

Artificial Intelligence (AI) in Islamic Religious Education: Opportunities, Challenges, and Implications in the Digital

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	The digital era presents great opportunities for education through the utilization of Artificial Intelligence (AI), which enables adaptive, personalized, and interactive learning. In the context of Islamic Religious Education (IRE), AI can be used to enrich the learning process by providing digital Islamic literature, offering interactive exegesis, and even simulating worship practices through VR and AR technologies. This study employs a literature review method with a qualitative approach, examining books, journals, and related references to analyze the opportunities, challenges, and implications of AI in IRE learning in the digital era. The findings indicate that AI can enhance learning efficiency, accelerate learning assessments, personalize materials according to students' needs, and broaden access to Islamic knowledge. These innovations have the potential to strengthen students' cognitive, affective, and psychomotor understanding. However, its implementation also faces several challenges, such as the risk of religious value distortion if content is not verified by scholars, the potential reduction of teachers' role as moral exemplars (<i>murabbi</i>), and the limited digital literacy of some educators. The implications of these findings emphasize that the integration of AI in IRE must be carried out wisely, supported by teacher competency development, ethical regulations, and content supervision grounded in Islamic values. With a balanced approach, AI can serve as a strategic tool to support the mission of IRE: shaping a generation of Muslims who are faithful, knowledgeable, and virtuous amid the currents of global digitalization.
KEYWORD <i>Artificial Intelligence, Islamic Religious Education, Opportunities, Challenges.</i>	

1. Introduction

The digital era has brought significant transformations to the field of education with the emergence of Artificial Intelligence (AI), enabling more personalized, adaptive, and efficient learning. Since its emergence in the mid-20th century, AI has undergone remarkable developments (Shadiqin, Tuti, & Siti, 2023). AI can tailor learning materials to students' needs, provide reading recommendations, and deliver more accurate data-based evaluations. In the context of Islamic Religious Education (IRE), the presence of AI can enrich the learning process by providing access to extensive Islamic literature, offering interactive digital exegesis, and presenting multimedia-based learning simulations that foster students' interest and deepen their understanding. Thus, AI has the potential to serve as a strategic instrument in supporting the objectives of Islamic education, which emphasize not only the cognitive dimension but also the affective and psychomotor aspects.

Nevertheless, the use of AI in Islamic education also raises several serious issues that require careful attention. Some studies highlight the risk of distorting religious values if Islamic materials provided by AI systems are not properly verified by scholars or competent educators. In addition, the utilization of AI is feared to diminish the role of teachers as *murabbi*—educators

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who not only transfer knowledge but also instill values, character, and exemplary conduct in students. This underscores that AI can never fully replace the function of teachers in Islamic education, since Islamic Religious Education (IRE) emphasizes spiritual and moral development, which can only be achieved through direct human interaction (Faisol, Ahmad, & Rofiq, 2024).

Another equally important challenge is the low level of digital literacy among some Islamic Religious Education (IRE) teachers, which may hinder the optimal utilization of AI. The readiness of human resources in mastering technology, understanding digital ethics, and the ability to filter appropriate religious content are essential prerequisites for ensuring that AI is truly beneficial. Therefore, the implementation of AI in Islamic education must be accompanied by the enhancement of teachers' competencies, the strengthening of regulations, and the integration of technology with Islamic values. With the right approach, AI can be wisely utilized to support Islamic education that is oriented toward strengthening faith, knowledge, and character in the digital era.

2. Literature Review

2.1 Artificial Intelligence in education

AI is defined as the ability of machines to mimic human intelligence, including learning, reasoning, and decision-making. In education, AI is applied through adaptive learning, automated assessment, and virtual assistants (Miftahul Huda & Irwansyah Suwahyu, 2024). Artificial Intelligence (AI) is a technology that enables machines to function as though they possess human-like intelligence. AI not only executes rigid instructions but can also learn from data (*machine learning*), perform reasoning to solve problems, and make decisions based on available information.

In the field of education, the application of AI takes various forms. For instance, through adaptive learning, AI systems can adjust materials according to students' abilities, interests, and learning progress. Automated assessment allows exams or assignments to be graded quickly, objectively, and accurately without placing the full burden on teachers. In addition, the presence of virtual assistants (such as chatbots or digital tutors) can help answer students' questions, provide learning guidance, and recommend additional reading resources.

2.2 Islamic Religious Education (IRE)

Islamic Religious Education (IRE) is an educational system grounded in Islamic principles, developed from the fundamental values of the Qur'an and Hadith (Marsha Nur Amalia & Annisa Putri Ramadhani, 2024). Within the framework of IRE, the role of the teacher holds a central position and is described through various terminologies that reflect different dimensions of teaching. A *Mudarris* is a teacher who emphasizes pedagogical competence in relation to specific subject areas. A *Mu'allim* is one who integrates knowledge across different disciplines, ensuring a holistic transfer of learning. Meanwhile, a *Mu'addib* is primarily concerned with nurturing students' behavior, morality, etiquette, and manners (*adab*). Lastly, a *Murabbi* is likened to a parent, who pays close attention to the overall development of students in multiple aspects of life (Asmuki, 2021).

