

Exploring AI Technologies in teaching Islamic Values and religious knowledge

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ABSTRACT

This study aims to explore the use of artificial intelligence (AI) in Islamic religious education, with a focus on the potential for increasing personalization and learning efficiency. The method used is a systematic literature review, with an article search through the Publish or Perish application on Google Scholar. The articles analyzed were selected based on strict inclusion criteria, covering the publication period from 2020 to 2025. A total of 50 articles were found, and after selection, 20 articles were selected for further analysis. The research findings show that the use of AI can improve personalization of learning, facilitate assessment, and create interactive materials. However, there are challenges related to dependence on technology and the importance of digital literacy for educators. The balance between technological innovation and spiritual values is key to the integration of AI in Islamic religious education.

Keywords: Exploration; AI; Islamic Religious Education

1 Introduction

The development of technology has become a means of convenience that can be utilized by humans in carrying out various tasks and activities. The development of modern technology that is widely used today, such as Artificial Intelligence (AI), which is used as an innovation partner in various human needs (Ambarwati et al., 2022). The rapid flow of information changes in the digital world has a significant impact, one of which is education. The development of information technology in education is used as a means of learning to be more efficient, communicative and interactive (Zaini & Shohib, 2020). The use of AI can have great potential to improve Islamic Religious Education learning by helping to personalize assessments, although it still faces challenges such as infrastructure readiness, teacher competence, and local cultural relevance (Sofa, Sukandarman, et al., 2025).

Artificial intelligence (AI) is one of the media used in learning (Rahardja et al., 2024). One of the most frequently used, such as chatgpt, is as a learning medium, assessment questions, making learning devices, even to evaluation and assessment (Sofa, Firdausiyah, et al., 2025). The dependence of learning activities on AI is a concern facing the world of education today. The lack of literacy regarding the use of AI wisely and appropriately has not been accessible to the entire educational community (Sugiarto & Farid, 2023). AI is also considered to be able to help with data accuracy, help provide good arguments when making decisions and be an interactive learning model (Haifa et al., 2024)

2 Research Methods

This study uses a systematic literature review, to identify, evaluate, and synthesize previous related research. Article searches using the publish or perish application (Hutapea, 2023), using the Google Scholar source. Data collection uses data documentation techniques from existing sources (Sugiyono, 2017). Articles were taken from the 2020-2025 time, with a maximum of 50 articles, then the articles were selected based on inclusion criteria., the keywords "Exploration AND AI AND Islamic Religious Education" were used In the data search.

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Articles were selected based on five inclusion criteria to ensure the quality and validity of the review conducted, as described in the following table.

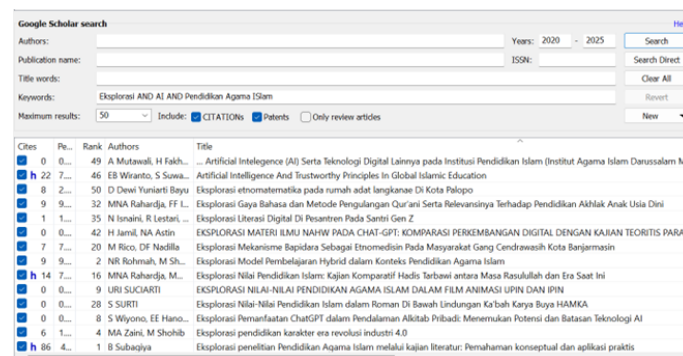
Tabel 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. Scientific works in the form of articles and national proceedings	1. Scientific works are not articles and national proceedings
2. Publication period 2020-2025	2. Publication before 2020
3. In Indonesian and English	3. Not in Indonesian or English
4. Can be accessed in full-text	4. Cannot be accessed in full-text
5. According to the research topic	5. Not according to the research topic

Data analysis in this study was conducted through four stages. The first stage is data tracing to find articles relevant to the research topic. The second stage involves selecting articles based on inclusion criteria to ensure that the articles match the established criteria. In the third stage, selected articles are digitized or their data is stored. The final stage is data analysis using thematic methods to identify and describe aspects of the literature related to the research objectives.

