

AI As A Virtual Assistant In Islamic Religious Education Studies At Sma Negeri Sumber Harta Musi Rawas Regency South Sumatra Province

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ABSTRACT

This study aims to describe the use of Artificial Intelligence / AI as a virtual assistant in learning Islamic religious education at SMA Negeri Sumber Harta, Musi Rawas Regency, South Sumatra Province. This study employs a case study methodology and a qualitative approach. Interviews, observations, and documentation of instructors and students in Islamic Religious Education were used as data gathering methods. The results of the study show that AI is used as an interactive and flexible learning aid. Teachers use AI to explain material, answer student questions, and provide digital learning resources that support the curriculum. Students feel helped by the presence of AI because it makes it easier to understand the material and encourages independent learning. However, there are still obstacles such as limited internet networks, lack of training, and concerns about the accuracy of information from AI. Overall, AI plays a positive role as a virtual assistant in Islamic Religious Education, but there is still a need for teachers to play an active role in supervising and directing the use of the technology to be in line with Islamic educational values.

Keywords: Technology, Islamic Religious Education, Artificial Intelligence

1 Introduction

The development of technology called numerous facets of life, including education, have been profoundly impacted by artificial intelligence /AI. [1] . AI offers various conveniences in the learning process, such as automatic provision of materials, analysis of learners' abilities, and the provision of quick feedback[2] . The application of artificial intelligence (AI) in Islamic Religious Education can be a creative way to improve learning efficacy and offer a more engaging and customized educational experience.[3]

Islamic religious education in schools often faces many challenges, such as limited face-to-face time, differences in students' levels of understanding, and limited learning resources that are interesting and interactive [4] . With AI as a virtual assistant, learners can access Islamic religious education materials anytime and anywhere, get answers to their questions instantly, and get learning recommendations that suit their needs [5] . It can help teachers in providing more effective learning and facilitate students in understanding Islamic concepts better.[6]

SMA Negeri Sumber Harta, Musi Rawas Regency, South Sumatra Province is one of the educational establishments that aims to raise the standard of instruction, particularly in the areas of Islamic Religious Education. Therefore, this study aims to examine the use of AI as a virtual assistant can contribute to Islamic Religious Education in the school.

2 Research Methods

This study employs a case study methodology and a qualitative approach. The qualitative approach was chosen because this study aims to explore in depth the use of AI as a virtual assistant in learning

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Islamic religious education, both from the side of teachers and students. The case study was used to comprehensively understand the context, process, and impact of the use of AI in the learning setting at SMA Negeri Sumber Harta. The location of this research is at SMA Negeri Sumber Harta, Musi Rawas Regency, South Sumatra Province, the time for the research to be carried out is in April 2025.

The data sources in this study are divided into two, namely: Primary Data Sources, namely: Islamic Religious Education Teachers, Students in grades X, XI, and XII who participate in Islamic Religious Education. Secondary Data Sources, namely: Learning device documents, AI-assisted learning interaction records, Reports or records of the use of AI applications in learning.

The data collection techniques used include: Interviews, conducted with PAI teachers and students to obtain information about understanding, experience, and effectiveness of the use of AI in Islamic religious education. Observations were made directly on the learning process involving AI, both in the form of chatbot applications, adaptive learning platforms, and the use of AI assistants such as ChatGPT. Documentation is collecting documents and archives related to the application of AI in learning, such as learning implementation plans, screenshots of interactions with AI, and records of student learning outcomes.

To ensure the validity of the data, source triangulation techniques are used, which compare data from multiple sources using interview, observation, and documentation methods to obtain valid and reliable data. Data reduction is the first step in the Miles and Huberman model, which consists of three stages: filtering and selecting important data from interviews, observations, and documentation relevant to the research focus.

3 Results and Discussion

The implementation of AI as a virtual assistant in Islamic Religious Education at SMA Negeri Sumber Harta aims to increase the effectiveness and efficiency of the teaching and learning process. AI is applied through various digital platforms that allow learners to access lesson materials, learning videos, and practice questions independently[7]. In addition, AI is also used in the form of an interactive chatbot that can answer students' questions related to Islamic religious material instantly, thus helping them to understand Islamic concepts better.[8]

Teachers use AI to analyze student progress automatically. With machine learning algorithms, AI can identify students' weaknesses in understanding the material and provide learning recommendations that suit individual needs [9]. In addition, the AI-based evaluation system allows learners to get direct feedback on their assignments and exams, making the learning process more effective and focused. The use of AI as a virtual assistant in Islamic Religious Education allows for more effective in improving students' understanding of the material. With more flexible access to learning resources, learners can learn at their own pace. AI also provides a variety of more interactive learning methods, such as worship simulations, animated videos, and adaptive quizzes that help clarify abstract concepts in Islam[10].

AI technology can adapt learning materials to the level of understanding of each student. Through the analysis of data collected from learners' interactions with AI platforms, the system can provide recommendations for additional materials or more appropriate exercises, thereby increasing the effectiveness of the learning process[11].

While AI offers a wide range of benefits in Islamic Religious Education, its implementation also has challenges to consider. The following are a few benefits of AI in Islamic Religious Education: AI can modify course contents to meet each student's unique needs, improving the efficacy of learning. Through the help of AI, students can learn anytime and anywhere without being limited by time and classrooms. AI systems can provide automated assessments and learning recommendations that are appropriate to the level of understanding of learners. Technology-based learning is more attractive to today's digital generation, thereby increasing students' motivation to learn.

The use of AI in Islamic Religious Education must, however, overcome a number of obstacles, including the fact that not all schools have access to the right technology and internet networks to facilitate AI-based instruction. Teachers must receive training in order to comprehend and maximize the usage of AI in education. Students also need to be guided in order to use this technology effectively. The use of AI in religious education needs to be developed while still considering Islamic values so that they do not contradict the teachings taught.

To overcome these challenges, support from various parties is needed, including the government,

schools, and technology developers. Providing adequate infrastructure, training for educators, and developing a curriculum that is aligned with AI technology are important steps in ensuring the successful implementation of AI in Islamic Religious Education.

Therefore, SMA Negeri Sumber Harta's employment of AI as a virtual assistant in Islamic Religious Education has a lot of promise to raise the standard of instruction. AI has the potential to be a useful tool for assisting students in comprehending Islamic Religious Education content in a more comprehensive and engaging manner with the correct strategy and assistance from several sources.

4 Conclusion

The use of artificial intelligence / AI as a virtual assistant in Islamic religious education has improved the teaching and learning process, according to the findings of a study done at SMA Negeri Sumber Harta in Musi Rawas Regency. Teachers use AI, such as chatbots and other AI-based applications, to help explain material, provide sample questions, and provide students with quick and varied feedback.

All things considered, one of the breakthroughs that can improve the educational process in the digital age is the employment of AI as a virtual assistant in Islamic Religious Education. However, the integration of this technology must be carried out wisely and gradually, while maintaining the values of Islamic education so that it does not shift from the main goal of learning, which is to prioritize manners and morals.

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