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Islamic Religious Education Learning in the Era of Artificial Intelligence: Ethical and Pedagogical Challenges

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ABSTRACT

The rapid advancement of artificial intelligence (AI) has significantly transformed educational practices, including Islamic Religious Education (IRE). While AI offers substantial potential to enhance learning effectiveness through personalization, adaptive instruction, and data-driven assessment, its integration into IRE raises critical ethical and pedagogical concerns. This study aims to examine the implications of AI for Islamic Religious Education, with particular attention to the challenges of maintaining ethical values and pedagogical integrity in technology-mediated learning environments. Using a qualitative literature review approach, this study analyzes relevant theoretical and empirical studies on AI in education, Islamic pedagogy, and Islamic ethics. The findings indicate that although AI can support instructional efficiency and learner engagement, it is limited in addressing the affective and spiritual dimensions central to IRE. Ethical issues such as data privacy, algorithmic bias, and the authority of religious knowledge, along with pedagogical challenges related to moral formation and teacher–student interaction, remain significant. The study concludes that a human-centered and ethically grounded integration of AI is essential to ensure that technological innovation aligns with the moral and spiritual objectives of Islamic Religious Education.

Keywords: Artificial Intelligence, Islamic Religious Education, Ethics, Pedagogical Challenges

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INTRODUCTION

The rapid advancement of artificial intelligence (AI) has significantly transformed the landscape of education worldwide. AI technologies are increasingly integrated into teaching, learning, and educational management, reshaping traditional pedagogical approaches and institutional practices. This transformation extends beyond curriculum design and instructional methods to include educational infrastructure and the digital competencies of educators, which must evolve to keep pace with technological change (Maola et al., 2024; Nasihuddin, 2024; Young, 2024). As a result, education systems are undergoing a paradigm shift toward more data-driven, adaptive, and technology-mediated learning environments.

In educational practice, AI plays a crucial role in enabling personalized and adaptive learning experiences. Empirical studies demonstrate that AI-based systems can tailor instructional content to individual students' abilities, learning styles, and progress, thereby challenging the relevance of one-size-fits-all pedagogical models (Afril et al., 2024; Young, 2024). AI-powered learning tools are also capable of providing real-time and specific feedback on students' strengths and weaknesses, which has been shown to improve learning outcomes and student engagement (Femi & Supriadi, 2024; Zohuri, 2024). Consequently, AI has become a key driver of innovation in contemporary education.

The influence of AI is particularly evident in higher education, where institutions increasingly rely on data analytics and intelligent systems to enhance learning effectiveness and institutional decision-making. AI is used to analyze academic data, predict student performance, and support evidence-based educational policies (Afril et al., 2024; Li & Yang, 2023). These developments position education in the AI era as potentially more efficient, responsive, and aligned with societal needs (Zhang, 2023). However, this growing reliance on technology also raises fundamental questions about the values and purposes that underpin educational processes.

Despite its transformative potential, the integration of AI in education is accompanied by significant challenges. Inadequate technological infrastructure, limited digital literacy among teachers, and unequal access to technology remain persistent obstacles, particularly in developing contexts (Gafarurrozi et al., 2024; Nasihuddin, 2024). Moreover, ethical concerns related to data privacy, surveillance, and the use of sensitive student information have intensified debates about the responsible deployment of AI in educational settings (Alamin & Sauri, 2024; Khodijah et al., 2024). These issues highlight the need for ethical frameworks that guide technological adoption in education.

Within this broader transformation, Islamic Religious Education (IRE) occupies a strategic position in shaping students' faith, morals, and character. IRE is not merely concerned with the transmission of religious knowledge but also with the internalization of Islamic values that guide ethical behavior and social responsibility. In contemporary societies, including Indonesia, concerns about moral decline among youth have reinforced the urgency of strengthening character education through Islamic teachings (Arti et al., 2024; Marzuni & Romelah, 2023; Sholihah & Maulida, 2020). Thus, IRE serves as a foundational component of holistic education.

