

UTILIZATION OF ARTIFICIAL INTELLIGENCE (AI) IN ADAPTING ISLAMIC EDUCATION LEARNING

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Abstract

This study aims to explore how artificial intelligence (AI) technology can be utilized in adapting Islamic Religious Education learning. Using a descriptive qualitative research approach and field research, this study was conducted through a literature review and search for valid data generated from field research. This involved reviewing various data sources such as scientific journals, books, articles, and documents, as well as direct visits to schools to collect valid data for the study. The research shows that artificial intelligence (AI) can support the learning process in a more personalized way. Through an adaptive recommendation system, AI can understand the needs of each student, from how well they understand the material, how quickly they learn, to where they often experience difficulties. Using this information, AI then offers the most appropriate materials or exercises for each student. In Islamic Religious Education learning, this technology can help students find the materials they truly need, making learning easier, more focused, and more meaningful. This more personalized approach can also foster learning motivation, as students feel cared for and supported according to their own abilities and development. Furthermore, students become more active and produce better learning outcomes than before.

Keywords: *Digital Learning Media; Artificial Intelligence (AI); Islamic Religious Education*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi bagaimana teknologi kecerdasan buatan (AI) dapat dimanfaatkan dalam adaptasi pembelajaran Pendidikan Agama Islam. Dengan menggunakan pendekatan penelitian kualitatif deskriptif dan penelitian lapangan, penelitian ini dilakukan melalui tinjauan pustaka dan pencarian data valid yang dihasilkan dari penelitian lapangan. Hal ini melibatkan peninjauan berbagai sumber data seperti jurnal ilmiah, buku, artikel, dan dokumen, serta kunjungan langsung ke sekolah untuk mengumpulkan data valid untuk penelitian ini. Penelitian menunjukkan bahwa kecerdasan buatan (AI) dapat mendukung proses pembelajaran dengan cara yang lebih personal. Melalui sistem rekomendasi adaptif, AI dapat memahami kebutuhan setiap siswa, mulai dari seberapa baik mereka memahami materi, seberapa cepat mereka belajar, hingga di mana mereka sering mengalami kesulitan. Dengan menggunakan informasi ini, AI kemudian menawarkan materi atau latihan yang paling tepat untuk setiap siswa. Dalam pembelajaran Pendidikan Agama Islam, teknologi ini dapat membantu siswa menemukan materi yang benar-benar mereka butuhkan,

sehingga pembelajaran menjadi lebih mudah, lebih fokus, dan lebih bermakna. Pendekatan yang lebih personal ini juga dapat menumbuhkan motivasi belajar, karena siswa merasa diperhatikan dan didukung sesuai dengan kemampuan dan perkembangan mereka sendiri. Lebih lanjut, siswa menjadi lebih aktif dan menghasilkan hasil belajar yang lebih baik daripada sebelumnya.

Kata Kunci: *Media Pembelajaran Digital; Kecerdasan Buatan (AI); Pendidikan Agama Islam*

INTRODUCTION

Amidst the rapid development of the digital world, Islamic Religious Education learning is required to continuously adapt to remain relevant to students' lives. This change presents not only a challenge but also an opportunity to introduce fresher and more meaningful learning methods (Yanto et al., 2025). The advent of artificial intelligence (AI) offers significant support for Islamic Religious Education learning in understanding each student's needs, allowing the learning process to be more personalized, flexible, and aligned with current learning styles (Rahmanto & Ramadhan, 2024)

The biggest challenge today is how to transform AI into more than just a tool for delivering material, but also a learning companion that helps students internalize the moral, ethical, and spiritual values of Islam (Muhammad & Wahab, 2025). Values such as honesty, discipline, responsibility, and the ability to reflect must continue to be maintained and instilled. Therefore, the use of AI in Islamic Religious Education learning should not only focus on technological sophistication but also strengthen students' character development amidst the flood of digital information they encounter daily (Fuad et al., 2024).

To date, Islamic Religious Education learning still relies heavily on outdated methods that are less able to accommodate the different learning styles and needs of each student. However, various modern learning theories, such as constructivism, adaptive learning, and digital learning, have paved the way for more creative approaches that actively engage students in the learning process (Muhammad & Wahab, 2025). This is where AI plays a crucial role. This technology can help deliver a more refined, personalized, and responsive learning experience, for example by recommending materials tailored to students' understanding levels, providing assessments tailored to their abilities, and offering automated feedback that helps students understand religious teachings more deeply and meaningfully (Pembelajaran et al., 2024).

