

AI Ethics in Education: How Islamic Religious Education Responds to 21st-Century Moral Degradation"

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ABSTRACT

The development of science and Artificial Intelligence in the twenty-first century has transformed various sectors of life, including the educational sphere. On one hand, Artificial Intelligence offers learning efficiency and personalization; on the other hand, this technology triggers serious challenges such as an instant-gratification culture, academic plagiarism, and the moral and spiritual degradation of students. This study aims to analyze the development of science and Artificial Intelligence from the perspective of Islamic Religious Education and to formulate strengthening strategies to confront contemporary moral challenges. The research methodology employs a qualitative approach with a library research design. Data collection was conducted through the documentation of authoritative literature and analyzed using the content analysis method. The results demonstrate that in the Islamic worldview, science and Artificial Intelligence possess strong theological legitimacy as long as they are oriented toward human welfare (maslahah) and operate within the corridor of monotheistic values (tauhid). However, Artificial Intelligence still possesses fundamental limitations because it lacks human-like moral consciousness and spirituality. Therefore, this study recommends five integrative strategies to strengthen Islamic Religious Education in the digital era: reinforcing character education based on noble role-modeling (uswah hasanah), developing digital literacy embedded with Islamic values, optimizing the teacher's role as a moral guide (murabbi), collaborating within the tri-center of education (family, school, and society), and utilizing Artificial Intelligence wisely and responsibly. The implication of this study emphasizes that Islamic Religious Education functions as an ethical filter that preserves the balance between technological sophistication and the noble character of students.

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Introduction

The development of science and technology is one of the primary characteristics of global civilization in the twenty-first century. Intellectual advancements have driven the birth of various innovations that provide conveniences for humans in conducting life activities, spanning the fields of economy, health, communication, and education. The digital transformation that has occurred over the last few decades has altered how humans acquire information, interact, and construct knowledge. One of the technological advancements currently capturing global attention is Artificial Intelligence, a technology designed to replicate

human cognitive abilities through automated data analysis, decision-making, pattern recognition, and problem-solving (Russell and Norvig, 2021: 1).

The presence of Artificial Intelligence has brought profound transformations across various sectors of life. In education, Artificial Intelligence is utilized to assist in developing learning materials, evaluating academic outcomes, personalizing learning, and expanding digital-based learning systems. In healthcare, Artificial Intelligence is leveraged to aid in disease diagnosis, analyze medical data, and develop more effective health technologies. Meanwhile, in the economic and industrial sectors, Artificial Intelligence plays a role in increasing productivity, operational efficiency, and managing vast amounts of data swiftly and accurately (Schwab, 2016: 16). These advancements indicate that Artificial Intelligence is no longer merely a futuristic concept, but has become a tangible part of modern societal life.

On the other hand, the advancement of Artificial Intelligence also presents various critical issues that demand serious attention. The conveniences offered by technology frequently induce excessive dependency, thereby diminishing human critical thinking abilities and creativity. Furthermore, the growth of Artificial Intelligence triggers various ethical concerns, such as the misuse of personal data, the dissemination of false information (hoaxes), information manipulation through deepfake technology, and copyright infringements in the utilization of digital information (Floridi, 2023: 44). These diverse issues demonstrate that technological progress does not always accelerate in alignment with human moral and spiritual progress.

This phenomenon becomes increasingly complex as technology begins to influence the lives of the younger generation. The ease of access to information via the internet and Artificial Intelligence enables students to acquire knowledge rapidly without boundaries of space and time. However, conversely, this condition also poses challenges in the form of a declining culture of deep literacy, heightened dependency on technology, and the weakening of reflective and analytical thinking skills. Many students utilize technology merely as a tool to obtain instant answers without engaging in a profound thinking process (Miarso, 2018: 231). If this condition persists, education potentially risks losing its fundamental function as a process for character building and the development of human intellect.

The history of Islamic civilization also reveals that scientific progress is closely intertwined with the development of the Islamic community. During the Islamic Golden Age, prominent scholars emerged, such as Al-Khawarizmi, Ibn Sina, Al-Farabi, Al-Biruni, and Ibn Khaldun, who contributed significantly to the advancement of world science. This demonstrates that Islam has never rejected advancements in science and technology. On the contrary, Islam encourages its adherents to develop knowledge as long as it remains within the corridor of monotheistic values (*tauhid*) and the welfare of humanity (Nakosteen, 2003: 89).

