



Artificial Intelligence and Islamic Education: A Theoretical Review

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ABSTRACT

As these potent technologies develop further, AI offer previously unheard-of opportunities as well as difficult problems that demand careful consideration. It is impossible to overestimate the significance of AI in education. In order to ensure that AI's transformational potential is utilized for the benefit of society as a whole, we therefore seek to contribute to the development of a responsible and ethical approach to its application. In order to accomplish the goals and objectives of the research, a theoretical literature survey is carried out, and a conceptual framework for further investigation is provided. Islamic education is viewed by the authors of the current study as a dependent variable that is influenced by artificial intelligence. A future where AI in education catalyzes good change and



enables people and communities to realize their full potential will be created by promoting equal access to AI-driven tools, encouraging interdisciplinary cooperation, and engaging in open discourse.

Keywords: *Economy, Student, Teacher, Tools*

INTRODUCTION

Over the past three decades, the world economy has undergone unprecedented levels of digitalization (Kraus et al., 2022). The quick development of generative artificial intelligence (AI) has ushered in a new era of innovation in a number of fields, including education (<https://dailytargum.com/article/2022/12/editorial-openais-chatgptraises-concerns-over-academic-integrity>). As these potent technologies develop further, AI offer previously unheard-of opportunities as well as difficult problems that demand careful consideration (Emenike & Emenike, 2023). It is impossible to overestimate the significance of AI in education. AI-powered tools and applications have started to improve research productivity and change the educational process, and also can assist scientists and educators in navigating the increasingly complicated terrain of their respective areas by simplifying a number of aspects of research and education, which will ultimately result in ground-breaking discoveries and better learning results (Alasadi & Baiz, 2023).

In addition to addressing the mounting worries brought on by AI's expanding influence, this article attempts to give an outline of the chances and advantages that AI may present in the context of education. By doing this, we offer a fair assessment of AI's place in the field of education and suggest possible ways to lessen the difficulties in integrating it. In order to ensure that AI's transformational potential is utilized for the benefit of society as a whole, we therefore seek to contribute to the development of a responsible and ethical approach to its application.

Artificial Intelligence (AI)

A relatively new technology called artificial intelligence (AI) aims to improve human intelligence or productivity. AI is very useful in many different sectors (Ahmad et al., 2021, 2022; Kolotylo-Kulkarni et al., 2021). AI as a technical term that evaluates and realizes a human's regular mental process through intellectual stimulation and development (Ahmad et al., 2022). AI technology is based on algorithms that mimic the functioning of the human mind. AI combines engineering and social science and has numerous applications that improve civilization.



It is capable of recognizing human commands and using algorithms to comprehend data in a way similar to how the human mind does.

Modern science and technological advancements have changed both our personal and professional life, leading to an increase in business uses of AI. It provides several benefits and is increasingly the primary force behind e-commerce (Helmy Mohamad et al., 2022). The subject of AI is growing quickly in both academia and industry, drawing researchers to further investigate its applications in a variety of fields and advance its technological capabilities. These days, it assists individuals with a range of duties, such. As a result, it is a major contributor to the modern era of advancement (Ran et al., 2020).

Approach of AI in Education

Concerns over AI tools' possible effects on students' learning and academic results have been raised by their growing use in a number of fields, including education. In an effort to maintain conventional teaching techniques and abilities, some educational institutions have even gone so far as to forbid the use of specific AI platforms (<https://time.com/6246574/schools-shouldnt-ban-access-to-chatgpt/>). It is more practical and advantageous to embrace these AI technologies and teach students how to use them in an ethical and appropriate manner.

The real world, where technology is progressively influencing human behavior and decision-making, must be taken into consideration while designing educational objectives in the current technological environment. Students must be able to use AI tools, be aware of their limitations, and learn how to question and apply these technologies in an ethical manner, and students would not be sufficiently prepared for issues in the future if this reality were ignored and attempts were made to teach in a technologically isolated setting (Alasadi & Baiz, 2023). As a result, adopting AI technologies in the classroom can have many advantages—as long as they are included into the teaching and learning process in an ethical and responsible manner. This method can help students develop their own talents while enabling them to investigate the potential benefits and drawbacks of technology.