Although AI brings many benefits, its use still needs to be guided with caution. If students rely too heavily on technology, they may miss out on opportunities to hone their critical thinking, creativity, and independence skills highly valued in Islamic education (Zaharah et al., 2024). Therefore, it is crucial to maintain a balance between technological sophistication and the incorporation of human values. Teachers still play an irreplaceable role as guides and mentors in the

process of instilling values, while AI serves as a supporting tool that helps make learning richer and more meaningful (Yasmar & Amalia, 2024).

Based on this description, this study aims to more clearly understand how artificial intelligence (AI) can truly help the Islamic Religious Education learning process to remain effective, flexible, and capable of shaping students' character (Rizki et al., 2024). This research also focuses on how AI adapts teaching materials and methods to the different needs of each student and assesses the extent to which this technology can improve the quality of learning without eliminating the moral and spiritual values that are at the core of Islamic Religious Education (Yohanes et al., 2025).

On the other hand, the presence of artificial intelligence (AI) in the world of learning opens up new hopes as well as challenges (Anwar & Kunci, 2024). AI can be a very helpful tool by providing more personalized and engaging learning, but concerns arise when students become overly reliant on this technology (Zaharah et al., 2024). If not properly guided, reliance on AI can actually diminish students' independent thinking and critical analysis skills (Rizki et al., 2024).

Therefore, it is crucial for Islamic Religious Education learning to find a balance between utilizing AI as a facilitating tool while still fostering active, critical, and creative attitudes in students (Nafi'ah et al., 2025). This approach will help create a learning process that is not only efficient but also meaningful and able to shape students' character in accordance with Islamic teachings (Yasmar & Amalia, 2024). This humanistic approach emphasizes the importance of technology as a supporter, not a substitute, for the role of teachers and students' learning efforts, so that Islamic Religious Education learning becomes more lively, relevant, and meaningful in everyday life (Shavira Nurislam & Ansori, 2025).

The intended benefit of this research is the creation of a more innovative Islamic Religious Education learning model that is responsive to current technological developments (Zainal Falah et al., 2025). With AI, learning is expected to be more engaging and efficient, and able to accommodate students' diverse learning styles and (Hafiz et al., 2024). This personalized approach will help each student understand and internalize religious teachings in a way that best suits them (Yasmar & Amalia, 2024).

Furthermore, this technology also makes it easier for teachers to monitor student learning progress in real time and provide timely feedback, allowing the learning process to be more dynamic and high-quality (Yasmar & Amalia, 2024). Overall, this research is expected to make a valuable contribution to improving the quality of religious education that is adaptive, innovative, and always meets the needs of the times without neglecting humanitarian values (Maria & Yudita, 2023).

This research is highly urgent given the rapid development of technology and the ever-changing needs of the educational world. In this digital age, learning must be adaptable to stay ahead of the curve and continue to provide meaningful learning

experiences for students (Wiyono, 2025).

Artificial intelligence (AI) is emerging as one solution to these challenges, particularly in transforming the teaching and learning of Islamic Religious Education to be more personalized, effective, and tailored to the needs of each individual (Shofiyyah et al., 2024). This research is expected to provide a clear picture of how AI technology can be optimally utilized without neglecting the humanitarian values that are at the core of religious education (Zarkani et al., 2024).

The contribution this research aims to make is to develop an Islamic Religious Education learning model that integrates AI in an intelligent and humane manner (Anwar & Kunci, 2024). This model will not only make learning more engaging and accessible, but also be able to adapt the learning process to the abilities and pace of each student. Furthermore, this research will help educators and educational institutions understand how to use AI as a tool that strengthens the role of teachers, not replaces it (Yanto et al., 2025). Thus, this research is expected to make an important contribution to advancing religious education that not only keeps up with the times but also maintains the spiritual and moral values that are its main foundation (Fuad et al., 2024).

METHOD

This research employed two methods: library research and direct fieldwork. The first method involved a literature review, which involved studying, analyzing, and synthesizing existing written sources and previously published sources such as journals and books. The second method, a field study, involved the researcher directly conducting the research to obtain more valid data. The purpose of this field study was to obtain data that accurately reflected the reality on the ground and was relevant to the research focus. To this end, the researcher used a questionnaire as the primary tool. The questionnaire was structured with clear and easy-to-understand questions, allowing students or teachers to convey their views, experiences, and opinions honestly and completely.