Nonetheless, Islam also emphasizes that knowledge must be accompanied by moral and spiritual responsibility. Technological advancements that are devoid of ethical values can cause various forms of social degradation. Therefore, the development of science and technology must not be separated from religious values. In this context, Islamic Religious Education holds an essential role in nurturing a generation capable of utilizing technological advancements wisely, responsibly, and with an orientation toward public welfare (Nata, 2021: 45).

Islamic Religious Education does not solely aim to provide religious understanding to students, but also to shape character, morals (*akhlak*), and ethical consciousness, which serve as the foundation for confronting the challenges of modern life. The presence of Artificial Intelligence in the educational sphere demands an integration between technological mastery and the reinforcement of spiritual values. It is insufficient for students to only be equipped with the ability to use technology; they must also possess the capacity to evaluate, filter, and utilize technology in accordance with Islamic ethical principles (Ramayulis, 2015: 37).

In a global context, the issue of Artificial Intelligence presents both a challenge and an opportunity for Islamic Religious Education. Artificial Intelligence can be harnessed as a means to expand educational access, enhance learning effectiveness, and support the dissemination of Islamic values through various digital platforms. However, without the reinforcement of

religious values, technological advancements also have the potential to bring about moral issues, identity crises, and moral degradation among the younger generation. Consequently, a comprehensive study regarding the relationship between scientific advancement, Artificial Intelligence, and Islamic Religious Education is imperative so that technological progress can run parallel with the goals of Islamic education, which emphasizes a balance among intellectual, spiritual, and moral aspects (Azra, 2019: 112).

Based on the aforementioned elaboration, a discussion concerning the development of science and Artificial Intelligence within the perspective of Islamic Religious Education is crucial to undertake. This study aims not only to comprehend modern technological developments but also to analyze how Islamic Religious Education can contribute to shaping a generation capable of utilizing technology productively, ethically, and responsibly in accordance with the tenets of Islamic teachings (Muhaimin, 2018: 98).

Research Methods

This study employs a qualitative approach through a library research design to explore the ethical dimensions of Artificial Intelligence and the strategic role of Islamic Religious Education in mitigating moral degradation. Library research is a method utilized to gather data and information from various literary sources, including books, scientific journals, and relevant historical documents, to address a specific research problem comprehensively (Zed, 2014: 3). This method is selected because the nature of the inquiry focuses on conceptual integration, philosophical frameworks, and text-based analyses regarding technological ethics and Islamic educational values.

The data collection technique in this study is executed through a systematic documentation process. The primary data sources encompass authoritative Islamic educational literature, classical and modern Qur'anic exegesis—specifically interpretations of Quran, Al-'Alaq [96]: 1—and contemporary academic publications concerning Artificial Intelligence ethics in education. Meanwhile, secondary data sources consist of research articles, global reports on digital transformation, and scholarly books addressing twentieth-first-century moral degradation among youth. The retrieval of literature is restricted to credible academic databases, ensuring that all reference materials possess high scientific validity and reliability (Snyder, 2019: 334).

The instruments utilized in this qualitative study are the researchers themselves as the primary human instrument. In library research, the researcher acts as the key planner, data collector, analyst, and interpreter of the conceptual findings (Creswell and Creswell, 2018: 154). To maintain objectivity and minimize analytical bias, the researchers utilize structured conceptual matrices to categorize literature based on three main thematic indicators: the ethical dilemmas of Artificial Intelligence, the philosophical foundation of knowledge in Islam, and the strategic implementations within the Islamic Religious Education curriculum.

The data analysis technique follows the content analysis and thematic interpretation approaches. The gathered textual data undergo a multi-staged analysis process consisting of data reduction, data display, and conclusion drawing or verification (Miles, Huberman, and Saldaña, 2014: 31). Initially, the texts are filtered to isolate paragraphs specifically discussing the intersections of digital technology, ethics, and moral behavior. Subsequently, content analysis is applied to map out the philosophical responses of Islamic Religious Education toward the mechanical nature of Artificial Intelligence. Finally, deductive reasoning is employed to synthesize these concepts into a cohesive framework, illustrating how Islamic values can serve as an ethical filter to preserve student character in the twenty-first century (Krippendorff, 2019: 24).