Character education is a central pillar of IRE, aiming to cultivate virtues such as honesty, compassion, responsibility, and moral integrity. Research consistently emphasizes that strong moral foundations are essential for enabling students to navigate the complexities of modern life while fulfilling their roles as ethically responsible individuals (Anggraini et al., 2023; Salsabilla et al., 2022). However, studies also reveal persistent challenges in translating Islamic moral teachings into lived practices within educational environments, resulting in a gap between normative knowledge and everyday behavior

(Diana & Sugiharto, 2024; Slamet et al., 2023). Teachers, therefore, play a pivotal role as moral exemplars and facilitators of ethical learning.

The rapid progress of AI and digital technologies further intensifies the gap between technological development and Islamic ethical values. The emergence of Society 5.0 underscores the need for a human-centered approach to technology that prioritizes ethical considerations, data privacy, and social responsibility (Furqani et al., 2020; Hadiati et al., 2024). Islamic education is uniquely positioned to bridge this gap by integrating digital ethics and Islamic moral principles into the curriculum, thereby preparing students to engage responsibly with AI and emerging technologies (Arifuddin et al., 2023; Pranoto & Haryanto, 2024). In this context, examining the ethical and pedagogical challenges of AI in Islamic Religious Education becomes essential to ensure that technological innovation supports, rather than undermines, the moral objectives of education.

METHOD

This study employs a qualitative research design using a literature review approach to examine the ethical and pedagogical challenges of Islamic Religious Education in the era of artificial intelligence. The literature review method is used to synthesize theoretical perspectives, empirical findings, and conceptual discussions related to artificial intelligence in education, Islamic Religious Education, character education, and Islamic ethical values. Relevant sources were collected from reputable national and international academic publications, including peer-reviewed journal articles, books, and conference proceedings published in the last decade to ensure the relevance and currency of the data.

The data analysis process involved systematic stages of literature selection, classification, and critical analysis. Selected studies were reviewed to identify key themes, patterns, and gaps concerning the integration of AI in Islamic educational contexts, particularly in relation to ethical considerations and pedagogical practices. The findings from the reviewed literature were then synthesized through descriptive and interpretative analysis to construct a comprehensive understanding of how AI influences Islamic Religious Education and to propose conceptual insights for ethically grounded and pedagogically sound educational practices in the AI era.

RESULT AND DISCUSSION

Result

1. The Transformation of Islamic Religious Education Learning in the AI Era

The rapid development of artificial intelligence has reshaped educational practices across disciplines, including Islamic Religious Education (IRE). Traditionally, IRE has relied heavily on face-to-face instruction, textual learning, and teacher-centered pedagogies aimed at transmitting religious knowledge and moral values. However, the integration of AI-driven technologies has begun to alter these long-established practices by introducing digital learning

environments, intelligent tutoring systems, and adaptive instructional models. This transformation signals a shift in how religious knowledge is accessed, processed, and internalized by learners in contemporary educational contexts.

In the AI era, learning is no longer confined to physical classrooms or static instructional materials. AI-supported platforms enable students to engage with Islamic learning resources through digital Qur'anic applications, interactive fiqh simulations, and personalized learning dashboards. These tools allow students to learn at their own pace, revisit complex concepts, and receive immediate feedback on their understanding. Studies indicate that such personalization enhances cognitive engagement and supports differentiated learning, which was often difficult to achieve in conventional IRE classrooms (Afril et al., 2024; Young, 2024).

Despite these advantages, the transformation of IRE learning in the AI era is not merely a technical shift but also a pedagogical and philosophical one. Islamic education is fundamentally value-laden, aiming not only to develop intellectual understanding but also to shape faith (*iman*), practice (*'amal*), and character (*akhlaq*). The increased reliance on AI-mediated learning raises questions about whether digital systems can adequately support the affective and spiritual dimensions of religious education. Research by (Maola et al., 2024) suggests that while AI enhances efficiency, it must be carefully aligned with the normative goals of Islamic pedagogy to avoid reducing religious learning to purely cognitive outcomes.

Another significant aspect of this transformation is the changing role of teachers in IRE. In conventional settings, teachers functioned as primary sources of religious authority and moral exemplars. In AI-supported learning environments, their role increasingly shifts toward facilitation, guidance, and ethical supervision. While AI can deliver content and assess comprehension, it cannot replace the teacher's role in modeling ethical behavior and nurturing spiritual awareness. (Caena & Redecker, 2019; Falloon, 2020; Maidee, 2025; Mushadi et al., 2025; Rasdiana et al., 2024) emphasizes that this shift requires teachers to develop new competencies that integrate pedagogical expertise, digital literacy, and moral leadership.