This process was carried out in stages. First, the researcher selected 31 students representing various contexts to ensure the research results reflected a diverse range of experiences. Second, the questionnaire was administered, both in person and through digital media, with simple instructions to ensure participants felt comfortable answering. Third, the collected data was compared with information from library sources to ensure accuracy, consistency, and reliability.

In this study, both library research and fieldwork approaches were used simultaneously, as they complement each other. Through desk research, researchers can explore previously developed ideas and findings. This process helps build a solid understanding of key theories and concepts, providing a clear direction and foundation for research.

On the other hand, field research takes researchers directly into the real world, allowing them to see and experience firsthand how the learning process occurs. The data obtained from this direct experience is invaluable because it can test whether the theories found in the literature truly align with reality, while also providing new insights that might not emerge from a literature review.

By combining the two, the research is not only grounded in theory but also built on lived reality. This makes the research results more comprehensive, closer to life, and more credible because they emerge from a combination of in-depth understanding and real-life experience.

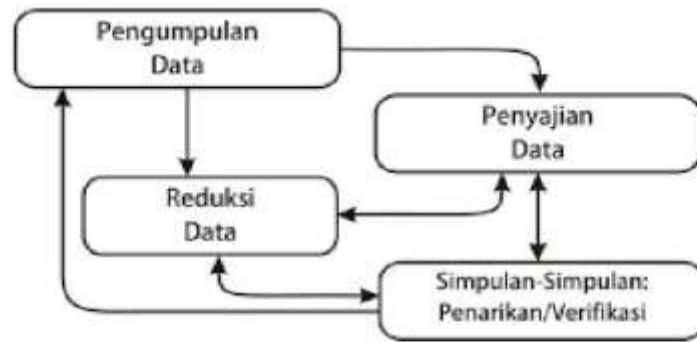
In this study, the researchers sought to clearly understand how Artificial Intelligence (AI) technology can help make Islamic Religious Education learning more personalized and meaningful for each student. The focus was on how AI can adapt material to each student's learning style, level of understanding, and spiritual interests, making the learning process feel more relevant to their daily lives.

To obtain valid data, researchers directly visited purposefully selected schools and collected information through questionnaires. The questionnaires helped capture students' experiences, perceptions, and levels of understanding, providing a concrete picture of how AI is applied in everyday learning.

This approach allowed the research to be grounded not only in theory but also in real-world experiences. The results are expected to provide a comprehensive overview of AI applications in Islamic Religious Education, while demonstrating how technology can support more personalized, relevant, and meaningful learning for students.

Through this approach, the researchers also aimed to determine the effectiveness of learning and examine how AI can foster greater emotional connection and engagement between students and the material in Islamic Religious Education. The hope is that the Islamic Religious Education learning process will become more lively and relevant, so that students not only memorize concepts but also apply Islamic values in their daily lives.

To illustrate the findings and discussions, which will then lead to conclusions, the researchers referred to Sugiyono's (2015) book on data collection, data reduction, data presentation, and conclusion drawing. The analysis flow can be visualized in the image below to explain the findings and discussions, which will then lead to conclusions, the researcher refers to Sugiyono's (2015) book on data collection, data reduction, data presentation, and conclusion drawing. The analysis flow can be visualized in the image below:



Gambar 1. Alur Analisis Data (Sugiyono, 2013)

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FINDINGS AND DISCUSSION

Artificial Intelligence (AI) enables machines to mimic human thought processes and tailor learning based on each student's unique needs. In the context of Islamic Religious Education, this technology can help students understand abstract concepts such as morality, faith, and worship through simpler explanations, digital visualizations, and material recommendations tailored to their learning styles (Rahmanto & Ramadhan, 2024). Learning becomes more personalized and adaptive, so students not only grasp the material more quickly but are also encouraged to learn independently and critically (Yanto et al., 2025).

This approach aims to obtain valid and representative data from students and schools that have begun to recognize or utilize AI technology. Field data is then analyzed by comparing it with literature findings, resulting in a more comprehensive picture of the effectiveness, challenges, and readiness of schools in implementing AI in Islamic Religious Education learning environments. This triangulation approach is necessary to ensure that research findings are not only narrative but also based on supporting empirical data.