Results and Discussion

A. The Concept of Scientific Development and Artificial Intelligence

The development of science and technology is one of the primary characteristics of human civilization. Since the dawn of human history, knowledge has developed as an instrument to comprehend natural reality, resolve various life problems, and enhance the quality of human life. This development has continuously undergone transformation until entering the digital era, which is characterized by the birth of various computational-based smart technologies. One of the greatest innovations born from the development of modern science is Artificial Intelligence, a technology that is currently the center of global attention due to its ability to replicate various human cognitive functions (Kurniawan, 2020: 15).

Conceptually, science is a system of knowledge acquired through systematic observation, experimentation, verification, and theoretical development. Science functions not only to generate new knowledge but also serves as the foundation for the birth of technology utilized by humans in various aspects of life. In the perspective of the philosophy of science, science is built upon the principles of rationality, objectivity, and openness to empirical testing, so that its truth remains dynamic and evolves in accordance with new findings (Suriasumantri, 2017: 105).

Throughout the history of civilization, the development of science has brought forth various technological revolutions that have transformed the way humans live and work. The first Industrial Revolution was marked by the use of steam engines, the second revolution by the utilization of electricity and mass production, the third revolution by the presence of computers and information technology, while the fourth revolution or Industry 4.0 is characterized by the integration of digital systems, the internet, big data, and Artificial Intelligence (Schwab, 2016: 11). It is during this phase that Artificial Intelligence has become one of the most influential technologies in human life.

Simply put, Artificial Intelligence can be understood as the capacity of a computer system to replicate human thinking processes such as learning, remembering, analyzing, predicting, and decision-making. Stuart Russell and Peter Norvig define Artificial Intelligence as the study of intelligent agents capable of observing their environment and taking actions to achieve certain goals rationally (Russell and Norvig, 2021: 4). In other words, Artificial Intelligence is designed to perform various activities that have hitherto been considered to require human intelligence.

The term Artificial Intelligence was first introduced by John McCarthy at the Dartmouth Conference in 1956. McCarthy defined Artificial Intelligence as the science and engineering of making intelligent machines (McCarthy, 2007: 2). Since then, Artificial Intelligence research has expanded rapidly through various approaches, ranging from symbolic Artificial Intelligence, expert systems, machine learning, to deep learning, which forms the foundation of various modern Artificial Intelligence applications today.

The development of Artificial Intelligence cannot be separated from advancements in computing technology and the availability of massive amounts of data (big data). While in its early days Artificial Intelligence was only capable of solving simple logic problems, today Artificial Intelligence has evolved into a system capable of recognizing human faces, translating various languages automatically, diagnosing diseases, generating visual works, and even composing academic texts that closely resemble human writing (Nilsson, 2010: 78). This capability renders Artificial Intelligence one of the most revolutionary technologies in the history of modern scientific development.

In contemporary life, Artificial Intelligence has become an inseparable part of daily activities. Various digital platforms, such as search engines, social media, online transportation services, banking applications, and digital learning systems, utilize Artificial Intelligence to enhance service effectiveness. In healthcare, Artificial Intelligence is used to assist in disease diagnosis and medical data analysis. In industry, Artificial Intelligence increases production efficiency through system automation. Meanwhile, in the world of education, Artificial

Intelligence is beginning to be leveraged for personalizing learning, academic evaluation, and the development of digital learning resources (Rosyada, 2021: 102).

Nevertheless, the development of Artificial Intelligence also raises complex philosophical and ethical issues. One of the fundamental questions that frequently arises is whether Artificial Intelligence can replace the role of humans. Technically, Artificial Intelligence is indeed capable of performing many tasks previously only doable by humans. However, Artificial Intelligence still possesses fundamental limitations because it lacks consciousness (*consciousness*), free will (*free will*), moral values, and ethical responsibility as humans do (Nasution, 2019: 27).

