

Artificial Intelligence as a Means of Da'wah and Transformation of Islamic Education: a Critical Study of Its Impact on Empowering Muslim Society

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This journal examines the role of Artificial Intelligence (AI) as a means of da'wah and a tool for transforming Islamic education, as well as its implications for empowering Muslim communities. Using a critical literature review approach, the article identifies potential benefits such as personalized learning, accessibility of religious messages, and preservation of literature, as well as ethical, theological, and practical challenges—e.g., algorithmic bias, dehumanization of religious dialogue, and the risk of disinformation. The study employs the theoretical framework of Diffusion of Innovations, TPACK (Technological-Pedagogical-Content Knowledge), and the principle of maqasid al-shari'ah (Islamic principles) to assess the suitability of technology for Islamic education goals. Recommendations include ethical AI adoption policies, strengthening AI literacy for preachers and educators, and a context-based integration model (UIN Datokarama Palu / Palu City).
KEYWORD	
Artificial Intelligence, Digital Da'wah, Islamic Education, Empowerment, Islamic Ethics	

1. Introduction

The development of information and computing technology has ushered in AI as a transformational technology in many domains—including education and religious practice/da'wah. In the realm of Islamic education, AI offers opportunities for personalized Quranic and religious studies learning, automated evaluation systems, and digital da'wah platforms that reach a broad audience. However, a critical question arises: to what extent can AI facilitate the empowerment of the community without eroding the authority of religious traditions, and how can the accompanying ethical-theological risks be addressed?

From a Qur'anic perspective, da'wah and educational activities can be referred to the principle of invitation with wisdom.:

"Call (people) to the path of your Lord with wisdom and good lessons..." (QS. An-Nahl/16:125).

This verse emphasizes the importance of method (wisdom) and good manners in conveying the religious message—principles that are relevant when new technologies such as the AI-Qur'an are considered for da'wah. Furthermore, the verse, which emphasizes the role of the community in upholding goodness, emphasizes the social dimension of Islamic education.:

"You are the best people born for humanity, enjoining what is right, preventing what is evil..." (QS. Ali Imran/3:110).

This introduction raises two (2) main problem formulations for this research:

Problem formulation:

1. What is the role and effectiveness of AI technology as a means of da'wah and an instrument for transforming Islamic education in the context of an Islamic university (UIN Datokarama Palu) and the Palu City community?

2. What are the positive and negative impacts (ethical, pedagogical, and social) arising from the integration of AI into da'wah practices and Islamic education, and what mitigation strategies can be recommended?

2. Literature Review

The literature review focuses on three themes: (1) AI in education; (2) AI and religion/digital religion; (3) digital preaching and community empowerment.

2.1 AI in Education

Several systematic reviews have shown that AI can improve learning analytics, personalized learning, and educational administration efficiency, especially in higher education—but it also raises ethical issues and skills gaps. The findings of a recent systematic review summarize the trends, benefits, and challenges of AI integration in education..

2.2 AI and Religion (Digital Religion)

Empirical and analytical work examines how generative AI represents religious issues, adopting a value/axiological approach, and sometimes simplifying theological complexities. Studies show that AI tends to emphasize pluralism and sociocultural prudence, but also exhibits limitations in addressing religious textual nuances..

2.3 Digital Preaching & Community Empowerment

Literature on digital da'wah highlights increased reach, media diversification, and ease of access for religious novices. However, risks include the spread of misinformation, the commercialization of religious messages, and the loss of deep personal interaction. (See digital da'wah studies and local studies articles.).

• Theory Room

- a. Diffusion of Innovations (Rogers) : analyzing the process of adoption of AI by preachers, educational institutions, and society, adoption factors (adoption of innovation), innovation characteristics (relative advantage, compatibility, complexity) become important.
- b. TPACK (Technological-Pedagogical-Content Knowledge): a framework for assessing the ability of educators/preachers to integrate technology with religious pedagogy and content.
- c. Maqasid al-Syari'ah: the objectives of sharia (preservation of religion, soul, mind, descendants, property) as an ethical benchmark for whether the use of AI is in line with the objectives of Islamic education and empowerment of the community:
- d. Digital Religion Theory / Mediatization of Religion: explains how religious practices are transformed through digital media and the implications for authority, ritual, and community.

3. Methodology

Type of research: critical literature review (library research) with the following systematic procedures: identification of literature (reputable journal articles with DOI, academic books, institutional reports), selection based on inclusion criteria (peer-reviewed, relevance 2015-2025, with DOI for articles), thematic analysis, and argumentative synthesis to answer the problem formulation.

Object of study: international & local literature (case study of UIN Datokarama Palu and/or Palu City society as an applicable context recommended for further research).

