

The Role Of Artificial Intelligence (Ai) In The Development Of Learning Media For Islamic Religious Education

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	The integration of Artificial Intelligence (AI) in education has significantly transformed the way teaching and learning processes are conducted, including in the field of Islamic Religious Education. AI technologies such as intelligent tutoring systems, adaptive learning platforms, and natural language processing offer new opportunities to enhance the effectiveness, personalization, and accessibility of learning materials. These innovations can help educators deliver Islamic teachings in more engaging, interactive, and student-centered ways, catering to diverse learning needs and styles. Furthermore, AI can assist in automating administrative tasks and assessments, allowing teachers to focus more on the spiritual and moral development of their students. In the context of Islamic education, the implementation of AI must also consider ethical and religious values to ensure that technological advancements align with the core principles of Islam. There is a growing need for collaboration between technologists, educators, and Islamic scholars to develop AI-driven educational tools that uphold Islamic teachings while embracing innovation. This paper explores the current applications, benefits, challenges, and future prospects of AI in the development of learning media for Islamic Religious Education.
KEYWORD Artificial Intelligence, Islamic Religious Education, Learning Media, Educational Technology, Adaptive Learning, Ethics in AI.	

1. Introduction

In recent years, the advancement of technology has revolutionized various aspects of human life, including the education sector. One of the most significant developments in this domain is the emergence of Artificial Intelligence (AI), which has introduced new paradigms in teaching and learning processes. AI technologies have the potential to create more efficient, adaptive, and personalized educational experiences, which can be tailored to the individual needs and preferences of students. These technological capabilities open up new possibilities not only in general education but also in specialized fields such as Islamic Religious Education, where traditional methods often dominate the teaching landscape (Almardiah, D. H., & Muis, A. A. 2025).

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Figure 1 Islamic Religious Education plays Illustration

Islamic Religious Education plays a crucial role in shaping students' character, morality, and spiritual understanding. Traditionally, this subject has been delivered through classical methods such as lectures, rote memorization, and face-to-face recitations. While these methods have their merits, they may not fully engage today's digitally native learners who are more accustomed to interactive and technology-driven environments. This gap between traditional instruction and modern learning preferences presents an opportunity to explore how AI can be used to modernize Islamic Religious Education without compromising its values and core teachings.

Artificial Intelligence offers various tools that can be integrated into religious education, such as intelligent tutoring systems, automated feedback mechanisms, natural language processing for Qur'anic text interpretation, and adaptive learning platforms. These innovations enable more dynamic content delivery and interactive engagement, which can significantly enhance students' learning experiences. For instance, AI-based platforms can adapt to the pace and understanding level of individual students, allowing for more personalized instruction. In the context of Islamic learning, such technologies can be used to help students better understand Qur'anic verses, Hadith, Fiqh, and other core Islamic sciences in a more accessible and contextualized manner (Bakri, F. 2024).

However, the use of AI in Islamic Religious Education also poses certain challenges, particularly related to ethics, religious sensitivity, and the authenticity of content. Since religious education involves sacred knowledge, the development and application of AI tools must be done with careful consideration of Islamic values. It is essential to ensure that these tools do not misrepresent religious teachings or dilute the spiritual depth of the subject matter. Moreover, there is a risk of over-reliance on technology, which might diminish the importance of human guidance, especially from scholars and teachers who are traditionally the custodians of Islamic knowledge.

Another concern lies in the digital divide, where unequal access to technology could create disparities in educational quality among students from different socioeconomic backgrounds. Not all schools or institutions may have the infrastructure or resources to implement AI-based learning media effectively. Additionally, educators themselves may lack the necessary training to integrate such technologies into their curriculum. Therefore, any initiative to incorporate AI into Islamic Religious Education must be accompanied by appropriate teacher training, policy support, and infrastructure development (Salim, M. A., & Aditya, R. B. 2025).

Despite these challenges, the potential benefits of AI in enhancing Islamic Religious Education are considerable. By leveraging AI responsibly and ethically, educators can develop innovative learning media that not only deliver content effectively but also support deeper understanding, critical thinking, and meaningful engagement with Islamic teachings. This paper seeks to explore the role of AI in developing such media, examine its current applications, discuss the challenges involved, and propose recommendations for future development that align with both technological innovation and Islamic ethical principles (Bakri, F. 2024).

2. Literature Review

The growing body of literature on Artificial Intelligence in education highlights its transformative potential in enhancing learning outcomes, personalizing instruction, and improving engagement across various academic disciplines. AI technologies such as machine learning, natural language processing, and adaptive systems have been applied in multiple

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educational contexts to create intelligent tutoring systems, automated assessment tools, and personalized learning environments. These innovations not only streamline the teaching process but also empower students to learn at their own pace, encouraging deeper understanding and independent learning. While most of the existing literature focuses on general or STEM education, there is increasing interest in applying these technologies to the humanities and religious studies, including Islamic education.