In the Islamic perspective, this distinction is crucial because humans are viewed not merely as biological entities possessing thinking capacities, but also as spiritual beings who possess a soul (*ruh*), morals (*akhlak*), and moral responsibility before Allah Subhanahu wa Ta'ala. The Quran explains that humans are endowed with the privilege of intellect and the mandate of vicegerency (*khalifah*) that other creatures do not possess. Therefore, no matter how sophisticated Artificial Intelligence technology becomes, it remains a product of human creation that functions as a tool, not a replacement for human existence itself (az-Zuhaili, 2009: 412).

Beyond philosophical issues, the development of Artificial Intelligence also generates various social challenges. Widespread automation has the potential to displace various types of human employment. The World Economic Forum report indicates that a number of professions will undergo significant transformations due to the utilization of Artificial Intelligence and digital automation (World Economic Forum, 2025: 18). This condition demands humans to develop new competencies that are not easily replaced by machines, such as creativity, leadership, empathy, communication skills, and critical thinking.

Furthermore, the use of Artificial Intelligence in digital life also triggers ethical concerns, such as the misuse of personal data, the dissemination of false information (hoaxes), the manipulation of public opinion, algorithmic discrimination, and the misuse of technology for purposes detrimental to society. Therefore, the development of Artificial Intelligence cannot be understood merely as a technological issue, but must also be examined from moral, legal, educational, and religious perspectives so that its utilization remains within the corridors of humanity (Floridi, 2023: 67).

In the context of Islamic Religious Education, the development of Artificial Intelligence presents both opportunities and challenges. On one hand, Artificial Intelligence can be harnessed to expand educational access, enrich learning resources, and improve the effectiveness of the learning process. On the other hand, Artificial Intelligence also has the potential to cause technological dependency, diminish students' critical thinking skills, and shift spiritual values if it is not balanced with strong character education. Therefore, an integration between technological mastery and the reinforcement of Islamic values is required so that the progress of science and Artificial Intelligence can be directed to manifest the welfare of humanity (Nata, 2021: 81).

Based on the aforementioned elaboration, it can be understood that the development of science and Artificial Intelligence is a global phenomenon that cannot be separated from the dynamics of modern civilization. Science serves as the foundation for the birth of technological innovation, while Artificial Intelligence represents the most sophisticated manifestation of contemporary scientific development. The presence of Artificial Intelligence offers various opportunities for human progress, yet simultaneously presents ethical, social, and spiritual challenges that require a critical response from the perspective of Islamic Religious Education so that technological advancement remains oriented toward human and divine values.

B. The Perspective of Islamic Religious Education on the Development of Science and Artificial Intelligence

The development of science and Artificial Intelligence is a global phenomenon that brings major transformations to human life. Technology that advances rapidly has provided various conveniences in the fields of education, economy, healthcare, communication, and

industry. However, conversely, this development also raises various ethical, moral, and humanitarian issues that require a foundation of values as a guide for its application. In this context, Islamic Religious Education plays a vital role in providing normative and philosophical perspectives on the development of science and technology so that the progress achieved remains aligned with human goals and Islamic values (Nata, 2021: 54).

Through knowledge, humans are capable of managing natural resources, developing civilization, and creating various innovations beneficial to life.

Nevertheless, the concept of vicegerency also contains a dimension of moral responsibility. Humans are not only required to create technology but are also responsible for the impacts generated by that technology. Therefore, the utilization of Artificial Intelligence must consistently consider aspects of ethics, justice, humanity, and social welfare. Technology must not become a means that instead destroys life values or eliminates human dignity as creatures created by Allah (al-Qaradawi, 2018: 95).

One of the issues that frequently arises in the development of modern science is the dichotomy between religious knowledge and general knowledge. In the history of modern education, these two fields of knowledge are often positioned separately, giving birth to the view that religion only governs spiritual matters, whereas science handles worldly affairs. In reality, from an Islamic perspective, all knowledge fundamentally originates from Allah Subhanahu wa Ta'ala, so there is no contradiction between religion and science (Azra, 2019: 78).

Syed Muhammad Naquib al-Attas explains that the crisis of modern civilization emerges due to the loss of the dimension of proper human conduct (*adab*) in the development of knowledge. According to him, knowledge that is not guided by moral and spiritual values will give rise to various forms of technology misuse that harm humanity (al-Attas, 1993: 145). Therefore, Islamic Religious Education has the task of integrating the mastery of knowledge with character formation so that students are not only intellectually intelligent but also possess moral responsibility in utilizing technology.

