



The Existence of Islamic Religious Education in the Era of Artificial Intelligence: An Analysis of Opportunities and Challenges in the 21st Century

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Abstract

In Islamic education in the digital era based on Artificial Intelligence, it is important to teach values such as integrity, responsibility, empathy, cooperation, and healthy time management in the careful use of digital technology. However, behind the many benefits that AI offers in the world of education, there are certainly challenges and risks, one of which is the decline in morals. Islamic education and artificial intelligence have significant consequences. One of them is the issue of ethics in the use of artificial intelligence in the field of education, which has become an absolute necessity for every academic and learner. This research uses a qualitative library research method with a descriptive-analytical approach, by collecting sources from various books and articles relevant to the existence of Islamic religious education in the era of artificial intelligence: an analysis of opportunities and challenges in the 21st century. The results of this research indicate that Islamic religious education in the era of artificial intelligence presents various opportunities and challenges that need to be addressed to ensure the continuity and relevance of this education in the 21st century. The opportunities that can be seized in Islamic religious education in the era of artificial intelligence include: Adaptive Learning, Chatbots and Virtual Assistants, Data Analysis, Simulations and Educational Games, Monitoring Student Development, Translation and Text Analysis. Meanwhile, the challenges faced in Islamic religious education in the era of artificial intelligence include: the displacement of scholars/teachers, dependence on technology, ethics and morality, potential influence of foreign cultures, and data security.

Keywords: Artificial Intelligence; Challenges; Islamic Religious Education; Opportunities

Introduction,

Along with the rapid development and advancement of technology that has an impact on changes in the social and cultural order, countries in various parts of the world are competing in arranging the life system in their respective countries, including Indonesia (Handayani, et al., 2023). The development and progress of a nation is determined by the quality of its education. Education is one of the basic human needs as well as human needs for food, drink, clothing, home, and health that must be met. Islamic education is one of the things that is very concerned in the world of education (Winata et al., 2023). Islamic education is the main foundation whose existence is the main sector because it is considered capable of improving morals, ethics, and religious values as well as shaping the character and personality of a child.

With the combination of high-tech capabilities and global networks, information production can increase very quickly, one of which is artificial intelligence (AI) which has had a major impact on the education sector (Rifky, 2024). In Islamic education in the digital era (Artificial Intelligence), it is important to teach values such as integrity, responsibility, empathy, cooperation and healthy time management in the careful use of digital technology. The use of AI in education has tremendous potential. AI-based learning applications are able to adapt the material to the needs and learning speed of each student. AI can also help teachers identify areas that need more attention, making learning more effective and personalized. However, keep in mind that while this technology is very beneficial, direct interaction between teachers and students is still crucial in building relationships and understanding the learning context more deeply. AI cannot replace teaching staff in terms of shaping the character of students (Mambu et al., 2023). Technology is a tool, but essential things such as personality formation, behavior, manners and so on will not be completely replaced by technology, technology only accompanys.

However, behind the many benefits offered by AI in the world of education, it certainly cannot be separated from the challenges and risks, one of which is the decline of morals. Islamic religious education and artificial intelligence have considerable consequences. One of them is about ethical issues in the use of artificial intelligence in the field of education that are absolutely used by every academic and learner. Islamic religious education is central to the cultivation of manners, morals and morals. The moral decay that is a problem today is such as many who lack respect for teachers, speak using harsh words, insults or ridicule to others both in cyberspace and in the real world, causing fights, misunderstandings and so on.

Morals are the main foundation in shaping human personality. Manners and knowledge are two aspects that complement each other in life. Good manners or morals must be the foundation in daily life before pursuing science. Knowledge becomes dangerous to its owner and others because it is not decorated with good morals (Sakova et al., 2022). It is like the word knowledge without manners like fire without firewood and manners without knowledge like a body without a soul, stupidity can be taught, mistakes can be corrected, but if you don't have respect. So, knowledge and manners cannot be

separated. A person should not only attach importance to knowledge, then abandon manners and morals. And vice versa, one should not only be concerned with manners, then abandon knowledge. Therefore, Islamic religious education can be used as a filter tool for various AI (Artificial Intelligence) that is emerging today.