Before examining the broader implications of this transformation, it is important to systematically compare conventional IRE learning with AI-supported IRE learning to understand the nature and scope of change. The following table presents a comparative overview of key dimensions affected by the integration of AI in Islamic Religious Education.

Table 1. Transformation of Islamic Religious Education Learning in the AI Era

Dimension	Conventional IRE Learning	AI-Supported IRE Learning
Learning orientation	Teacher-centered	Learner-centered and adaptive
Learning resources	Printed textbooks and lectures	Digital, interactive, AI-assisted materials
Learning pace	Uniform for all students	Personalized according to

		learner needs
Assessment	Manual and summative	Automated, formative, and data-driven
Teacher role	Knowledge transmitter	Facilitator, mentor, and moral guide
Student engagement	Passive to moderately active	Interactive and self-directed

Table 1 illustrates that AI integration significantly alters both instructional processes and learning experiences in IRE. The shift toward learner-centered and adaptive learning allows students to engage more actively with Islamic content, potentially increasing motivation and comprehension. Automated formative assessments also enable continuous monitoring of student progress, which supports timely pedagogical intervention. These findings align with previous research highlighting AI's capacity to enhance learning efficiency and responsiveness (Femi & Supriadi, 2024; Zohuri, 2024).

However, the table also reveals critical limitations. While AI improves accessibility and personalization, it does not inherently address the moral and spiritual objectives of IRE. Automated systems are designed to process data and patterns, not to cultivate sincerity, moral consciousness, or spiritual reflection. As noted by (Slamet et al., 2023), religious education that prioritizes efficiency over ethical formation risks creating a disconnect between knowledge acquisition and moral practice. Therefore, the transformation depicted in Table 1 must be understood as partial and supportive rather than comprehensive.

From a broader perspective, the transformation of IRE learning reflects global trends in education driven by digitalization and Society 5.0. This paradigm emphasizes human-centered technology that enhances human welfare rather than replacing human roles. In the context of IRE, this implies that AI should function as an educational aid that supports teachers and learners while preserving the humanistic and ethical foundations of Islamic education. (Hadiati et al., 2024) argue that technology must be embedded within ethical frameworks to ensure that educational transformation remains aligned with cultural and religious values.

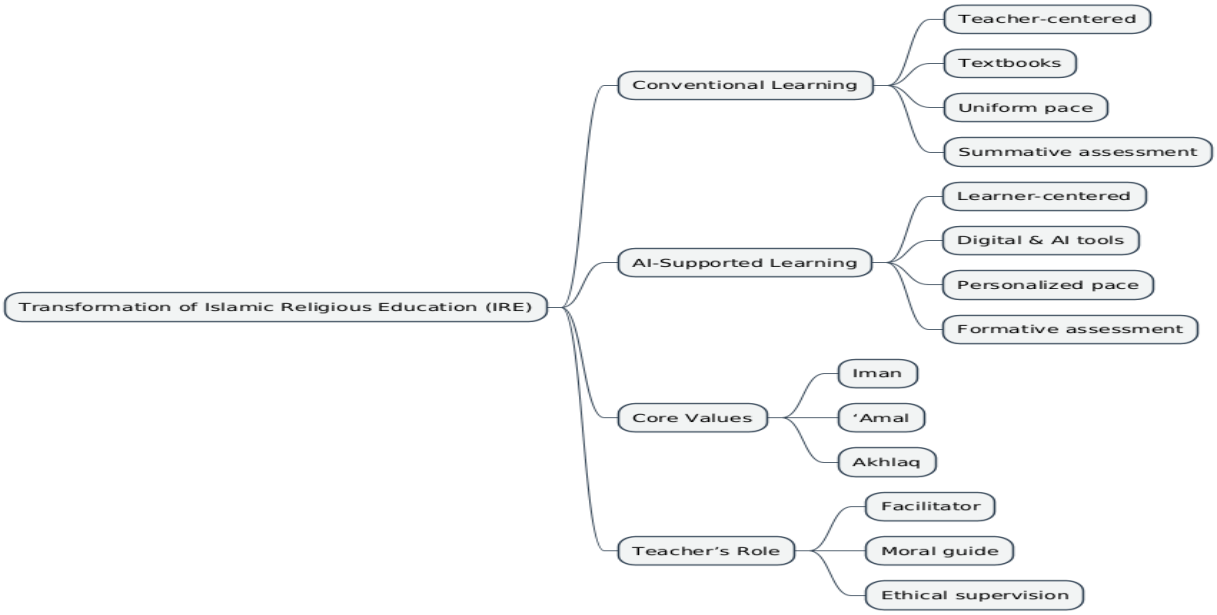

Figure 1. Conceptual Overview of Islamic Religious Education Learning Transformation in the AI Era