Steps:

1. Source collection from databases (Scopus, Web of Science, PubMed, MDPI, indexed journals) - focusing on articles that examine AI in education and religion. (Some core sources: Tsuria & Tsuria 2024; MDPI systematics 2025; BMC Med Educ 2025).
2. Thematic coding of benefits, challenges, ethical implications, and policy/pedagogical recommendations.
3. Synthesis using theoretical framework (Diffusion, TPACK, Maqasid) to formulate contextual recommendations for UIN Datokarama Palu / Palu City.

Methodological note: This article is a conceptual/literature study; for empirical claims regarding the Palu community, field research is needed (surveys, qualitative interviews, case studies of local da'wah platforms).

4. Results and Discussion

4.1 The Benefits of AI for Islamic Preaching (Da'wah) and Islamic Education

Based on a literature review, the main benefits of AI include::

- **Personalized Learning:** AI can present material (e.g., tajweed, tafsir, fiqh) that is tailored to the user's level of understanding and learning style, increasing learning effectiveness.
- **Access and Scalability:** AI platforms enable digital da'wah to reach a wide geographic and demographically diverse audience, useful for religious literacy in marginalized communities.
- **Analytics and Feedback:** learning analytics helps teachers/preachers understand students' needs and adjust educational interventions.
- **Preservation of Religious Sources:** digitization of classical texts and application of NLP (natural language processing) can help search, index and access interpretations/books - providing benefits for research and education.

4.2 Risks and Challenges

Despite its huge potential, AI integration carries real risks.:

- **Simplification and Misinterpretation of Religious Texts:** Generative AI tends to summarize or provide answers that do not consider textual evidence in depth—risking misleading if used without the supervision of scholars. Studies show that AI often prioritizes an axiological approach that emphasizes pluralism without delving into the nuances of the text.
- **Algorithmic & Representational Bias:** training data that is heavily weighted towards certain perspectives can result in bias in educational/preaching recommendations.
- **Dehumanization of Spiritual Interaction:** the practice of da'wah that relies on empathy, sanad, and face-to-face interaction has the potential to lose its quality if it is "completely replaced by AI agents. Reports of projects such as "AI Jesus" raise ethical debates about the use of AI for spiritual functions.
- **Ethics & Information Security:** user privacy (e.g. learning data, spiritual recognition) and potential misuse of data are critical issues.

4.3 Analysis Based on Theoretical Framework

- **Diffusion of Innovations:** The level of AI adoption in the UIN Datokarama Palu / Palu City environment will be influenced by factors such as relative advantage (tangible benefits), compatibility (conformity with Islamic values and educational goals), complexity (difficulty of use), trialability (ease of experimentation), and observability (visible results). Recommendations for small pilot programs and training (capacity building) are needed.
- **TPACK:** AI integration is only effective when preachers/teachers combine content knowledge (fiqh/tafsir), pedagogy (Islamic teaching methods), and technology (AI tools). Professional development curricula must encompass all three domains..
- **Maqasid al-Syari'ah:** The use of the Qur'an must be evaluated to see whether it supports the maqasid (i.e., the preservation of religion and reason). If the Qur'an increases access to religious education without compromising the authenticity of the teachings, its use can be justified. Conversely, if it undermines authoritative sources or gives rise to slander, it should be rejected or restricted..

4.4 Proposed Implementation Strategy (Context of UIN Datokarama Palu / Palu City)

1. **Limited Pilot Project:** Develop an AI module for Quran and Morals learning at the Faculty of Ushuluddin/PAI—test it with a small group of students; evaluate the impact on learning and religious perceptions.
 2. **AI Literacy Training for Preachers & Lecturers:** A TPACK-oriented program to strengthen technological and pedagogical competencies.
 3. **Establish a Religious Digital Ethics Council:** cross-disciplinary (ustadz/ustadzah, AI experts, and ethics) to provide guidelines for the use of AI in preaching.
 4. **Privacy Policy & Content Verification:** A mechanism for verifying AI-based preaching content (religious fact-checking) and protecting user data.
 5. **Community Collaboration:** Involve local communities in system design to ensure materials are culturally relevant to Palu and support empowerment (e.g., AI-based sharia economic training).
- #### 4.5 Implications of Empowerment

If implemented correctly, AI has the potential to empower communities by increasing access to religious education, facilitating religious-based entrepreneurship, and enhancing the capacity of religious organizations in social services. However, true empowerment requires critical literacy about technology and strengthening local capacity so that technology serves, rather than replaces, community authority.

5. Conclusion

Artificial intelligence offers significant opportunities as a means of da'wah and the transformation of Islamic education—particularly in the personalization of learning, accessibility, and efficiency of education. However, it faces ethical, theological, and practical challenges: the simplification of religious texts by AI, algorithmic bias, the risk of dehumanizing religious dialogue, and privacy concerns. Responsible use of AI must be based on the maqasid al-Shari'ah framework, TPACK competencies for educators/preachers, and a gradual and participatory adoption strategy.

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