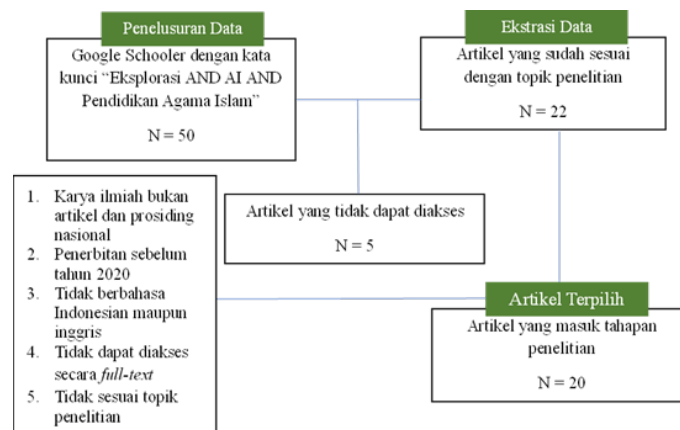
3 Results and Discussion

This study aims to analyze literature from 2020-2025. Regarding the use of social media as a means of Islamic preaching and education. Based on search data using the keywords "Exploration AND AI AND Islamic Religious Education", through publish or perish on the Google Scholar database, 50 articles were found.



Gambar 2. Article Search Results on Publish or Perish

Data collection in this study was conducted using documentation techniques, which include data collection from existing sources such as personal notes, books, journal articles, illustrations, or monumental works of art from individuals. Data search in this study focused on the exploration of AI on Islamic religious education. There were 20 articles included in the inclusion criteria. While the rest fall into the exclusion criteria



Gambar 3. Article Selection Process Based on Inclusion Criteria

Based on the results of the screening and suitability of the inclusion criteria, 20 articles were obtained which were summarized based on the year of publication, title of the article and results of the discussion in the article. The articles are:

Research conducted by Mustoip S, et.al., and Alfiannur et.al., that AI data analysis can be used by adjusting the character needs of each student through responsive activities (Mustoip et al., 2023), (Alfyn et al., 2025). An example of AI that is often used is ChatGPT as research conducted by Indriani et.al., (Hadziq et al., 2024; Indriani et al., 2024). The benefits of AI in Islamic religious education were also concluded by Hadziq M, et.al., and Amalia Shaleh and Rahman, that AI is able to improve personalization of learning, facilitate assessment and evaluation and provide interactive materials that are in accordance with the needs of students, as well as according to research by Nurhayati et.al., (Hadziq et al., 2024), (Aziz et al., 2023; Nurhayati et al., 2024), . Research by Mutawali A, et.al., and Al Hamidi M, et.al., shows that the influence of using AI encourages students to play an active, innovative and creative role, as part of the 21st century digitalization development process, however, unwise use of AI can lead to dependency and be a form of abuse according to Linaci et.al., (Mutawali et al., 2025), (Al Hamidi et al., 2024), (Linaci et al., 2024).

According to research by Najib and Darnoto, educators, in addition to being required to be Mudarris, Mu'allim, Mu'addib and Murabbi, there are two things that educators must have, namely the teaching media used, such as AI-based and mastering digital literacy including digital usage ethics (Najib & Darnoto, 2024). According to research by Sukmawati E, et.al., innovation in learning media based on artificial intelligence in Metaverse creates an interactive and interesting environment, increases student motivation, and supports independent learning, inclusion and wider access. The use of AI according to research by Fitriyani N et.al., in realizing Islamic religious values needs to be aligned with teaching sources, journals and scientific documents (Fitriyani et al., 2025). Fatun Nisa et.al., also added that it is necessary to foster a responsible and directed attitude in utilizing AI (Nisa et al., 2025).