Research Methodology,

This study used a qualitative library research method. This literature review research aims to explore relevant information about the theme "The Existence of Islamic Religious Education in the AI Era: Analysis of Challenges and Opportunities in the 21st Century". The research began with the identification of relevant literature sources such as scientific journals, books, and online articles that discuss Islamic education in the digital era. Then, a selection of sources is carried out that are most suitable for the research theme (Anggito, 2018).

Furthermore, this study used a descriptive-analytical approach, namely the process of reading and critically analyzing the content from each selected source to identify the challenges and opportunities faced in Islamic religious education in the AI era. Relevant information is then organized and organized thematically to gain a thorough understanding of challenges such as changing educational paradigms, integrating technology, and developing student skills in the digital era, as well as opportunities such as wider access to learning resources and the use of digital media in Islamic education.

In the process of writing this narrative, the researcher comprehensively presented the results of the analysis from selected sources, by relating these findings to relevant theories and concepts in the field of Islamic education and the development of digital technology. The results of this research are expected to provide a deep understanding of the challenges and opportunities in Islamic Religious Education in the AI era, as well as contribute to the development of educational strategies and policies that are adaptive and relevant to the demands of the times.

Findings and Discussion,

Eksistensi Pendidikan Agama Islam di Era *Artificial Intellegence*

The development of the Industry 4.0 era poses its own challenges for the current world of education, including Islamic education. Teachers must inevitably prepare themselves to face increasingly complex challenges. The complexity encountered must be accompanied by adequate abilities possessed by both teachers and all members of society. Therefore, society must be educated because education is an inseparable part of life and human existence. The Fourth Industrial Revolution has brought changes in all fields, including education. Teachers, as pioneers of education, play a crucial role in the field of education (Retnaningsih, 2019). This demands that teachers prepare and formulate strategies as they confront future challenges. Teachers must be able to manage their

students well in line with the increasing complexity of technology, and be proficient in operating technology effectively.

The 4.0 Industrial Revolution and Society 5.0 are real movements towards the advancement of information and technology that is increasingly sophisticated. This progress poses its own challenges for the world of education and all components of society. Therefore, in order to face the emergence of Society 5.0, innovative solutions and efforts to address the challenges it would bring are needed.

Referring to the origins that the concept of Society 5.0 was adopted by the Japanese government in anticipation of global trends as a result of the emergence of the industrial revolution 4.0. Society 5.0 is a natural thing that must happen due to the emergence of the industrial revolution 4.0. The industrial revolution 4.0 has given birth to various innovations in the industrial world and also society in general. Society 5.0 is the answer to the challenges that arise due to the era of the industrial revolution 4.0 which is accompanied by disruption marked by a world full of turmoil, uncertainty, complexity, and ambiguity. Society 5.0 is a society that can solve various social challenges and problems by utilizing various innovations born in the era of the industrial revolution 4.0 such as Internet of Things, Artificial Intelligence, Big Data (large amounts of data), and robots to improve the quality of human life.

Education is all learning experiences that take place in all settings and are carried out throughout life. Education is a life situation that affects personal growth. Lifelong education means that education is a part of life itself. Learning experiences can occur in all environments and throughout life.

Education has a universal nature in human life. Education is needed as a guide or leader who is based on the intellect and body of an educated person to form the main personality. Islam and education have a very strong connection because in fact, any religious teaching or any science must go through a comprehensive educational process in order to produce a complete and complete understanding which will then have a good impact on the sustainability of science (Tafsir, 2004).