The figure illustrates a significant shift in Islamic Religious Education learning from conventional, teacher-centered approaches toward AI-supported, learner-centered, and adaptive learning models. The integration of digital and AI-assisted learning tools enables personalized learning experiences, flexible learning pace, and continuous formative assessment. Nevertheless, the core objectives of Islamic Religious Education—namely the development of faith (*iman*), practice (*'amal*), and character (*akhlaq*)—remain central and cannot be fully addressed by technological systems alone. Consequently, the role of teachers is repositioned as facilitators, moral guides, and ethical supervisors who ensure that the use of artificial intelligence in learning aligns with the normative, spiritual, and humanistic goals of Islamic education.

2. Pedagogical and Ethical Implications of AI Integration in Islamic Religious Education

The integration of artificial intelligence into Islamic Religious Education (IRE) learning brings important pedagogical and ethical implications that must be carefully considered. While AI-supported learning environments offer efficiency, personalization, and expanded access to learning resources, they also challenge the traditional foundations of Islamic pedagogy, which emphasize moral formation, spiritual development, and the internalization of values (Dahlan et al., 2023; Siregar et al., 2026; Zainol et al., 2025). Consequently, the use of AI in IRE cannot be understood merely as a technological enhancement but must be situated within a broader pedagogical and ethical framework.

From a pedagogical perspective, AI encourages a shift toward learner-centered and adaptive learning models. Personalized learning systems enable students to progress according to their individual abilities and needs, potentially increasing motivation and comprehension (Bernacki et al., 2021; Terzieva et al., 2023). However, this flexibility also requires careful instructional

design to ensure that learning autonomy does not lead to fragmentation of knowledge or superficial engagement with religious content. In Islamic education, learning is not only about acquiring information but also about cultivating discipline, reflection, and guided practice under the supervision of educators.

Ethically, the use of AI in IRE raises concerns related to the reduction of religious learning to measurable cognitive outcomes. Artificial intelligence systems are designed to process data, provide feedback, and optimize performance, but they lack the capacity to nurture sincerity (*ikhlas*), moral consciousness, and spiritual awareness. If not critically managed, excessive reliance on automated systems may weaken the affective and ethical dimensions of religious education. Therefore, AI should function as a supportive tool that enhances learning processes without undermining the normative objectives of Islamic education.

In this context, teachers play a crucial mediating role. They are responsible for integrating AI technologies in ways that uphold Islamic values, guide students' moral development, and foster meaningful spiritual engagement. Rather than replacing teachers, AI necessitates the strengthening of educators' roles as ethical supervisors, reflective practitioners, and moral exemplars. This alignment ensures that technological innovation contributes positively to the holistic goals of Islamic Religious Education.