In the context of Artificial Intelligence, the integration between knowledge and religion becomes increasingly crucial. Artificial Intelligence is capable of assisting humans in processing data, generating information, and even making decisions based on specific algorithms. However, Artificial Intelligence lacks moral consciousness, ethical responsibility, and spiritual capacity as humans do. Therefore, the final decision in using technology must remain in the hands of humans who possess value and moral considerations (Floridi, 2023: 84).

This view aligns with the thought of Wahbah az-Zuhaili, who asserts that technological advancement is part of the outcome of utilizing the intellect bestowed by Allah upon humans. However, the intellect must always be guided by revelation so that it does not engender destruction and deviation (az-Zuhaili, 2009: 418). Accordingly, technological progress is not something rejected in Islam, but must be placed within the framework of ethics and humanitarian responsibility.

A number of contemporary scholars also view that the development of digital technology and Artificial Intelligence can serve as a means for Islamic propagation (*da'wah*), education, and the dissemination of knowledge if used appropriately. Yusuf al-Qaradawi, for instance, asserts that Islam does not reject modernity and technological progress as long as such progress provides benefits and does not contradict the principles of Islamic law (*sharia*) (al-Qaradawi, 2015: 112). This perspective indicates that Islam maintains an open stance toward innovation and scientific development, yet remains steadfast in providing moral boundaries for its use.

In the educational world, Artificial Intelligence can be leveraged to enhance learning quality, expand access to information, and assist students in obtaining more diverse learning resources. However, Islamic Religious Education must continue to act as a values reinforcer so that students do not become trapped in technological dependency and continue to possess critical, ethical, and responsible thinking abilities. The presence of Artificial Intelligence must not replace the function of character education, because the formation of morals, spirituality,

and human personality cannot be completely undertaken by machines or digital systems (Rosyada, 2021: 121).

Based on the aforementioned elaboration, it can be understood that Islamic Religious Education views the development of science and Artificial Intelligence as part of the dynamics of civilizational progress that must be approached positively and critically. Islam encourages the development of knowledge as a form of executing human vicegerency duties on earth. Yet at the same time, Islam asserts that all technological developments must be directed toward welfare, justice, and the reinforcement of humanitarian values. Therefore, the integration of knowledge, technology, and religious values becomes a fundamental necessity in facing the development of Artificial Intelligence in the current global era.

C. Opportunities and Challenges of Artificial Intelligence for Islamic Religious Education

The development of Artificial Intelligence has brought significant changes to various fields of life, including the world of education. The presence of Artificial Intelligence alters not only learning methods but also the way humans acquire, manage, and distribute knowledge. In the context of Islamic Religious Education, the development of Artificial Intelligence presents great opportunities to enhance learning quality while simultaneously posing challenges that require serious attention. Therefore, a wise attitude is needed so that the utilization of technology can support the goals of Islamic education without disregarding the moral and spiritual values that form the primary foundation of education (Nata, 2021: 85).

One of the greatest opportunities for Artificial Intelligence in Islamic Religious Education is its capability to expand access to learning resources. Various Artificial Intelligence-based applications enable students to obtain Islamic information swiftly and easily. Currently, students can access Quranic exegesis, prophetic traditions, classical texts, scientific journals, and various Islamic learning materials merely through digital devices connected to the internet. The presence of Artificial Intelligence is even capable of assisting the information search process more specifically and efficiently compared to conventional methods (Rosyada, 2021: 103).

Furthermore, Artificial Intelligence also provides opportunities in creating more personalized learning. Every student possesses different capacities, interests, and learning paces. Artificial Intelligence technology allows learning systems to adjust materials, methods, and evaluations based on individual student needs. In Islamic Religious Education learning, this approach can help students comprehend religious material according to their comprehension levels and characteristics, making the learning process more effective (Kurniawan, 2020: 118).

The development of Artificial Intelligence also drives the digitalization of Islamic education. Various Islamic educational institutions are beginning to utilize online learning platforms, digital libraries, Quran memorization applications, and technology-based evaluation systems. This digital transformation opens up massive opportunities to improve the quality of Islamic education and expand the reach of Islamic propagation to the wider public. In fact, various Islamic studies can now be accessed by the global community without being restricted by space and time (Azra, 2019: 154).