Islamic Religious Education as outlined in the GBPP PAI in public schools is described as the awareness that allows students to understand, internalize, and believe in Islamic teachings, while also emphasizing the importance of respecting followers of other religions in promoting national unity and interfaith harmony (Muhaimin, 2003). This definition informs us that Islamic education aims to practice Islamic values in order to foster harmony and unity among humanity in everyday life. Therefore, Islamic education is a conscious effort by educators to transform the behavior of each individual in their personal and societal lives, as well as in their interactions with the surrounding environment.

The existence of Islamic religious education in the era of AI demonstrates great potential for innovation and improvement in the quality of learning. With the appropriate approach, this education can adapt and evolve, ensuring that religious teachings remain relevant and accessible to both the

current and future generations. However, attention to existing challenges is crucial in maintaining the integrity and effectiveness of religious education in an increasingly digital world. This is also reflected in the Quran, Surah Al-Hujurat, verse 6.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحَبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

Artinya : “Wahai orang-orang yang beriman, jika seorang fasik datang kepadamu membawa berita penting, maka telitilah kebenarannya agar kamu tidak mencelakakan suatu kaum karena ketidaktahuan(-mu) yang berakibat kamu menyesali perbuatanmu itu”.

The above verse explains to us that as individuals who cannot be separated from the current technological advancements, it is necessary to have filters in obtaining information, especially in the context of learning. Proper and religiously aligned education will have lifelong impacts.

The Opportunities of Islamic religious education in the era of Artificial Intelligence.

The role of AI is to enhance human intelligence and support them in effectively and efficiently carrying out learning activities. There are various ways to implement AI in educational activities. With the changing times, all fields, including education, are required to adapt and collaborate in solving problems.

In this context, AI can support Muslims in deepening their understanding of religion, accessing legal and knowledge sources (such as the Qur'an and Hadith), performing religious duties (worship), studying Islam (tarbiyah), interacting with fellow Muslims (muamalah), and inviting others to goodness (dakwah) (Sarinda & Noviani, 2023).

The learning supported by artificial intelligence (AI) offers significant advancements in enhancing the effectiveness of education for students with various learning styles in higher education environments. This system utilizes AI technology to adapt learning content, teaching methods, and material difficulty levels in real-time according to the individual needs and preferences of each student. One of the main advantages of this approach is its ability to provide a more personalized and focused learning experience, allowing students to learn in the most effective way for them (Fatmawati et al., 2024).

Artificial intelligence becomes a tool that can strengthen religious education. Therefore, it can be concluded that artificial intelligence has a positive impact in creating innovative and effective learning. Despite offering many benefits, it is also important to consider the challenges and ethical implications that may arise, such as data privacy, unemployment due to technology, and overall social impact. Therefore, the implementation of artificial intelligence should be done with careful consideration and proper supervision to ensure its benefits can be widely felt without sacrificing human values and interests (Fikri et al., 2024).

Islamic religious education plays a crucial role in facing rapid technological advancements, by continuously adapting within society. Artificial intelligence has significant potential for application in Islamic religious education.

The following are some ways in which artificial intelligence can be used in this context:

1. **Adaptive Learning:** Artificial intelligence systems can assist in adapting the curriculum and learning materials based on individual students' comprehension levels and needs. For example, AI can customize Islamic religious content according to each student's abilities and learning preferences.
2. **Chatbots and Virtual Assistants:** AI-powered chatbots can serve as virtual assistants to answer common questions about Islamic teachings, such as worship practices, Islamic laws, and Islamic history. They can provide instant and accurate responses, helping students access the information they need anytime.
3. **Data Analysis:** Artificial intelligence can analyze data from various sources, including tests and exams, to provide insights into areas where students may require additional assistance or special attention. This can aid teachers in designing more effective teaching strategies.
4. **Artificial Intelligence can be used to develop simulations that allow students to experience situations related to Islamic teachings, such as a hajj simulation or interactive experiences with the history of Prophet Muhammad (SAW). Educational games can also be designed to enhance students' understanding of Islamic concepts.**
5. **Monitoring student progress:** By utilizing artificial intelligence, the progress of students in understanding Islamic religious material can be tracked in more detailed and accurate manner. Professors can use this data to provide more specific feedback and support the learning process.
6. **Artificial intelligence can assist in translating Arabic texts or other relevant languages related to the study of Islam into the local language for students. This facilitates access to important literature and resources for learning. The implementation of artificial intelligence in Islamic education can enhance learning efficiency, broaden access to crucial materials, and provide a more personalized and interactive learning experience for students. However, it is important to integrate this technology wisely and in alignment with the values and goals of Islamic education itself (Tanjung & Suteki, 2024).**