One observed implementation of AI is the use of chatbots or virtual assistants as learning companions. In practice, students ask questions about the morality or ethics of the Prophet Muhammad (peace be upon him), then compare their answers with the teacher's explanations or the textbook. This activity has been shown to improve students' critical thinking skills, encourage them to evaluate the accuracy of information, and strengthen Islamic digital literacy (Muhammad & Wahab, 2025). Furthermore, interactive quizzes generated by AI have been shown to increase interest and motivation in self-directed learning. However, teachers still play a central role in ensuring that the insights provided by AI align with Islamic values and are free from conceptual errors (Fuad et al., 2024).

However, field findings also indicate that the implementation of AI in Islamic Religious Education (PAI) learning faces several practical challenges that cannot be ignored. Some schools experience infrastructure limitations, such as unstable

internet connections, a lack of adequate devices, and uneven access among students (Wiyono, 2025). Another challenge lies in teacher readiness: some teachers are still new to AI technology and require intensive training to utilize it effectively in the context of religious learning. This suggests that the success of AI implementation depends heavily on schools' ability to provide technical support and ongoing teacher competency development (Anwar & Kunci, 2024).

Beyond technical challenges, there are also pedagogical and ethical risks. Overreliance on AI can lead to a reduction in students' ability to think independently, especially if they rely solely on AI answers to complete assignments. Other risks include potential algorithmic bias, misinformation about religion, and threats to student data privacy. In some cases, students have been found to take AI-assisted quizzes without fully understanding the material (Wasehudin et al., 2024). This highlights the need for teacher oversight in verifying AI answers and educating students about the ethical use of technology in religious learning (Zarkani et al., 2024).

From an Islamic ethical perspective, the use of AI in Islamic Religious Education (PAI) must also adhere to the principles of fairness, data security, and the authenticity of information sources (Hafiz et al., 2024). Without proper oversight, AI can present information inconsistent with Islamic teachings or mislead students. Therefore, AI implementation must be based on clear ethical guidelines and involve collaboration between teachers, technologists, and religious scholars to ensure adherence to Islamic values and morals (Fuad et al., 2024).

Field findings also indicate that while AI can adapt materials based on student learning patterns and enhance a more personalized learning experience (Shofiyyah et al., 2024), its implementation is still limited by the institution's readiness to provide supporting devices. Therefore, AI integration requires practical strategies that schools can adopt, such as, Teacher training in digital literacy and ethical use of AI, Development of a curriculum that integrates AI without reducing the spiritual essence of Islamic Religious Education, Development of standard operating procedures (SOPs) or protocols for the use of AI, including usage limitations and information verification mechanisms, Provision of adequate and equitable technology infrastructure, Monitoring of data security and protection of student privacy (Rahmanto & Ramadhan, 2024).

In conclusion, AI has significant potential to enhance motivation, enrich learning, and personalize student learning experiences in Islamic Religious Education (PA). However, these benefits can only be achieved if AI implementation is carried out under strict teacher supervision, grounded in Islamic ethics, supported by systematic teacher training, and accompanied by clear institutional policies to minimize risks (Zaharah et al., 2024). With this approach, AI becomes not only a technological tool, but also a means to strengthen religious learning that is more relevant and meaningful in the digital age.

The following are several journal references that form the basis of thinking regarding the use of artificial intelligence (AI) in adapting Islamic Education learning as follows:

Table 1. Previous studies on the use of Artificial Intelligence in Islamic Education

Author Name	Journal Title	Publication Year	Research result
Irwansyah Suwahyu	The Contribution of Artificial Intelligence to Realizing Adaptive and Inclusive PA Learning	2025	Artificial Intelligence (AI) holds significant potential in supporting more personalized, adaptive, and inclusive Islamic Religious Education learning. AI enables materials to be tailored to the abilities, learning styles, and needs of each student, including those with special needs, while enriching learning media and methods with interactive content. The role of teachers remains crucial as guides and supervisors, ensuring moral and spiritual values remain the primary focus. For optimal implementation, teacher digital literacy, an adaptive curriculum that remains grounded in Islamic Religious Education principles, and ethical guidelines based on the maqāṣid al-sharī'ah (obligatory principles) are required. Further research is needed to evaluate the impact of AI on students' moral and spiritual development, so that this technology can become a tool to support meaningful, effective, and enjoyable PAI learning.
Luthfi Aulia Hidayat, Elan Sumarna, Pandur Hyangsewu	Islamic Education Learning Innovation: Applying Artificial Intelligence to Increase Student Motivation	2024	In today's digital era, Artificial Intelligence (AI) opens new opportunities for Islamic Religious Education learning to make it more engaging, personalized, and relevant for each student. AI enables learning materials to be tailored to students' abilities, interests, and learning styles, enabling them to grasp Islamic Religious Education concepts more easily and enjoyably. For example, educational chatbots can interactively answer students' questions about morality or Islamic history, while recommendation systems provide learning suggestions tailored to