According to Yusuf al-Qaradawi, the development of information technology can become a highly effective means of propagation and knowledge dissemination if used correctly and responsibly (al-Qaradawi, 2015: 117). In this context, Artificial Intelligence can serve as an instrument that helps disseminate Islamic values more widely, rapidly, and systematically. The presence of technology should not be viewed as a threat, but rather as a means that can be utilized to strengthen the education and cultivation of the community.

Nevertheless, behind these various opportunities lie a number of challenges that must be anticipated. One of the primary challenges is the issue of digital ethics. The ease of access to information through Artificial Intelligence technology is frequently accompanied by the spread of unverified information, data manipulation, and the proliferation of content that contradicts Islamic values. In the digital era, students confront not only accurate information but also

various forms of disinformation, hoaxes, and content that has the potential to corrupt morals (Floridi, 2023: 92).

These digital ethics challenges demonstrate that technological intelligence does not always run parallel with moral intelligence. Artificial Intelligence is capable of generating information rapidly, but lacks the ability to distinguish good and bad values based on ethical considerations as humans do. Therefore, Islamic Religious Education holds a strategic role in equipping students with digital literacy skills accompanied by moral consciousness and social responsibility (Nata, 2021: 91).

Beyond the issue of digital ethics, the development of Artificial Intelligence also presents challenges in the form of a moral and spiritual crisis. Rapid technological advancement frequently drives the emergence of lifestyles that are increasingly materialistic, individualistic, and pragmatic. Humans tend to measure success based on technological progress and material achievements, while spiritual aspects and humanitarian values begin to face neglect (Nasr, 1989: 215).

This phenomenon poses a serious challenge for Islamic Religious Education because the primary goal of Islamic education is not merely to form intellectually intelligent individuals, but also those who possess deep faith, noble morals, and a strong spiritual consciousness. If technology is used without the guidance of religious values, the resulting progress may instead generate various social problems such as moral degradation, low social empathy, and the weakening of religious consciousness among the younger generation (Ramayulis, 2017: 274).

The next challenge is the increase in plagiarism practices and the decline of academic integrity. The presence of various Artificial Intelligence applications capable of automatically generating essays, summaries, and answers provides conveniences for students in completing academic assignments. However, these conveniences also have the potential to encourage some students to take shortcuts without undergoing the actual processes of thinking, analysis, and learning (Rosyada, 2021: 129).

In the perspective of Islamic education, honesty (*sidq*) is one of the fundamental values that must be preserved in the process of seeking knowledge. The Prophet Muhammad Sallallahu 'Alayhi wa Sallam emphasized the importance of honesty in every aspect of life, including academic activities (al-Bukhari, n.d.: Book of Adab, Chapter on Honesty). Therefore, the use of Artificial Intelligence in education must remain within the corridors of academic ethics and must not be used as a tool to commit plagiarism or actions that contradict the value of scientific honesty.

Furthermore, dependency on technology is also a challenge that cannot be overlooked. The conveniences provided by Artificial Intelligence can cause students to become less active in critical thinking, analyzing problems, and developing their own creativity. If the entire learning process is surrendered to technology, students risk losing the ability to think independently and the capacity to solve problems directly (Schwab, 2016: 95).

In the perspective of Islamic Religious Education, the intellect is a gift from Allah that must be used optimally for thinking, reflecting, and seeking truth. Therefore, technology should function as an auxiliary tool in the learning process, not a replacement for human intellect. Artificial Intelligence should be utilized to strengthen the intellectual capacity of students, not to make them entirely dependent on technology (Shihab, 2014: 432).

According to the author's analysis, the greatest challenge of Artificial Intelligence for Islamic Religious Education does not lie in the technology itself, but rather in the readiness of humans to manage it. Technology is fundamentally neutral; the benefits or harms it generates depend heavily on how humans utilize it. Therefore, Islamic Religious Education must be able to present a balance between technological mastery and character building so that students do not only become a digitally literate generation but also possess moral integrity, social responsibility, and a strong spiritual consciousness.