Islamic Education

Islamic education is a holistic approach to teaching and learning that is based on Islamic concepts and ideas and is intended to support an individual's whole development (Mahmudulhassan, 2024). Along with teaching moral character development, intellectual



capacity, ethical behavior, and spiritual growth, this system also educates about the Islamic faith, including its beliefs, practices, laws, and ethics. Islamic education is based on the teachings of the Quran, the sacred book of Islam, and the Sunnah, or the traditions and practices of the Prophet Muhammad (peace be upon him) (Mahmudulhassan, 2024). According to Islamic literature, the idea of Islamic education encompasses knowledge, decision-making, and action, all of which are founded on wisdom (Munadi & Aisyah, 2022).

The three Arabic sentences that collectively define what it means to receive an education in an Islamic context have been agreed upon by most Islamic scholars. The purpose of education is explained and made clear in two Qur'anic passages, and the same verse contains both of these phrases (Mahmudulhassan, 2024). The first idea to be presented is "tarbyah," which comes from the root word "Rabba" and means "to increase and grow." God states in the Qur'an, "And lower unto them the wing of submission through mercy and say: my Lord! Have mercy on them both as they did nurture me when I was little (Surah Al-Isra' 17:24) (Wiranto et al., 2023).

But the first phrase implies that the goal of Islamic education is to safeguard and nurture the kid. The second term in the Qur'an for education is "ta'lim." It comes from the root "allama," which means "to know." This phrase makes it very evident that one of the objectives of Islamic education is to transmit knowledge. However, Islamic education is mentioned in other primary Islamic sources outside the Qur'an (Sanyoto et al., 2023). Furthermore, the Sunnah of the Prophet Muhammad has a number of sayings that discuss knowledge and education. The Prophet himself issued the strongest demand for self-education (Vieyra & Edwards, 2021).

Islamic education takes a multifaceted approach to promoting people's intellectual, moral, social, and spiritual growth and is founded on Islamic principles. Islamic scholars and educators have highlighted different facets of this core throughout history. Muslim higher education institutions that are emerging gradually, such as universities that are rapidly expanding, need to promote educational ideals of openness, critique, and conversation to instill an open paradigm of thinking and being scientific (Farabi et al., 2023). The main objective of education is character development. The formation of moral character via religious education within the context of Islam. The main goal of Islam's educational system is to lead individuals toward greatness and piety in this life as well as the next. The core of education is a study that emphasizes educational concepts in every aspect of human existence. Islamic education aims to produce future



generations who are capable of learning and who are committed to using what they have learned to become closer to Allah. Allah will increase the rewards for those who make an effort to pursue knowledge since He honors those who do so diligently (Endartiningsih et al., 2023).

The essence of education is the Islamic educational process, which aims to produce individuals who obey Allah SWT, have good morals, and behave well in society. Along with intellectual components, education also includes moral, ethical, and spiritual aspects. The formation of moral values and strong character via Islamic teachings is highly valued in Islamic education (Hartono et al., 2018). The goal of Islamic education is to create conditions and surroundings that enable individuals to live moral lives both here on Earth and in the hereafter under the protection of Allah's SWT. This is what we generally hope to accomplish and attain. "I created humans and jinn only to worship me" (Adz-Zariyat 51: 56). Therefore, Islamic education uses religious instruction with core educational ideals to bring people closer to God and God's objectives (Mahmud et al., 2025).

Islamic education's main goal is to support people's holistic development by fostering their moral, intellectual, social, and spiritual aspects in accordance with Islamic principles. Moral excellence has significant impact in muslim society (Sule & Mainiyo, 2023). This objective is based on the idea of "Tazkiyah," or the purifying of the self, which emphasizes gaining virtue and achieving spiritual perfection (Nugraha et al., 2024). Islamic education, which adheres to Islamic principles, aims to promote an individual's holistic growth by attending to their academic, social, moral, and spiritual requirements. It is based on the concepts of tazkiyah, or self-purification. This objective aligns with the more general notion of human flourishing, which stresses reaching one's maximum potential and leading a purposeful life in accordance with Islamic principles. Islamic education seeks to create people who are intelligent, morally upright, and able to contribute significantly to society—that is, people who consistently uphold the fundamental tenets of Islam. This can be accomplished by combining pragmatic insight with spiritual guidance (Effendi & Arifi, 2023).

RESEARCH METHOD

In order to accomplish the goals and objectives of the research, a theoretical literature survey is carried out, and a conceptual framework for further investigation is provided. We



discussed the research methodology that earlier scholars had used (Torkayesh et al., 2023; Vasiljeva et al., 2017). This research uses 53 research articles as review materials.

RESULT AND DISCUSSION

Islamic education is viewed by the authors of the current study as a dependent variable that is influenced by artificial intelligence. Figure 1 displays the conceptual model for the study.