2.3 Integration of AI in Islamic Religious Education (IRE)

Artificial Intelligence (AI) in Islamic Religious Education (IRE) holds great potential to provide learning experiences that are more relevant, contextual, and tailored to individual needs. One form of its implementation is the personalization of learning materials, where AI systems can adjust content based on students' levels of understanding, interests, and learning styles. Through machine learning algorithms, AI can recommend supplementary materials such as *tafsir*, *hadith*, or *fiqh* literature that suit the learner's needs. This helps overcome the limitations of conventional learning, which is often general and uniform, thereby allowing students to gain more effective and meaningful learning experiences (Muchlis, 2025).

In addition, AI-powered chatbots have been developed to answer religious questions quickly and practically. These chatbots can be integrated with databases of Islamic literature, scholarly *fatwas*, and digitized classical texts. Their presence provides learners and the wider community with opportunities to seek religious consultation at any time without having to wait for the direct presence of teachers or scholars. However, verification from authoritative scholars remains necessary to ensure that the responses generated do not lead to misunderstandings or distortions of Islamic teachings. Thus, chatbots are not

intended to replace the role of *ulama* or IRE teachers, but rather to serve as supportive tools that broaden access to Islamic knowledge.

Furthermore, to enrich learning experiences in understanding the context of religious teachings, the use of Augmented Reality (AR) and Virtual Reality (VR) in IRE opens new opportunities for presenting more interactive and realistic worship simulations (Ahmad Yasir, 2025). For instance, VR applications can be used to train students in the procedures of prayer, *hajj* rituals, or *wudu* practices through near-realistic visualizations. AR enables learners to view digital layouts of the Ka'bah or simulate the atmosphere of the Prophet's Mosque, making the learning process more immersive and accessible—particularly for students who have not yet had the opportunity to practice worship directly. These innovations align with the goals of IRE to internalize religious values through learning experiences that touch upon cognitive, affective, and psychomotor domains.

3. Methodology

This study employs a literature review research design with a qualitative analytical approach, producing descriptive data primarily drawn from books, national journals, international journals, and other relevant literature. The data obtained from the literature review were then analyzed descriptively to examine Artificial Intelligence (AI) in Islamic Religious Education: opportunities, challenges, and implications in the digital era. The analysis was conducted by exploring information and interrelationships among the reviewed sources, thereby generating comprehensive insights.

4. Results and Discussion

The application of Artificial Intelligence (AI) in Islamic Religious Education (IRE) offers significant opportunities and has the potential to enhance the quality of learning in the digital era. First, AI can improve learning efficiency by accelerating the evaluation of learning outcomes, ranging from analyzing students' answers to mapping competencies that need to be strengthened. With this feature, teachers are no longer fully burdened by administrative tasks and can instead focus more on fostering values and character. Moreover, AI is capable of personalizing learning materials according to students' needs, learning styles, and abilities, making the learning process more adaptive and aligned with individual development. Second, AI facilitates access to knowledge, as students can quickly find Islamic literature, classical texts, and digital exegesis through AI-based applications. This broadens students' Islamic insights, which were previously limited to textbooks or manual sources (Miftahul & Irwansyah, 2024). Third, AI also drives learning innovation by introducing interactive simulations, such as *hajj* rituals, prayer, or *wudu* practices through Virtual Reality (VR) and Augmented Reality (AR), thereby providing students with more contextual and meaningful learning experiences.

However, alongside these opportunities, there are several critical challenges to address. From an ethical and value-based perspective, the use of AI risks diminishing students' creativity due to their tendency to rely on instant answers generated by the system. Furthermore, there is the potential for misinterpretation of religious texts if the content provided has not undergone proper scholarly or academic verification. In addition, AI cannot replace the role of teachers as *uswah hasanah* (moral exemplars) who guide students' character, spirituality, and manners (*adab*). Another challenge lies in the low level of digital literacy among some IRE teachers, which hinders the optimal use of AI technology. The lack of training and mentoring causes difficulties for many educators in adapting to modern technology, meaning that the presence of AI has not yet fully addressed classroom learning challenges (Najib, 2024).

The implication is that the utilization of AI in IRE can only yield positive outcomes if integrated wisely, taking into account Islamic principles and educational objectives. Clear ethical regulations are required to guide AI usage, including content supervision to ensure alignment with Islamic values. Furthermore, enhancing teachers' digital competence must become a top priority, whether through training programs, workshops, or collaboration with technology experts. With such an approach, synergy between technology and Islamic values can be realized, enabling AI to function as a supportive learning tool that fosters the internalization of faith, knowledge, and morality. Consequently, AI not only brings efficiency but also contributes to shaping a generation of Muslims who excel intellectually, spiritually, and morally amid the currents of global digitalization.

5. Conclusion

AI plays a significant role in enriching Islamic Religious Education (IRE) by providing adaptive and interactive learning experiences. However, challenges such as ethical concerns, digital literacy, and the potential distortion of religious values must be anticipated. IRE teachers are required to enhance their technological competencies while upholding Islamic moral values. With a balanced implementation, AI can serve as an educational innovation that supports the mission of IRE: to shape a generation of Muslims who are faithful, knowledgeable, and virtuous.

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