Therefore, it can be concluded that Artificial Intelligence (AI) can assist and facilitate various tasks, including in Islamic education, such as during the teaching and learning process, as well as enhancing active and innovative learning quality.

The implementation of artificial intelligence in Islamic religious education has significant impacts, both positive and cautionary. Here are some main positive impacts of implementing artificial intelligence in Islamic religious education:

1. Information Access: Enables easier and faster access to various sources of information about Islam, such as sacred texts, interpretations, hadith, and other important literature. This facilitates deeper and more inclusive learning.
2. Personalized Learning: Provides customized learning based on individual students' needs, abilities, and learning preferences. This helps enhance learning effectiveness and accelerates understanding of religious concepts.
3. Interaction with Students: Chatbots and virtual assistants can provide instant responses to students' questions about Islamic teachings, offering guidance whenever needed.
4. Data Analysis: Can analyze data from test results and student learning activities to provide deeper insights into their understanding and development. Faculty can use this information to devise more effective teaching strategies.

The challenge of Islamic religious education in the era of Artificial Intelligence.

Artificial Intelligence (AI) technology is fundamentally similar to any other tool or medium, where it has the potential to provide benefits or harm. For example, like a knife that, when used by a homemaker, is very useful in food preparation in the kitchen, but if given to a young child, it can be dangerous because they may not understand its function and potential risks. Similarly, with AI technology, if not used wisely and proportionally in educational activities, it can have negative consequences.

1. The presence of scholars/teachers could be displaced.

The challenges faced in Islamic education today regarding the presence of Artificial Intelligence include the potential displacement of teachers. As we all know, teachers/scholars are the inheritors of the Prophets in conveying knowledge. The role of scholars in the context of Islamic Religious Education is crucial, especially in providing interpretations of verses, hadith, or classical texts so that those who are still unfamiliar with Islamic teachings can understand through the explanations given. However, we need to be cautious; if technology is able to provide more detailed answers than scholars/teachers, the consequence could be the sidelining of scholars/teachers in Islamic Religious Education (Hadi, 2021).

The reality in the field is that with the addition of artificial intelligence and its features that can present virtual instructors, this serves as evidence that advanced technology has entered and developed in countries around the world. However, the presence of this technology seems to diminish the importance of religious scholars and Islamic education teachers in imparting knowledge. Ironically, they only learn about Islamic religious practices, such as prayer rituals and other worship procedures, through virtual media, without a clear scholarly lineage. This reality poses a danger to those receiving this knowledge. If they are individuals new to Islamic teachings and are unaware of issues related to Islam, learning

religion without a teacher can be harmful to the entire Muslim community. Why is it harmful? Because a clear scholarly lineage is crucial in studying Islamic knowledge (Hadi, 2021).

