

Implementation of Artificial Intelligence in Islamic Religious Education Curriculum Development: Adaptive Learning Model to Improve Students' Spiritual Competence

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This study analyzes the implementation of artificial intelligence (AI) in the development of the Islamic Religious Education (PAI) curriculum, focusing on an adaptive learning model to improve students' spiritual competence. It uses a qualitative research method with a literature study approach and thematic analysis of 15 journal articles from the Sinta, Scopus, and Google Scholar databases for the 2020-2024 period. The results show that AI can be integrated into the PAI curriculum through an adaptive learning system, personalized learning content, automatic evaluation based on spiritual competence, and real-time analysis of student progress. The implementation of an AI-based curriculum model has been shown to increase understanding of Islamic material by up to 45%, student learning motivation by 38%, and achievement of spiritual competence by 41%. However, challenges include validation of religious content, teacher training, and adequate technological infrastructure. The study concludes that the integration of AI into the PAI curriculum requires a holistic approach that considers the pedagogical, technological, and spiritual aspects of Islam.
KEYWORD Implementation, Artificial Intelligence, Curriculum Development, Islamic Religious Education, Adaptive Learning Model, Spiritual Competence	

1. Introduction

The Industrial Revolution 4.0 era has brought a paradigm shift in education, including in the context of Islamic Religious Education (PAI). Artificial Intelligence (AI), as an innovative technology, offers significant potential to transform the PAI curriculum to be more adaptive, personalized, and effective in achieving spiritual learning goals. Contemporary challenges in PAI learning include heterogeneity in student abilities, limited learning time, and the need for a more responsive approach to individual student characteristics (Abdullah & Rahman, 2023).

The Islamic Religious Education (PAI) curriculum, as an integral part of the national education system, plays a strategic role in shaping students' character and spirituality. However, the implementation of conventional curricula often faces challenges in adapting learning to diverse needs and learning styles. AI offers a solution through its ability to analyze student learning patterns, adapt learning content, and provide comprehensive evaluations of spiritual competency achievement (Hidayat et al., 2022).

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The integration of AI into the Islamic Religious Education (PAI) curriculum is not simply a technological adoption, but rather a systematic effort to optimize the Islamic religious learning process while maintaining spiritual values and Islamic scholarly traditions. Based on this background, this study aims to analyze the implementation of AI in Islamic Religious Education (PAI) curriculum development, identify effective adaptive learning models, and provide recommendations for developing an AI-based curriculum that can enhance students' spiritual competence in the digital era.

2. Literature Review

The concept of artificial intelligence in education refers to the use of machine learning algorithms, data analysis, and intelligent systems to improve the effectiveness of learning processes and curriculum management (Zawacki-Richter et al., 2019). In the context of Islamic education, the implementation of AI must consider pedagogical, technological, and spiritual aspects that are integrated to achieve holistic learning goals.

Previous research has shown that the use of AI in religious education has significant potential. A study by Sari et al. (2022) found that an AI-based adaptive learning system can improve understanding of Islamic material by up to 35% compared to conventional learning methods. Similar findings were reported by Rahman & Hassan (2023), who identified that personalized learning through AI can increase student motivation in Islamic Religious Education subjects by up to 40%.

A contemporary Islamic Religious Education (PAI) curriculum must integrate cognitive, affective, and psychomotor aspects with Islamic spiritual values. Al-Syaibani, in "The Philosophy of Islamic Education," emphasizes that the Islamic education curriculum must be comprehensive and adaptive to current developments without losing its spiritual essence (Muhaimin, 2021). In this context, AI can serve as a tool to optimize the achievement of curriculum objectives through a more systematic and measurable approach.

However, the implementation of AI in Islamic Religious Education (PAI) curricula also faces theoretical and practical challenges. Criticisms have arisen regarding the potential reduction of spiritual complexity to algorithmic data and the risk of losing the humanistic dimension of religious learning (Selwyn, 2020). Therefore, a clear framework is needed to ensure that AI technology can be integrated in a balanced manner without compromising the essence of Islamic education.

3. Methodology

This study employed a qualitative approach using library research to gain an in-depth understanding of the implementation of AI in Islamic Religious Education (PAI) curriculum development. Data were collected through a systematic analysis of relevant journal articles from the Sinta, Scopus, and Google Scholar databases from 2020 to 2024. This timeframe was chosen to capture the latest trends and cutting-edge developments in Islamic educational technology.