Based on the aforementioned elaboration, it can be understood that Artificial Intelligence presents massive opportunities for the development of Islamic Religious Education through increased access to information, personalization of learning, and the digitalization of education. However, at the same time, Artificial Intelligence also brings

challenges in the form of digital ethics issues, moral and spiritual crises, academic plagiarism, and technological dependency. Therefore, an integrative educational approach is required so that technological advancement can be utilized optimally without disregarding the Islamic values that constitute the primary objective of education.

D. Strategies for Strengthening Islamic Religious Education in the Era of Artificial Intelligence

The development of Artificial Intelligence has brought massive transformations to the world of education. Technology no longer functions merely as a learning aid, but has become part of the educational ecosystem that influences how people think, learn, interact, and acquire knowledge. In this situation, Islamic Religious Education faces the challenge to remain capable of executing its primary function as a means for character building, spiritual reinforcement, and moral construction of students. Therefore, a comprehensive strategy is required so that technological development can run parallel with the strengthening of Islamic values (Nata, 2021: 112).

One of the most important strategies is the strengthening of character education. Technological progress is not always followed by moral progress. The phenomena of digital media misuse, the spread of hoaxes, cyberbullying, plagiarism, and the decline of communication ethics demonstrate that intellectual intelligence is insufficient to shape a well-mannered individual. In this context, Islamic Religious Education holds a strategic role in instilling the values of honesty, responsibility, discipline, trustworthiness (*amanah*), tolerance, and social care in students (Ahmad, n.d.: Hadith Number 8952).

Character reinforcement in Islamic education is not only carried out through the delivery of learning materials, but also through noble role modeling (*uswah hasanah*), habituation, and the strengthening of a religious school culture. The Prophet Muhammad Sallallahu 'Alayhi wa Sallam himself was sent to perfect human morals, as he stated: "Indeed, I was sent only to perfect noble character." This tradition indicates that character formation is the main goal of Islamic education. Therefore, technological mastery must always be balanced with moral cultivation so that students are capable of using technology responsibly.

In addition to the character reinforcement, another essential strategy is the development of digital literacy based on Islamic values. Digital literacy does not merely mean the ability to use technological devices, but also the capacity to comprehend, evaluate, and utilize information critically and ethically. In the era of Artificial Intelligence, students have incredibly vast access to various sources of information, both beneficial and potentially misleading (Rosyada, 2021: 134).

According to Abuddin Nata, Islamic education in the digital era must be capable of forming students who are not only proficient in using technology but also possess the capacity to filter information based on religious and moral values (Nata, 2021: 119). Thus, digital literacy in the Islamic perspective is oriented not only toward technical skills but also toward the formation of ethical and spiritual consciousness in utilizing technology.

In practice, digital literacy based on Islamic values can be implemented through learning that integrates religious teachings with the use of technology. Students need to be guided to comprehend social media ethics, preserve digital privacy, avoid the dissemination of inaccurate information, and use technology as a means to gain knowledge and strengthen faith. This strategy is critical given that many students today obtain religious information from digital media that may not necessarily possess adequate scientific validity and authority (Azra, 2019: 168).

The next strategy is the optimization of the teacher's role in the educational process. The presence of Artificial Intelligence is indeed capable of assisting various learning activities, ranging from the provision of materials to learning evaluation. However, technology cannot completely replace the role of the teacher as an educator, guide, motivator, and moral role model for students (Kurniawan, 2020: 141).

In the perspective of Islamic Religious Education, a teacher functions not only as a conveyer of knowledge (*mu'allim*), but also as a character builder (*murabbi*) and a spiritual guide (*mursyid*). This role cannot be replaced by Artificial Intelligence systems because

Artificial Intelligence lacks empathy, role-modeling capacity, and the ability to build emotional relationships with students. Therefore, teachers must be able to adapt to technological developments while preserving the educational and moral functions that characterize Islamic education (Ramayulis, 2017: 291).

According to Syed Muhammad Naquib al-Attas, the goal of Islamic education is to produce a well-mannered human being (*insan adabi*), namely a human who is capable of placing everything in its proper position based on the Islamic worldview (al-Attas, 1993: 147). In this context, teachers bear a great responsibility to ensure that technology is used as an educational medium, not as a replacement for the student character formation process.

Beyond schools, strengthening Islamic Religious Education in the era of Artificial Intelligence also requires collaboration among families, schools, and society. Education cannot be burdened solely upon school institutions because students live in a broader social environment. Parents hold an important role in providing supervision, value habituation, and guidance in the use of technology at home (Daradjat, 2018: 35).