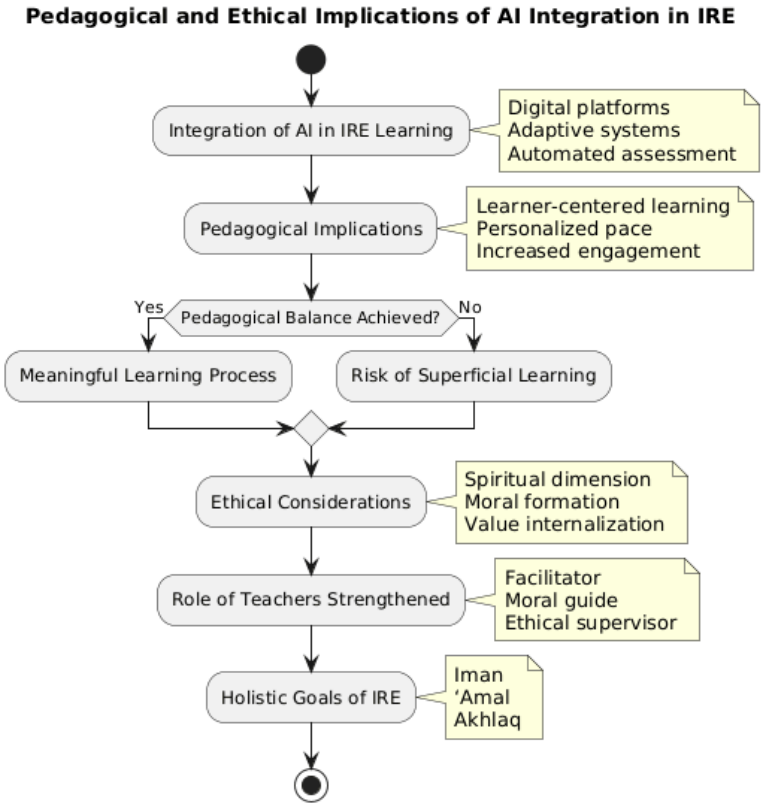

Figure 2. Pedagogical and Ethical Implications of AI Integration in Islamic Religious Education

The figure illustrates the pedagogical and ethical flow of integrating artificial intelligence into Islamic Religious Education learning. It demonstrates that the adoption of AI initially influences pedagogical practices by promoting learner-centered, personalized, and adaptive learning models. However, without careful balance, these advantages may lead to superficial engagement with religious content. Therefore, ethical considerations become essential to ensure that spiritual development, moral formation, and value internalization remain central. In this process, teachers assume a strengthened role as facilitators, moral guides, and ethical supervisors who mediate the use of AI to achieve the holistic goals of Islamic Religious Education, namely the cultivation of faith (*iman*), practice (*'amal*), and character (*akhlaq*).

3. Challenges and Future Directions of AI Implementation in Islamic Religious Education

Despite the promising potential of artificial intelligence in enhancing Islamic Religious Education (IRE) learning, its implementation is accompanied by several significant challenges. One of the primary challenges lies in the unequal access to digital infrastructure and technological resources. Not all educational institutions, teachers, and students possess adequate access to reliable internet connectivity, digital devices, or AI-based learning platforms. This digital divide risks widening educational disparities and limiting the equitable benefits of AI integration in IRE contexts.

Another critical challenge concerns teachers' readiness and competence in utilizing AI-supported learning systems. The effective integration of AI requires educators to possess not only pedagogical expertise but also sufficient digital literacy and ethical awareness (Biagini, 2025; Zhang & Zhang, 2024; Zou et al., 2025). Many teachers may experience difficulties in adapting to new technologies or in critically evaluating AI-generated content from an Islamic perspective. Without adequate professional development, AI tools may be underutilized or applied in ways that do not align with the objectives of Islamic education.

From a pedagogical and ethical standpoint, the risk of over-reliance on AI remains a central concern. Artificial intelligence systems prioritize efficiency, data processing, and performance optimization, which may unintentionally marginalize reflective learning, spiritual mentoring, and moral exemplification. If AI-driven instruction dominates the learning process, the human interaction essential to Islamic Religious Education—such as dialogue, modeling of ethical behavior, and spiritual guidance—may be diminished (Mohamad & Ismail, 2024). This condition underscores the need for a balanced integration that preserves the humanistic foundations of religious education.

Looking forward, the future direction of AI implementation in Islamic Religious Education should emphasize human-centered and value-oriented approaches. AI must be positioned as a supportive educational tool rather than a replacement for teachers or traditional pedagogical relationships. Policymakers and educational institutions should prioritize ethical guidelines, curriculum alignment, and continuous teacher training to ensure that AI

integration remains consistent with Islamic values and educational goals. By addressing these challenges thoughtfully, AI has the potential to contribute meaningfully to the holistic development of learners within Islamic Religious Education.