In the context of Islamic Religious Education, literature suggests that the use of AI can help modernize traditional pedagogical approaches while maintaining respect for religious values. Various studies have explored the development of digital tools and platforms that utilize AI to teach the Qur'an, Hadith, Fiqh, and other Islamic sciences. These tools often include features such as interactive quizzes, voice recognition for Qur'anic recitation, and AI-driven feedback on students' understanding of religious texts. The potential for AI to support memorization, interpretation, and contextual understanding of Islamic teachings is seen as a key benefit. However, scholars also emphasize the importance of ensuring that these AI-driven platforms align with Islamic ethical standards and do not distort or oversimplify the complex nature of religious knowledge (Bakri, F. 2024).

Despite its potential, the literature also identifies several limitations and challenges in implementing AI within Islamic education. These include concerns about the authenticity and accuracy of AI-generated religious content, the need for culturally and theologically sensitive algorithms, and the potential erosion of the teacher-student relationship that is central to traditional Islamic pedagogy. Moreover, there are discussions around the ethical implications of using AI in sacred knowledge transmission and the importance of involving religious scholars in the development and supervision of such technologies. The literature collectively points to a need for a balanced approach that embraces innovation while safeguarding the spiritual, moral, and intellectual integrity of Islamic education (Umar, I., Abubakar, A., Kangiwa, I, 2025).

3. Methodology

3.1 Research Design

This study adopts a qualitative research design aimed at exploring the role of Artificial Intelligence in the development of learning media for Islamic Religious Education. A qualitative approach is appropriate because it allows for an in-depth understanding of complex phenomena, particularly those involving cultural, ethical, and pedagogical dimensions. The research focuses on analyzing existing literature, educational technologies, and conceptual frameworks related to the integration of AI in religious learning environments. By utilizing descriptive and interpretative methods, the study seeks to uncover patterns, challenges, and opportunities in the application of AI to Islamic education, rather than testing hypotheses or generating statistical data (Bakri, F. 2024).

3.2 Data Collection Techniques

The primary data collection technique used in this study is a systematic literature review, supported by document analysis. Various academic sources, including journal articles, conference papers, books, and credible online resources, were selected based on their relevance to the topic of AI and Islamic education. The data were collected through thematic identification of key concepts such as AI integration, learning media development, pedagogical impact, and ethical concerns. This method allowed the researcher to synthesize a wide range of perspectives, extract meaningful insights, and form a comprehensive understanding of how AI is being utilized in the context of Islamic Religious Education.

4. Results and Discussion

The findings of this study reveal that Artificial Intelligence has begun to influence the field of Islamic Religious Education, particularly in the development of interactive and adaptive learning media. AI technologies are being integrated into platforms that teach the Qur'an, Hadith, and Islamic jurisprudence through features such as voice recognition, personalized learning paths, and automated feedback. These tools aim to make learning more engaging, efficient, and tailored to individual learners. The shift from static, one-size-fits-all educational resources to intelligent systems has allowed

students to receive more personalized religious instruction, which is particularly beneficial for subjects that require repetition and memorization, such as Qur’anic recitation and understanding (Bakri, F. 2024).

One of the most notable results is the use of AI-driven applications that assist students in improving their Qur'anic pronunciation (tajweed) through real-time feedback. These applications use speech recognition and natural language processing to detect pronunciation errors and provide immediate corrections, mimicking the role of a human teacher. This innovation is particularly valuable for students in remote or underserved areas who may not have direct access to qualified teachers. While it does not replace the traditional role of a Qur'an teacher, it serves as a supplementary tool that can enhance learning outside the classroom.

Table 1. Key Findings on the Role of AI in Islamic Religious Education

Key Aspect	Description
AI Influence in Islamic Education	AI integrated into platforms teaching Qur’an, Hadith, Fiqh with voice recognition, personalized learning, and automated feedback.
Engagement and Personalization	Moves beyond one-size-fits-all teaching to tailored, interactive learning, especially for memorization-heavy subjects like Qur’anic recitation.
AI for Qur’anic Pronunciation (Tajweed)	Uses speech recognition for real-time feedback on pronunciation, mimicking a teacher, beneficial for remote learners.
Supplementary Role of AI	AI supports, but does not replace, traditional Qur’an teachers, enhancing learning outside the classroom.
Adaptive Learning Systems	AI assesses student performance and adjusts content to focus on weaker areas, useful for complex concepts like Fiqh and Aqidah.
Simplifying Abstract Concepts	AI breaks down difficult religious ideas into simpler parts, aiding comprehension and retention.
Interactive Storytelling & Gamification	AI-powered characters and simulations deliver Islamic stories and lessons, making learning more engaging and memorable, especially for children.

