims to provide a comprehensive and critical overview of how technology can be ethically employed to support healthy education and foster the Islamic character of children in the digital age (Setiono & Shintawati, 2024; Najib, 2024).

4. Results and Discussion

The development of digital technology and Artificial Intelligence (AI) over the past two decades has significantly impacted global society, including the Muslim community in Indonesia. AI has transformed the way people interact, work, learn, and even worship. Its presence is not merely as a technological aid but as a socio-cultural phenomenon influencing societal mindsets and behaviors. In Islamic education, this technology presents vast opportunities for innovation along with serious challenges that require prudent management (Hasan & Suparman, 2024).

Challenges in Education in the AI Era

Islamic education emphasizes a balance among cognitive, affective, and psychomotor domains, with morality as its core pillar. However, the implementation of AI in Islamic education faces challenges such as low digital literacy among teachers, limited infrastructure, and ethical considerations in AI use. Najib (2024) asserts that although AI has the potential to enhance educational quality, without adequate readiness from educators and students, it can exacerbate digital inequality. Moreover, excessive reliance on technology may reduce critical face-to-face interactions, which are vital as teachers serve not only as knowledge transmitters but as moral and spiritual exemplars. Additionally, there is concern over the proliferation of digital content that conflicts with Islamic values, including pornography, hate speech, and liberal ideologies (Najib, 2024; Kurniawan & Sari, 2023).

Impact of Internet Addiction on the Muslim Generation

Internet addiction presents a significant problem in the digital age, particularly affecting adolescents. Research by Rismala et al. (2024) indicates that addiction can undermine learning motivation, religious devotion, and induce stress or deviant behaviors. From an Islamic educational perspective, this issue is dangerous as it erodes the Islamic character that should be nurtured from an early age. The Quran (Al-Baqarah: 195) warns against self-destructive behaviors, highlighting the relevance of avoiding internet addiction, which may harm the moral, spiritual, and social well-being of Muslim youth.

Digital Parenting as a Solution to Internet Addiction

Digital parenting has become a crucial strategy to address internet addiction. This concept extends beyond mere supervision to encompass guidance, education, and the instillation of Islamic values within children's digital activities. Parents play a key role in balancing the benefits and risks of technology use (Safitri & Harun, 2023). AI further enhances supervisory capacity through social media monitoring applications, time restrictions, and interactive Islamic learning tools. Baharuddin (2025) emphasizes that the success of digital parenting depends largely on parental awareness in shaping a generation of digitally literate and devout Muslim youth.

Integration of AI and Digital Parenting in Islamic Education

The synergy of AI and digital parenting offers an adaptive Islamic education model rooted in Islamic values. AI provides extensive access to Islamic literature, interactive learning simulations, and personalized educational experiences tailored to individual needs. Concurrently, digital parenting ensures technology use remains within Islamic legal and ethical frameworks. Collaboration among teachers as moral exemplars, parents as supervisors, and AI as an educational tool will foster relevant and safe Islamic education, protecting from negative technological influences (Malik & Yuliana, 2024).

Implications for Empowering the Muslim Community

The application of AI alongside digital parenting holds strategic implications for empowering Muslim societies. Islamic education becomes more inclusive by bridging geographical divides through distance learning. Digital parenting control mechanisms reinforce Islamic character building. This combination nurtures a digitally literate, critical, and innovative Muslim generation steadfastly rooted in Islamic teachings. Thus, through strategic collaboration among AI technologies, educators, and parents, Muslim communities can adapt to evolving times and lead the establishment of an Islamic digital civilization characterized by integrity and benefit (Harahap, 2025).

5. Conclusion

The digital era and advancements in Artificial Intelligence (AI) present both significant opportunities and challenges for Islamic education. High internet penetration facilitates access to knowledge and innovative learning methods but also introduces the risk of internet addiction, which can undermine the development of Islamic character in younger generations. The primary challenges facing Islamic education in the AI era include low digital literacy among teachers, limited infrastructure, and ethical issues related to technology. Digital parenting emerges as a strategic solution that should be strengthened with AI support to effectively monitor and guide children's digital behavior. Integrating AI with digital parenting can create an adaptive, interactive Islamic education system aligned with Islamic values. The collaboration between technology, educators, and parents is crucial to fostering Muslim generations who are digitally literate, morally grounded, and prepared to face contemporary challenges. With this approach, Islamic education not only endures but can also lead the way in building a civilized and beneficial Islamic digital civilization.

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