Author Name	Journal Title	Publication Year	Research result
			individual needs, and adaptive platforms offer 3D simulations or interactive quizzes to visualize abstract concepts. In addition to providing a personalized learning experience, AI also enhances the role of teachers as guides and facilitators. Teachers can monitor student progress, guide discussions, and ensure that material remains aligned with Islamic moral and spiritual values. Thus, AI becomes a supporting tool that strengthens the quality of learning, not a replacement for the role of teachers. Despite its significant potential, the implementation of AI also presents challenges, such as differences in technology availability between schools, variations in teacher and student digital literacy, and the risk of student dependence on machines. Therefore, the implementation of AI must be accompanied by clear ethical guidelines, teacher training, and careful supervision to ensure that Islamic values remain at the core of every lesson. Going forward, further research is needed to assess the impact of AI on the sustainable moral, spiritual, and character development of students. With the right strategies, AI can become a companion in Islamic Religious Education learning, making the learning experience more lively, enjoyable, and meaningful for every student, while maintaining a strong foundation of religious values.
Masti Yanto, Mad Sa'l, Nailatur Rizqiyah	AI-Based Personalization of Education to Improve Student Learning Quality	2025	Artificial Intelligence (AI) holds significant potential in Islamic Religious Education teaching by providing a more personalized, adaptive, and meaningful learning experience. Through chatbots, recommendation systems, and adaptive learning platforms, students can learn according to their individual abilities, interests, and learning styles, while interactively visualizing abstract

Author Name		Journal Title	Publication Year	Research result
				concepts such as morality and worship. Teachers continue to play the role of guides and supervisors, ensuring moral and spiritual values remain the primary focus. With Islamic values-based ethical guidelines, teacher training, and an adaptive curriculum, AI can be a tool that enriches PAI learning, increasing student motivation, engagement, and understanding, while fostering their character and spiritual development.
Amalia Fitriani	Dwi	Implementation of Artificial Intelligence (AI) Technology in Islamic Religious Education Learning	2024	In today's digital era, Artificial Intelligence (AI) has emerged as a new companion in Islamic Religious Education (PAI) learning, enabling a more personalized, interactive, and meaningful learning experience for each student. With AI, lesson materials can be tailored to students' abilities and interests, enabling them to understand concepts of morality, worship, and Islamic history in a more concrete and engaging way. For example, educational chatbots help students answer questions about the Prophet's morality, while recommendation systems and adaptive platforms provide practice modules, interactive quizzes, or visual simulations to clarify abstract concepts. In addition to providing a rich learning experience, AI also strengthens the teacher's role as a companion and guide. Teachers continue to monitor student progress, guide discussions, and ensure moral and spiritual values remain the primary focus. Thus, AI does not replace the role of teachers, but rather becomes a supporting tool that makes learning more lively, engaging, and effective. However, the implementation of AI in PAI is not without challenges. There are risks of student dependence on technology, differences in facilities between schools, and a digital literacy gap. Therefore, the implementation of AI must be accompanied by ethical guidelines based on Islamic values,