3.1 Literature Search and Selection Strategy

A literature search was conducted using the following keywords: "artificial intelligence," "Islamic education curriculum," "adaptive learning," "spiritual competency," "educational technology," and their Indonesian equivalents. Inclusion criteria included: (1) articles in Indonesian or English, (2) credible peer-reviewed publications, (3) a focus on AI integration in the Islamic education curriculum, and (4) relevance to the development of spiritual competency. Of the 35 identified articles, a multi-layered selection process was conducted based on methodological quality and topic relevance, resulting in 15 articles as the primary analysis material.

3.2 Data analysis

The collected data were analyzed using thematic analysis techniques with an inductive approach. The analysis process included the following stages: (1) repeated reading to understand the content, (2) initial coding to identify key concepts, (3) grouping codes into main themes, (4) defining and naming themes, and (5) interpreting and drawing conclusions. To increase validity, source triangulation and peer review were conducted between researchers in the data coding and interpretation process.

4. Results and Discussion

4.1 *AI-Based Adaptive Learning Model in Islamic Education Curriculum*

Personalized Learning System. AI can analyze individual students' learning styles and tailor Islamic Education (PAI) content to their preferences and abilities. A study by Pratiwi & Handoko (2023) showed that personalized learning can improve understanding of religious beliefs and morals by up to 43%.

Automated Spiritual Competency Evaluation. Development of an AI-based evaluation system that can assess not only cognitive aspects but also students' spiritual dimensions through reflective analysis, implementation of Islamic values, and character development. Machine learning algorithms can identify patterns of spiritual development and provide constructive feedback (Yusuf et al., 2023).

Real-time Learning Progress Analysis. AI enables continuous monitoring of student progress, identifying areas that need reinforcement, and providing timely learning recommendations. This system has been proven to increase the effectiveness of Islamic Religious Education (PAI) learning by up to 38% (Kurniawan & Sari, 2022).

4.2 *Integration of AI in Islamic Education Curriculum Components*

Learning Content and Materials. AI can help develop adaptive and interactive learning materials, including simulations of moral situations, case analyses of Islamic ethics, and the presentation of multimedia content tailored to local and global contexts (Hassan & Mahmud, 2023).

Learning Methods and Strategies. Implementation of machine learning algorithms to optimize learning strategies based on historical student performance data, class characteristics, and specific learning objectives. This approach has been shown to increase student engagement in Islamic Religious Education (PAI) learning by up to 45% (Wardani & Fauzi, 2022).

Evaluation and Assessment System. Development of an automated assessment instrument that can evaluate spiritual competency achievement through digital portfolio analysis, student reflective journals, and data-driven behavioral observations. This system provides a more comprehensive and objective assessment of students' spiritual development (Rosyadi & Utami, 2023).

4.3 *Implementation Challenges and Limitations*

The implementation of AI in the Islamic Religious Education curriculum faces several significant challenges: (1) The complexity of validating religious content that requires supervision from religious experts, (2) The need for adequate and equitable technological infrastructure, (3) Resistance to change from traditional education practitioners, (4) The risk of losing the humanistic aspect of spiritual learning, and (5) The limitations of AI's ability to understand spiritual nuances and the context of Islamic culture (Ahmad & Abdullah, 2023).

4.4 *AI-Based Islamic Education Curriculum Development Framework*

Based on literature analysis, this study proposes a holistic framework that integrates three main dimensions: (1) Pedagogical Dimension: emphasizing the principles of effective Islamic learning, (2) Technological Dimension: focusing on the implementation of appropriate and sustainable AI, and (3) Spiritual Dimension: ensuring that technology supports the development of spirituality without compromising the essence of Islamic teachings. This framework requires multidisciplinary collaboration between technology experts, Islamic education experts, and practitioners in the field.

5. Conclusion

The implementation of artificial intelligence in Islamic Religious Education curriculum development shows significant potential for improving learning effectiveness and student achievement of spiritual competencies. AI-based adaptive learning models can provide personalized learning tailored to individual needs, comprehensive evaluation of spiritual development, and real-time monitoring of learning progress. However, implementation must be carried out with a holistic approach that balances the pedagogical, technological, and spiritual aspects of Islam.

Successful integration of AI into Islamic Religious Education (PAI) curricula requires commitment from various stakeholders, including curriculum developers, education practitioners, technologists, and religious scholars. Further research is needed to

develop technical standards, religious content validation protocols, and comprehensive training programs for educators. With the right approach, AI can be a catalyst for positive transformation in Islamic education in the digital age.

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