From several statements and realities in the field, it can be concluded that the existence of Artificial Intelligence is a serious challenge and must be faced by scholars, clerics, or Islamic Religious Education teachers. We must ensure that the figures and existence of religious scholars or PAI teachers are not overshadowed by the presence of Artificial Intelligence. The features of Artificial Intelligence are tools created by humans to assist in human work, but of course, anything created by humans has weaknesses in terms of accuracy or precision in explaining questions posed. To overcome this, scholars or PAI teachers can integrate this technology into their teaching and learning. Islamic Religious Education teachers in schools and madrasahs must be able to adapt to the changes of this era by embracing technology rather than resisting it. One aspect of keeping up with the times is by following the development of technology. Therefore, through their participation, Islamic Religious Education teachers and scholars can at least control, guide, and direct their students in selecting which information is appropriate and which is not (Hadi, 2021).

The use of educational AI has the potential to reduce intimate interactions between teachers and students. Although AI provides convenience and efficiency in learning, the lack of interaction may impact the development of character, empathy, and social skills for both teachers and students.

2. Dependency on technology.

The integration of artificial intelligence in religious education requires adequate understanding and technological skills. The challenge for both teachers and Islamic studies lecturers is to master relevant technologies and stay up-to-date with the latest developments. They need to allocate time and effort to learn and effectively utilize relevant technology in order to integrate artificial intelligence. However, according to Haqiqi, these challenges fall into the external category: first, future needs and demands; second, public perception; and third, advancements in science and technology (Suhaimi & Rozi, 2024).

The challenges that must be faced are how to teach students to consciously, proactively, and reflectively address ethical issues in the era of artificial intelligence. In character education in the age of artificial intelligence, there are several challenges that must be faced, including maintaining a balance in technology usage, ensuring digital safety and security, dealing with online bullying, addressing the spread of sexual content, understanding copyright, and avoiding plagiarism. Students need to be taught how to use technology and the internet effectively, creatively, and wisely. They will learn not only how to use technology, but also when and why to use it, considering values such as security, building a good community, upholding justice, and being responsible in technology use (Faizah & Baedowi, 2023).

3. Ethics and Morality

The integrity of AI in Islamic education is related to ethical aspects, such as data privacy, digital disparities, and social considerations. This is due to AI's limitations in understanding context and making moral judgments. AI is based on algorithms and collected data, and in some cases, it cannot accurately interpret context or make complex moral decisions (Najib & Darnoto, 2024).

4. The potential influence of foreign culture.

With the abundance of AI content sourced from various countries, there is a risk of foreign cultural influence that may not align with Islamic values. Caution is necessary in selecting and controlling AI content to ensure it aligns with Islamic educational values.

5. Data Security

The use of AI in Islamic education also brings risks related to the security of students' personal data. The need for data protection becomes crucial to ensure that sensitive student information does not fall into irresponsible hands. The use of personal data for personalized learning requires attention to student privacy and data security to avoid threats (Huda et al., 2024).

Thus, it can be concluded that besides AI having positive opportunities in the learning process, in Islamic education, there are significant challenges in the use of AI in this 21st century. Therefore, there is a need for vigilance and limitations in the use of AI to ensure it is used according to needs and to enhance the quality of education.

Conclusion

Islamic Religious Education in the era of Artificial Intelligence presents various opportunities and challenges that need to be addressed to ensure the continuity and relevance of this education in the 21st century. With the right approach, Islamic Religious Education can leverage existing opportunities while overcoming the challenges it faces. This is crucial for building a generation that is not only educated scientifically, but also has a deep understanding of religious teachings.

Some of the opportunities that can be taken in Islamic Education in this era of Artificial Intelligence include: Adaptive Learning, Chatbots and Virtual Assistants, Data Analysis, Simulations and Educational Games, Monitoring Student Progress, Translation and Text Analysis. Thus, AI (artificial intelligence) can assist and facilitate various tasks, just as it does in Islamic Education during the teaching and learning process, enhancing active and innovative learning quality.

The challenges faced in Islamic education in this era of Artificial Intelligence include: the displacement of scholars/teachers, dependence on technology, ethics and morality, the potential influence of foreign culture, and data security. Addressing these challenges requires collaboration among educators, parents, and other stakeholders to create a safe, inclusive, and high-quality learning environment.

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