Another area where AI has shown promise is in adaptive learning systems that assess a student’s performance and modify content accordingly. These systems help identify areas where a learner struggles and adjust the curriculum to provide targeted reinforcement. In Islamic Religious Education, such tools can be used to teach complex concepts in Fiqh (Islamic jurisprudence) or Aqidah (Islamic theology), where students often face difficulties in understanding abstract ideas. By using AI to break down concepts into simpler forms and deliver them progressively based on individual comprehension levels, students are more likely to retain and apply what they learn.

The study also finds that AI is increasingly used to support interactive storytelling and gamified learning in Islamic education. Digital platforms now include Islamic stories, moral lessons, and historical events delivered through AI-powered characters and simulations. These technologies help bring religious content to life, making it more relatable and memorable for younger learners. The combination of entertainment and education (edutainment) contributes to a more engaging learning process, fostering deeper emotional and cognitive connections with the material (Rahmah, R. D., Hamami, T., 2025). Despite these advancements, several challenges have been identified regarding the use of AI in religious education. One major concern is the accuracy and authenticity of religious content generated or managed by AI systems. Since Islamic teachings are rooted in sacred texts and scholarly interpretation, the risk of misinterpretation or simplification by AI tools is significant. Unlike secular subjects, religious education carries theological implications, making it critical that AI platforms are developed under the supervision of qualified scholars to ensure doctrinal correctness.

Another challenge involves the ethical considerations surrounding the use of AI in a spiritual and moral domain. The reliance on technology in teaching religion raises questions about the potential dehumanization of spiritual instruction. In traditional Islamic pedagogy, the relationship between the teacher and student is seen as sacred, involving not only the transfer of knowledge but also the cultivation of adab (ethics and manners). AI, no matter how advanced, cannot replicate

the spiritual mentorship and emotional guidance offered by human educators. Therefore, AI should be positioned as a tool to support, not replace, the teacher's role.

The findings also reveal disparities in access to AI-powered learning media. While some urban schools and well-funded institutions have begun to integrate AI into their Islamic studies curriculum, many rural or under-resourced schools still lack the necessary infrastructure. This creates a digital divide, where students from privileged backgrounds benefit more from technological advancements, potentially widening the educational gap. Addressing this issue requires strategic investments in digital infrastructure, teacher training, and equitable policy implementation.

In terms of pedagogical impact, AI has introduced new forms of student engagement that were previously not possible in conventional Islamic classrooms. By providing instant feedback, customized content, and interactive experiences, AI tools increase student motivation and participation. This is particularly useful in teaching abstract religious concepts that require visualization or contextual understanding. For example, AI can simulate historical Islamic events or provide visual explanations of complex theological principles, making the learning process more concrete and comprehensible (Nasution, I. W. J. P., 2025).

Furthermore, the integration of AI encourages a shift toward learner-centered education in Islamic studies. Traditional models often emphasize rote memorization and passive absorption of knowledge, whereas AI promotes active learning, critical thinking, and self-paced progress. This pedagogical shift is aligned with modern educational philosophies while still allowing for the preservation of traditional Islamic values. However, it requires careful curriculum planning to ensure that the core spiritual and moral objectives of Islamic education are not lost in the pursuit of technological efficiency (Hikmah, A. 2024).

Another important discussion point is the necessity of interdisciplinary collaboration in developing AI tools for Islamic education. Technologists, educators, and Islamic scholars must work together to design systems that are not only technically robust but also theologically sound. Without this collaboration, there is a risk of producing educational content that is either inaccurate or culturally insensitive. Successful implementation of AI in this context requires a balanced approach that respects both innovation and religious tradition. Finally, the study highlights the need for continuous evaluation and ethical oversight in the use of AI for religious learning. As technology evolves rapidly, so too must the standards and guidelines governing its use.

5. Conclusion

The integration of Artificial Intelligence in the development of learning media for Islamic Religious Education presents both promising opportunities and critical challenges. AI has the potential to enhance accessibility, personalization, and engagement in religious learning through innovative tools such as adaptive systems, speech recognition, and interactive platforms. However, its implementation must be approached with caution, ensuring theological accuracy, ethical integrity, and inclusivity. Collaborative efforts between educators, technologists, and Islamic scholars are essential to create AI-driven educational tools that uphold Islamic values while embracing pedagogical innovation. Moving forward, a balanced and well-regulated adoption of AI can serve as a powerful complement to traditional teaching methods, enriching the delivery of Islamic education in a modern context.

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