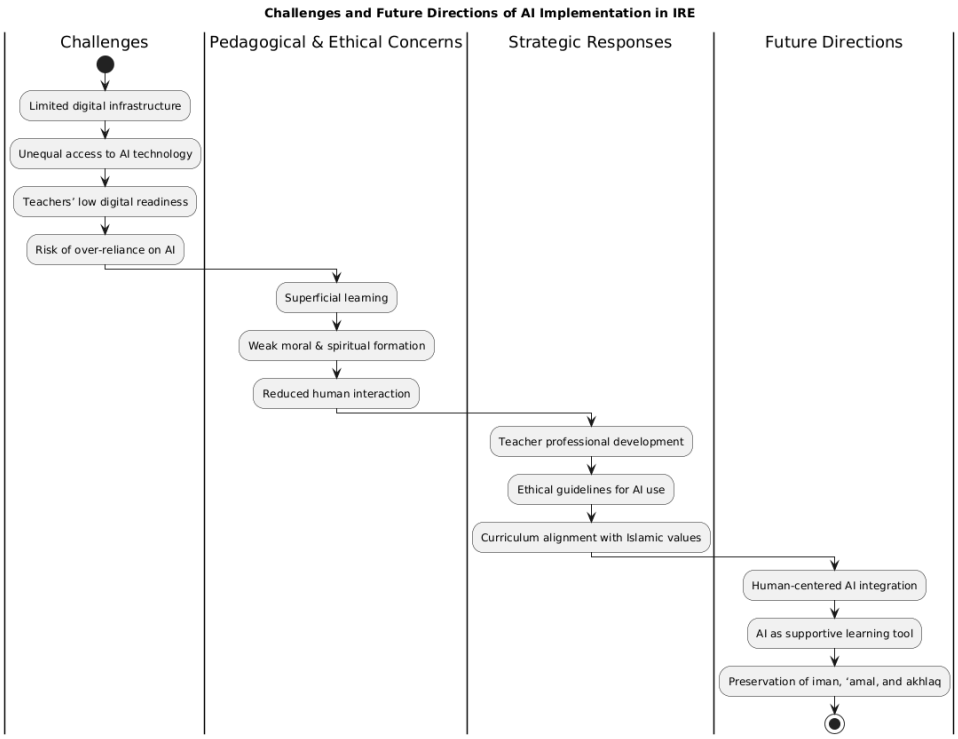

Figure 3. Challenges and Future Directions of Artificial Intelligence Implementation in Islamic Religious Education

The figure outlines the key challenges and future directions associated with the implementation of artificial intelligence in Islamic Religious Education. It highlights major constraints such as limited digital infrastructure, unequal access to technology, insufficient teacher readiness, and the risk of over-reliance on AI systems. These challenges generate pedagogical and ethical concerns, including superficial learning and the weakening of moral and spiritual formation. In response, strategic measures such as continuous teacher professional development, the establishment of ethical guidelines, and curriculum alignment with Islamic values are essential. Ultimately, the future direction of AI integration in Islamic Religious Education emphasizes a human-centered approach in which AI functions as a supportive tool while preserving the core educational objectives of faith (*iman*), practice (*'amal*), and character (*akhlaq*).

4. Teacher Roles and Moral Authority in Islamic Religious Education in the AI Era

The integration of artificial intelligence into Islamic Religious Education (IRE) has significantly reshaped the role of teachers, particularly in relation to moral authority and character formation. Traditionally, teachers of IRE function not only as transmitters of religious knowledge but also as moral exemplars

(*uswah hasanah*) who guide students through personal interaction, spiritual mentoring, and ethical modeling. In the AI era, however, the increasing reliance on digital platforms and automated learning systems challenges this long-established role. As AI takes over functions such as content delivery, assessment, and feedback, questions emerge regarding the sustainability of teachers' moral authority within technology-mediated learning environments.

The shift in teacher roles is closely tied to broader pedagogical transformations driven by AI. Teachers are no longer the sole source of information, as students can access vast amounts of religious content through AI-powered applications, online databases, and digital learning platforms. While this democratization of knowledge offers educational benefits, it may also dilute the perceived authority of teachers, particularly when students rely more heavily on technology than on human guidance. Studies indicate that this shift can weaken the relational dimension of moral education if not carefully managed (Ali, 2022; Halima et al., 2023). Consequently, teachers must redefine their roles to remain central figures in students' ethical and spiritual development.

In Islamic pedagogy, moral authority is not derived solely from knowledge mastery but from integrity, consistency, and exemplary conduct. AI systems, regardless of their sophistication, lack moral consciousness and spiritual intentionality. They cannot demonstrate sincerity (*ikhlas*), empathy, or accountability—qualities essential to Islamic moral education. Research by (Rohmah et al., 2023) emphasizes that students internalize values more effectively through lived examples than through abstract instruction. Therefore, the teacher's presence remains indispensable in cultivating moral awareness, even within AI-enhanced learning contexts.