Figure 1.
Research Conceptual Model

The authors formulated the following research questions based on the conceptual model:

- RQ1: To what extent does the implementation of Artificial Intelligence tools (e.g., personalized learning systems, chatbots) affect student learning outcomes in Islamic Education?
- RQ2: How effective are AI-driven teaching methodologies (e.g., adaptive testing, automated feedback) in improving the quality and accessibility of Islamic Education content (e.g., Quran memorization, Hadith study)?
- RQ3: What is the perceived impact of Artificial Intelligence on the pedagogical practices of Islamic Education teachers and curriculum designers?
- RQ4: Does the use of AI in teaching Islamic ethics and values result in a measurable difference in student ethical reasoning or behavior compared to traditional methods?
- RQ5: What are the key challenges and opportunities in integrating Artificial Intelligence into the diverse fields of Islamic Education (e.g., Fiqh, Aqeedah, Tafsir)?
- RQ6: How do teacher readiness and technological infrastructure in Islamic schools moderate the relationship between the use of Artificial Intelligence and educational effectiveness?
- RQ7: What are the ethical considerations and potential biases that must be addressed when deploying Artificial Intelligence tools within the context of Islamic Education?



- RQ8: Is the impact of AI on Islamic Education uniform across different educational levels (e.g., primary, secondary, higher education, adult learning)?
- RQ9: What are the perceptions and attitudes of Islamic Education students regarding the use of Artificial Intelligence in their learning process?
- RQ10: What are the key concerns and recommendations from Islamic scholars and educators regarding the future role of Artificial Intelligence in preserving and disseminating authentic religious knowledge?

AI can improve learning results in Islamic education, according to international studies (Effendi & Arifi, 2023). Facilitating conditions, unexpectedly, negatively impacted behavioral intention, likely due to satisfaction with existing resources reducing the perceived necessity for new tools, and a strong positive correlation between behavioral intention and actual use behavior demonstrated the critical role of intention in driving adoption (Zaim et al., 2024).

AI-based technologies such as adaptive learning systems and intelligent tutoring systems are revolutionizing traditional pedagogical paradigms as they individualize instruction to the needs of particular learners (Alawneh et al., 2024). There is strong positive relationship between value and expectancy components, strong positive relationship between value and affective components, and strong positive relationship between expectancy and affective components (Aziz et al., 2024). AI is here to help with all human affairs, easing the workload on hand (Dwi Rahmah & Hamami, 2025).

AI is in charge of virtual reality (VR) and augmented reality (AR) technologies, which improve immersion and interaction. There is a relationship between personality and behavior in the domain of agreeableness (McCreery et al., 2013). Beyond immersion, it is thought that the strategic application of AI, frequently in conjunction with models such as Problem-Based Learning (PBL), can enhance students' problem-solving and teamwork abilities within the framework of Islamic education (Hayuningsih & Dartim, 2025). The goal of application of AI to Islamic educational institutions is to improve the quality of learning and accelerate digital transformation efforts for education (Hamruni & Suwartini, 2022).

AI technologies will continue to evolve, offering new opportunities for collaborative learning, skill development, and lifelong education (Farahani & Ghasemi, 2024). By offering comprehensive evaluations of student performance and learning patterns, teachers can use



Adaptive Learning Platform (ALP). An ALP is an e-learning platform that utilizes adaptive technologies to dynamically tailor instructional content to meet individual students' learning needs (Tan et al., 2025). Through personalized instruction, each learner receives content suited to their unique profile, maximizing their learning outcomes (Peng et al., 2019). While the integration of AI in education offers unprecedented opportunities for innovation and improvement, it is imperative to navigate the associated challenges with diligence and ethical foresight, and by addressing these challenges thoughtfully, stakeholders can harness the full potential of AI to cultivate equitable, inclusive, and effective educational environments (Chima Abimbola Eden et al., 2024).

CONCLUSION

AI integration in education has the revolutionary potential to completely change how we teach, learn, and carry out scientific research. We must not ignore AI's inherent issues and difficulties, even while the opportunities are numerous and range from more efficient research to individualized learning experiences. Finding a balance between utilizing AI's potential and resolving the issues it brings up is crucial. In order to accomplish this, we must integrate AI with consideration, ethics, and inclusivity, making sure that everyone can benefit from it and that any possible risks are minimized. A future where AI in education catalyzes good change and enables people and communities to realize their full potential will be created by promoting equal access to AI-driven tools, encouraging interdisciplinary cooperation, and engaging in open discourse. This research limited to theoretical review, future research can conduct empirical studies on the concepts in this study.

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