According to Rafi et.al., the integration of Islamic values in AI design does not reduce the role of teachers as educators and facilitators, because according to the article written by Hakim et.al., AI can distort the meaning and essence of religious texts, so supervision is needed in the use of AI (Rafi et al., 2025), (Hakim et al., 2024). Hanifah and Novebri said that AI should not dominate in carrying out its role in every educational process, because it can kill the creativity of students (Hanifah & Novebri, 2025). However, Syafitri et.al., Fuad and Fakhrudin argue that exploring the use of AI in education can also help students in interpreting the verses of the Qur'an more broadly (Syafitri et al., 2024), (Fuad & Fakhrudin, 2024). In a study conducted by Gani, there is an AI-based application that is suitable for Islamic religious learning, namely Muslim Pro which contains various features of Prayer Times, Qibla, Information Seeking Motifs and Personal Identity motifs for Reading the Digital Qur'an (Gani, 2024). Moh. Mauludin concluded that the use of AI as a learning medium for Islamic religious education is a form of modern and sophisticated development (Mauluddin, 2024).

Based on the results of identification, screening, and assessment of the suitability of articles with the inclusion criteria, 20 articles were found discussing the exploration of the use of AI for Islamic religious education. The synthesis produced in the data search process, namely: Exploring AI in Islamic Religious Education

The function of artificial intelligence (AI) in Islamic religious learning is becoming increasingly rele-

vant in this digital era, especially its ability to adjust the learning process based on the unique characteristics of each learner. Research by Mustoip S, et.al., and Alfiannur et al., shows that AI data analysis can increase the responsiveness of learning activities, facilitating a more personalized educational experience (Mustoip et al., 2023), (Alfyn et al., 2025). For example, applications such as ChatGPT, described by Indriani et al., and the Muslim Pro application studied by Gani have good potential to be relevant learning media for learners, adjusting the material to their needs in real-time (Indriani et al., 2024), (Gani, 2024). This not only improves students' understanding, but also helps them feel more involved in the learning process. Thus, AI acts as a tool that supports individual development, enabling a more holistic approach to religious education.

The benefits felt in AI-based Islamic religious education are very significant and extensive. Research by Hadziq M, et.al., and Amalia Shaleh and Rahman, that AI not only improves personalization of learning but also facilitates the assessment and evaluation process (Hadziq et al., 2024), (Aziz et al., 2023). By utilizing AI, teachers can access in-depth analytical data on student performance, allowing them to identify areas that require more attention. In addition, research by Mutawali A, et.al., and Al Hamidi M, et.al., emphasizes how AI can encourage student creativity and innovation, creating a more dynamic and interactive learning environment (Mutawali et al., 2025), (Al Hamidi et al., 2024). In the context of Islamic religious education, AI can present relevant material in an interesting way, increase learning motivation and support independent learning. Therefore, the use of AI in Islamic religious education can be considered a step forward towards more efficient and effective teaching methods.

However, vigilance in the use of AI is essential to ensure that this technology is used wisely and responsibly. Linaci et.al., warn that unwise use of AI can trigger dependency, where students may rely more on technology than on in-depth mastery of the material (Linaci et al., 2024). Najib and Darnoto emphasize that educators must have strong digital literacy and understand the ethics of using AI to function effectively as teachers (Najib & Darnoto, 2024). This means that educators not only need to use AI as a tool, but also teach students about the limitations and potential risks associated with this technology. Therefore, the integration of AI in religious education must be carried out carefully and based on ethical values, so as not to reduce the quality of learning and maintain the meaning and essence of the religious texts being conveyed. The balance between technological innovation and the integrity of spiritual values is key to creating an educational environment that is not only modern, but also meaningful (Fuad & Fakhruddin, 2024).

4 Conclusion

The use of AI in Islamic religious education has great potential to increase the personalization and efficiency of learning. One of the functions of AI is to adjust the material to the needs of students, so that the learning process becomes more interactive and relevant. However, it is important to note that although AI offers many benefits, such as ease of assessment and increased student creativity, caution needs to be applied to avoid dependence and misuse of technology. Therefore, it is important for educators to develop digital literacy and understand the ethics of using AI, so that the integration of this technology can be carried out wisely and still respect the spiritual values in Islamic religious education.

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