Before examining how teachers can maintain moral authority in the AI era, it is necessary to analyze the changing dimensions of teacher roles in IRE. The following table presents a comparison between traditional teacher roles and emerging roles in AI-supported Islamic Religious Education.

Table 2. Transformation of Teacher Roles in AI-Based Islamic Religious Education

Aspect	**Traditional IRE Teacher Role**	**AI-Era IRE Teacher Role**
Knowledge delivery	Primary source of information	Curator and contextualizer of content
Moral guidance	Direct moral exemplar	Ethical mentor and reflective guide
Learning supervision	Classroom-based monitoring	Digital and hybrid supervision
Student interaction	Face-to-face	Blended (online and offline)
Authority source	Religious knowledge & character	Moral integrity & ethical leadership

Table 2 demonstrates that AI does not eliminate the teacher's role but transforms it. Teachers are increasingly required to contextualize AI-generated content within Islamic ethical frameworks and guide students in interpreting religious knowledge responsibly. This aligns with findings by (Sabarudin et al., 2023), who argue that teachers must act as ethical filters to prevent misinterpretation or misuse of digital religious information. Thus, moral authority in the AI era is sustained not through control of information but through ethical leadership and pedagogical wisdom.

5. Integrative Framework: Bridging Artificial Intelligence Innovation and Islamic Ethical Pedagogy

The rapid advancement of artificial intelligence necessitates an integrative framework that harmonizes technological innovation with Islamic ethical pedagogy. While AI offers unprecedented opportunities to enhance learning efficiency, personalization, and accessibility, it also raises concerns regarding moral erosion, ethical ambiguity, and spiritual disengagement. In the context of Islamic Religious Education, these challenges underscore the importance of aligning AI implementation with the foundational objectives of Islamic education, which prioritize faith development, moral integrity, and social responsibility. An integrative approach is therefore essential to ensure that AI serves as a means of ethical enrichment rather than moral disruption.

Islamic ethical pedagogy emphasizes the holistic development of learners, encompassing cognitive, affective, and spiritual dimensions. This pedagogical tradition is grounded in values such as justice (*'adl*), trust (*amanah*), responsibility (*mas'uliyyah*), and compassion (*rahmah*). When AI is introduced without ethical guidance, there is a risk that education becomes overly instrumental and detached from moral purpose. Previous studies highlight that technological neutrality is a myth, as digital systems inevitably reflect the values embedded in their design and use (Effendi & Fahyuni, 2024; Furqani et al., 2020). Therefore, Islamic ethical principles must guide both the development and application of AI in educational settings.

An integrative framework requires collaboration between educators, policymakers, technologists, and Islamic scholars. Educators play a central role in contextualizing AI tools within ethical learning objectives, while policymakers are responsible for establishing regulations that protect student welfare and data privacy. Islamic scholars contribute by providing normative guidance to ensure that technological practices align with Shariah principles. Research by (Lestari et al., 2024) suggests that interdisciplinary collaboration is key to creating educational ecosystems where technological innovation and ethical responsibility coexist harmoniously.

To operationalize this integrative framework, strategic principles must be clearly defined. The following table outlines key components for bridging AI innovation with Islamic ethical pedagogy in Islamic Religious Education.

Table 3. Integrative Framework for Ethical AI in Islamic Religious Education

Component	Description
Human-centered AI	Technology supports, not replaces, teachers
Ethical curriculum	Integration of Islamic digital ethics
Teacher competence	Pedagogical, digital, and moral literacy
Governance & policy	Shariah-aligned AI regulations
Reflective learning	Encouraging ethical and spiritual reflection

Table 3 highlights that ethical AI integration requires systemic alignment rather than isolated interventions. Human-centered AI ensures that technology remains subordinate to educational and moral objectives. Ethical curricula embed discussions of digital responsibility within Islamic teachings, fostering students' moral awareness. These findings align with research by (Pranoto & Haryanto, 2024), which emphasizes the role of education in cultivating ethical digital citizenship rooted in religious values.