Author Name	Journal Title	Publication Year	Research result
			ongoing teacher training, and curriculum development that continues to emphasize moral and spiritual aspects. With the right approach, AI has the potential to revolutionize Islamic Religious Education (PAI) learning, increasing student motivation, engagement, and understanding of religious values, while still shaping their character and spirituality. Further research is also crucial to understand the long-term impact of AI, so that this technology can truly become a sustainable and meaningful learning partner.
Abdul Hafiz, Abdul Mu'ti, Alpha Amirrachman	Developing Artificial Intelligence- Based Islamic Religious Learning Media: An Islamic Religious Education Perspective	2024	In today's digital era, Artificial Intelligence (AI) opens up new opportunities to make Islamic Religious Education (PAI) learning more personalized, interactive, and meaningful. With the help of AI, lesson materials can be tailored to each student's abilities, interests, and learning style. For example, chatbots can serve as discussion partners for students seeking to understand moral values, while recommendation systems provide exercises or modules tailored to their needs. Adaptive platforms also enable the visualization of abstract concepts, such as worship and moral values, through simulations, making learning more realistic and engaging. AI also strengthens the role of teachers as guides and facilitators. Teachers continue to monitor student progress, provide guidance, and ensure that the learning experience remains aligned with Islamic spiritual and ethical values. In other words, AI is not a substitute for teachers, but rather a tool that enriches learning methods and helps students learn more actively. While offering many opportunities, the use of AI in PAI is not without challenges. Issues such as data security, algorithm bias, teacher readiness, and

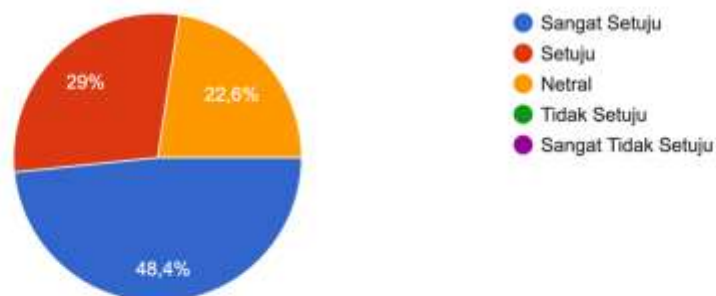
Author Name	Journal Title	Publication Year	Research result
			differences in facilities between schools need to be addressed to ensure the implementation of this technology remains ethical and inclusive. Therefore, a well-thought-out strategy, teacher training, ethical guidelines based on Islamic values, and adaptive curriculum development are crucial to maximizing the benefits of AI. With the right approach, AI has the potential to revolutionize Islamic Religious Education (PAI) instructional media, making the learning process more lively and enjoyable, enhancing students' understanding of religious values, and strengthening character and moral development. Further research and practical experience will help optimize AI implementation, ensuring that this technology can truly become a beneficial, sustainable, and relevant learning companion for all students, teachers, and Islamic educational institutions.

Based on the results I've found in the field, it also proves that utilizing artificial intelligence (AI) to adapt Islamic Religious Education (PAI) learning is very helpful in the learning process. Here's the diagram:



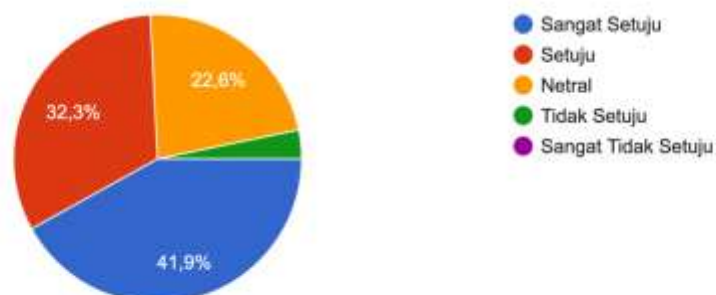
1. Saya telah menggunakan platform pembelajaran berbasis AI dalam proses pembelajaran PAI.

31 jawaban



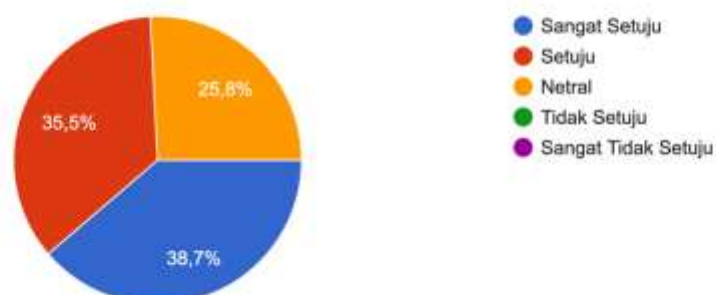
10. Saya memanfaatkan chatbot atau asisten virtual berbasis AI dalam membantu siswa memahami materi PAI.