The family constitutes the first and primary educational environment for a child. In many cases, the moral problems of the younger generation are caused not only by weak formal education but also by a lack of guidance and communication within the family. Therefore, parents need to possess adequate digital literacy to be able to direct and supervise their children's digital activities effectively.

On the other hand, society also bears a responsibility in creating a social environment that supports the growth of a generation that is both morally upright and technologically literate. Synergy among families, schools, and society will strengthen the internalisation process of religious values so that students are capable of confronting various challenges of the digital era in a more mature and responsible manner (Ulwan, 2011: 22).

The final strategy, which is no less important, is the wise and responsible utilization of Artificial Intelligence. Islam fundamentally does not reject technological developments as long as the technology is used for welfare and does not contradict the principles of Islamic law. Therefore, Artificial Intelligence must be positioned as a tool that assists humans in improving the quality of life, not as a replacement for genuine human functions (al-Qaradawi, 2015: 118).

In the context of education, Artificial Intelligence can be leveraged to enrich learning resources, assist in personalizing learning, accelerate access to information, and improve the effectiveness of the educational process. However, the use of Artificial Intelligence must consistently respect the principles of academic honesty, moral responsibility, and reverence for human values. Students need to be guided so that they do not use Artificial Intelligence as a means of plagiarism or a shortcut that eliminates the processes of thinking and learning (Floridi, 2023: 103).

According to the author's analysis, the primary challenge of education in the era of Artificial Intelligence is not the existence of the technology itself, but rather the human capacity to control and direct it. Technology that is not guided by religious and moral values can generate various deviations, whereas technology used wisely can become an effective means of building a better civilization. Therefore, Islamic Religious Education must be able to become the moral foundation that directs technological development so that it remains oriented toward human welfare.

Based on the aforementioned elaboration, it can be understood that strengthening Islamic Religious Education in the era of Artificial Intelligence requires various integrated strategies, including the strengthening of character education, the development of digital literacy based on Islamic values, the optimization of the teacher's role, collaboration among families, schools, and society, as well as the wise and responsible utilization of Artificial Intelligence. Through these strategies, Islamic Religious Education is expected to be capable of producing a generation that is not only excellent in technological mastery but also possesses noble character, moral integrity, and a strong spiritual consciousness in facing global challenges.

Conclusion

The development of science and Artificial Intelligence is an inseparable part of the progress of human civilization in modern life. Artificial Intelligence has brought forth various innovations in education, healthcare, economy, communication, and various other aspects of life. Its presence provides conveniences in data processing, information access, as well as enhancing the effectiveness and efficiency of human labor. Nevertheless, this technological advancement also carries diverse social, ethical, and moral consequences that demand serious attention, particularly within the world of education.

In the perspective of Islamic Religious Education, the development of science and Artificial Intelligence is fundamentally in alignment with Islamic teachings, which encourage adherents to develop knowledge and utilize technology for the welfare of life. The Quran and prophetic traditions provide immense encouragement for humans to continuously think, investigate, and develop knowledge as a form of executing the duty of vicegerency on earth. Therefore, the advancement of Artificial Intelligence does not need to be viewed as a threat to religion, but rather as a means that can be utilized to enhance the quality of education and human life, provided it is used correctly and responsibly.

On the other hand, the development of Artificial Intelligence also presents various challenges for Islamic Religious Education, such as moral and spiritual crises, uncontrolled dissemination of information, academic plagiarism, and heightened dependency on technology. These challenges demonstrate that Artificial Intelligence cannot completely replace the role of humans, especially in aspects of character building, morality, religious values, and role modeling. Consequently, Islamic education holds a strategic role in establishing a balance between technological sophistication and the reinforcement of spiritual values.

In confronting the era of Artificial Intelligence, a strengthening strategy for Islamic Religious Education is required through character education, the development of digital literacy based on Islamic values, the optimization of the teacher's role as a moral guide, and collaboration among families, schools, and society. With this approach, Artificial Intelligence technology can be utilized wisely as an instrument for civilizational progress without erasing identity, Islamic values, and the primary objective of education, which is to shape human beings who are knowledgeable, faithful, devout, and possess noble character.

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