DISCUSSION

This discussion reaffirms that the integration of artificial intelligence (AI) in Islamic Religious Education (IRE) brings significant pedagogical transformation while simultaneously raising critical ethical concerns. The main findings of this study indicate that AI enhances learning effectiveness through personalization, adaptivity, and efficiency in assessment; however, it remains limited in addressing the affective and spiritual dimensions that are central to IRE . These findings are highly relevant to contemporary Islamic education, particularly in ensuring that technological innovation does not undermine the fundamental objectives of education, namely the development of faith (iman), moral conduct (akhlaq), and character. Therefore, this study contributes conceptually by positioning AI not as a replacement for human educators, but as a supportive tool within a humanistic and value-oriented educational framework.

In comparison with previous studies, the findings of this research are consistent with Afril et al (2024), Young (2024), and Zohuri (2024), who emphasize the role of AI in enhancing learning efficiency and personalization. Similarly, Bernacki et al (2021) and Terzieva et al (2023) highlight the effectiveness of adaptive learning systems in improving students' cognitive engagement. Furthermore, this study supports the arguments of Dahlan et al (2023) and Siregar et al (2026), which underline the gap between technological advancement and the development of students' spirituality. These similarities may be attributed to the inherent nature of AI systems, which primarily focus on cognitive processing and data-driven learning. In other words, while AI demonstrates strong capabilities in technical and instructional aspects, it is structurally limited in fostering moral and spiritual development.

However, this study also presents differences from several prior studies that adopt a more optimistic perspective on AI in education. For instance, Femi & Supriadi (2024) and Zhang (2023) argue that AI can holistically improve learning quality, including student engagement. In contrast, the present study reveals that in the context of IRE, increased engagement does not necessarily lead to the internalization of religious values. These differences may be influenced by variations in research context, as previous studies largely focus on general education, whereas this study specifically examines value-based and spiritually oriented education. Additionally, the qualitative literature review approach employed in this study allows for a deeper critical reflection on ethical and pedagogical dimensions, which may not be fully captured in quantitative or experimental research designs.

The primary contribution (novelty) of this study lies in the development of an integrative framework that bridges AI innovation with Islamic ethical pedagogy through a human-centered approach. Unlike previous studies that tend to examine AI from either a technical or pedagogical perspective, this research offers a holistic synthesis that connects technology, ethics, and the objectives of Islamic education. Moreover, this study reinforces the indispensable role of teachers as moral authorities and ethical mediators in AI-supported learning environments. Thus, the novelty of this research is not only in identifying challenges but also in proposing a conceptual framework that can inform the future development of Islamic education in the AI era.

The implications of this study extend to practical, academic, and policy domains. Practically, educators are required to enhance their digital competencies while maintaining their roles as moral guides in AI-integrated classrooms. Academically, this study contributes to the development of theoretical discourse on the intersection between technology and value-based education in Islamic contexts. From a policy perspective, there is a need for ethical regulations governing the use of AI, including data privacy protection and the validation of religious content. For future research, it is recommended to conduct empirical field studies to examine the implementation of human-centered AI frameworks in IRE and to explore their long-term impact on students' moral and spiritual development.

CONCLUSION

This study demonstrates that the integration of artificial intelligence into Islamic Religious Education presents both transformative opportunities and complex challenges. AI has the potential to enhance learning effectiveness through personalization, accessibility, and data-driven instructional support. However, the findings reveal that the application of AI in IRE cannot be approached solely from a technological perspective, as Islamic education is inherently value-oriented and aims at the holistic development of faith, morals, and character. Ethical concerns such as data privacy, algorithmic bias, and the legitimacy of AI-generated religious content, alongside pedagogical challenges

related to moral formation and spiritual engagement, underscore the limitations of technology in addressing the deeper objectives of Islamic education.

Therefore, the successful implementation of AI in Islamic Religious Education requires an integrative, human-centered, and ethically grounded approach. Teachers remain indispensable as moral authorities and ethical mentors, ensuring that technological tools support rather than replace human interaction and character formation. This study highlights the need for ethical governance, curriculum reform, and the strengthening of teachers' pedagogical, digital, and moral competencies to bridge the gap between technological innovation and Islamic ethical pedagogy. Future research is encouraged to explore empirical implementations of ethical AI frameworks in Islamic educational institutions and to examine their long-term impact on students' moral and spiritual development in the evolving digital era.

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