31 jawaban



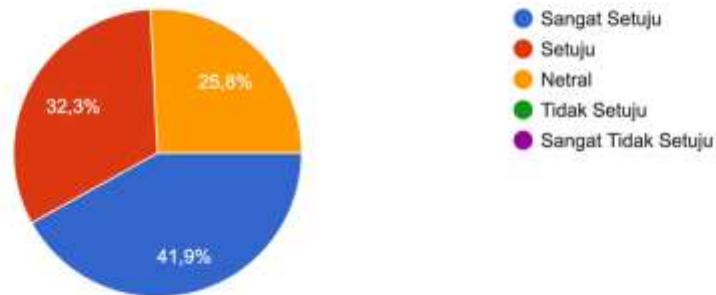
17. Saya percaya bahwa pendekatan personal dalam PAI dapat meningkatkan pemahaman dan sikap religius siswa.

31 jawaban



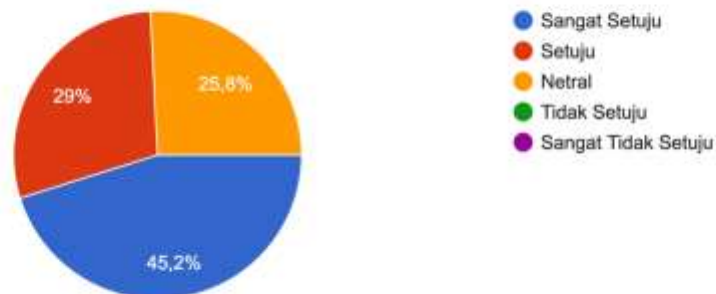
13. Saya memberikan tugas PAI yang disesuaikan dengan minat siswa.

31 jawaban



14. Saya menggunakan teknologi untuk mendukung personalisasi dalam pengajaran PAI.

31 jawaban



The diagram above is the result of a research questionnaire distributed directly to students during the learning process at school. The results indicate that AI can be utilized effectively in the learning process. However, the role of teachers should not be overlooked; they must also provide guidance and direction to students on how to utilize AI effectively and correctly in the learning process.

Based on the data I collected from my direct field research at schools, I can conclude that the presence of artificial intelligence (AI) is not always negative or detrimental to education. In fact, if we, as teachers and students, can utilize AI technology effectively, the results will be positive. However, the use and utilization of AI technology in learning must be properly conditioned and under teacher supervision. Without proper supervision, it can also create new problems and challenges in education, particularly in Islamic Religious Education.

It is also important to note that the presence of artificial intelligence (AI) not only helps students learn, but teachers also benefit greatly from it. This is a time of rapid development, where outdated learning methods should no longer be used for teaching. Therefore, the presence of AI can also help make the learning process more engaging and enjoyable. Learning methods have become even more diverse due to the rapid development of technology in this era, particularly AI for the learning

process.

However, this does not mean that the benefits of using AI are without downsides. Many negative aspects and impacts can occur if we do not utilize this technology properly. In this context, teachers are required to undergo training on how to properly utilize technology, particularly AI, so they can supervise and guide students to stay on the right track in utilizing AI technology.

A potential impact is that students can become careless due to the ease of accessing information sources that can be searched and accessed quickly. This is an example of the negative impact that can occur if AI technology is not utilized correctly and appropriately.

Furthermore, in the context of Islamic religious education learning using AI technology, students can also access information or knowledge that is incorrect or misinterpreted in the explanations they seek using AI technology. Misinformation is also very fatal because it can impact the validity of the actual information. It is also very detrimental for students if they cannot distinguish between true and false information.

CONCLUSION

A survey of 31 students showed that the use of artificial intelligence (AI) to adapt Islamic Religious Education (PAI) learning has had a positive and significant impact. 83.8% of respondents stated that AI facilitated their understanding of Islamic Religious Education (PAI) material, while 77.4% of students had used AI-based learning platforms as part of their learning process. Furthermore, 74.2% of students utilized AI-based chatbots or virtual assistants to help them better understand the material. Overall, the level of positive approval for the use of AI in Islamic Religious Education (PAI) learning reached an average of 78.5%. This figure indicates that AI is effective in providing a more personalized, interactive, and adaptive learning experience tailored to students' needs and characteristics. Therefore, AI has significant potential to improve the quality of Islamic Religious Education (PAI) learning while maintaining the spiritual and moral values that are at the core of religious education. However, the successful implementation of AI must be accompanied by increased digital literacy for teachers and students, as well as the development of ethical guidelines appropriate to the context of Islamic religious education. Further research is also needed to evaluate the long-term impact of AI use in PAI learning to ensure sustainability and optimal benefits for all stakeholders.

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