

Integration of Artificial Intelligence in Islamic Religious Education to Strengthen Students' Religious Character

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ABSTRACT

Background	The advancement of technology and Artificial Intelligence (AI) has enhanced the quality of learning; however, research on the integration of AI in Islamic Religious Education (IRE) to strengthen the religious character of junior high school students remains limited and requires further exploration.
Purpose	This study aims to analyze the implementation of AI in IRE learning and its contribution to the reinforcement of religious character among students at SMP Islam Al Azhar 12 Rawamangun.
Research Methodology	A qualitative approach with a case study design was employed, utilizing observation, interviews, and documentation, alongside data analysis through reduction, presentation, and conclusion drawing.
Result	The findings indicate that the integration of AI in IRE learning at SMP Islam Al Azhar 12 Rawamangun enhances student interactivity, motivation, and understanding. AI enables teachers to present engaging digital materials, tailor content to students' abilities, and create personalized learning experiences. Students gain access to extensive Islamic resources, such as Qur'anic exegesis and Hadith, supporting moral internalization and the development of religious character. While AI strengthens learning effectiveness, challenges remain, including teacher competencies, digital content monitoring, and infrastructure readiness, necessitating adaptive strategies and capacity building for educators.
Conclusion	AI is effective in improving IRE learning and reinforcing students' religious character, with a need for teacher training and digital content supervision.
Keywords	Artificial Intelligence, Islamic Religious Education, Religious Character, Digital Learning



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INTRODUCTION

The advancement of technology has enhanced the quality of learning by creating interactive and engaging learning environments. The utilization of online platforms, educational applications, videos, simulations, and digital quizzes promotes student engagement, motivation, and participation (Das & Malaviya, 2025). Technology also bridges the gap between face-to-face and remote learning, ensuring that the educational process can continue effectively under various circumstances (Yadav, 2025). Moreover, technological advancements enable more personalized learning through adaptive learning systems and artificial intelligence (AI), which can tailor content to the needs and abilities of each student (Amutha Monica et al., 2024). This approach allows students to learn according to their individual learning styles and pace, thereby enhancing conceptual understanding and overall learning outcomes (Cardoso & Henriques, 2024). Technology also facilitates broader access to diverse digital learning resources, which students can utilize independently (Wright & Rhodes, 2026). Consequently, technology offers significant opportunities to create learning experiences that are more flexible, effective, and learner-centered (Macleod & Kefallonitis, 2017).

In addition to improving learning effectiveness, technology supports the development of 21st-century skills. Its integration fosters critical thinking, problem-solving, and information analysis through interactive digital learning activities that require decision-making (Mustapha, 2018). Technology also provides students with opportunities to express creativity and imagination through digital tools, enabling exploration of ideas and innovation within the learning process (Akbar et al., 2023). E-learning platforms offer flexibility, allowing students to access learning materials anytime and anywhere according to their needs and circumstances (Macleod & Kefallonitis, 2017). Furthermore, technology facilitates communication between teachers and students via digital media, enabling timely and effective feedback (Malik, 2023). Technology also promotes collaborative learning, as students can work together on digital projects and share resources online (Bunjaku et al., 2024). Additionally, it enhances the efficiency of the learning process by assisting teachers with administrative tasks and the systematic delivery of learning materials (Dai et al., 2023). However, technology integration in education must also address challenges such as unequal access, data security, and potential excessive screen time to ensure safe and inclusive implementation (Kate et al., 2024).

The benefits of artificial intelligence (AI) in learning are particularly significant in creating more personalized learning experiences. Through personalized learning, AI can adjust content and teaching methods according to individual students' needs, learning styles, and pace, thereby supporting deeper understanding (Qin & Wang, 2022; Clio & Ciencias, 2025). Interactive and gamified AI-based technologies also enhance student engagement and motivation, making the learning process more stimulating and encouraging active participation (Yadav, 2024). AI provides immediate feedback on assignments and quizzes, helping students recognize mistakes and improve their understanding in real time (Yigitalieva et al., 2024; Singh & Hiran, 2022). Importantly, AI promotes educational accessibility for all students, including those from diverse backgrounds or remote areas, thereby fostering inclusive and equitable education (Singh et al., 2024; Šumak et al., 2024). Together, these advantages position AI as a key tool in the transformation of modern learning.

AI also offers substantial benefits for teachers and educational administrators. For teachers, AI increases administrative efficiency by automating tasks such as grading, attendance, and scheduling, allowing them to focus more on instructional activities (Tuyen et al., 2025; Delello et al., 2024; Jaswanth et al., 2026). AI enables curriculum design customization and individualized instruction, improving teaching effectiveness (Awad & Oueida, 2024). AI-based feedback systems also support continuous professional development by analyzing classroom interactions and recommending training resources tailored to teachers' needs (Yadav & Tomar, 2025). For educational administrators, AI provides data-driven insights and predictive analytics, facilitating

informed decision-making regarding policies and educational practices (Ketak et al., 2024). Thus, AI not only alleviates operational burdens but also enriches the quality of teaching and educational management overall.

Despite its benefits, AI implementation in education presents challenges and ethical considerations that require careful attention. A major concern is privacy, as AI relies on collecting and processing student data, raising issues related to personal information security. There is also the risk of algorithmic bias, where AI systems may treat certain student groups unfairly (Sholeh, 2025). Overreliance on technology is another issue, as continuous AI use may diminish students' critical thinking skills (Rawas & Samala, 2025). Ethical implementation requires transparency in AI algorithms, equitable access to AI tools, and usage that supports learning without causing discrimination or educational disparities (Afifi, 2024). By addressing these factors, AI integration in education can be effective and responsible.

Although research on technology in education is abundant, studies specifically examining the integration of Artificial Intelligence in Islamic Religious Education (IRE) remain relatively limited, particularly in the context of strengthening students' religious character at the junior high school level. Therefore, this study is important to investigate how AI is implemented in IRE learning and how it contributes to the development of students' religious character. The aim of this study is to analyze the integration of AI in Islamic Religious Education and its role in reinforcing religious character among students at SMP Islam Al Azhar 12 Rawamangun. The findings are expected to contribute theoretically to the development of technology-based Islamic education studies and provide practical recommendations for teachers to optimize the use of AI in IRE learning.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a case study design and was conducted at SMP Islam Al Azhar 12 Rawamangun. The research subjects consisted of Islamic Religious Education (IRE) teachers and eighth-grade students. Data were collected through observation, interviews, and documentation. The data collection techniques are outlined in Table 1 below:

Table 1. Research Framework

Focus	Data Collection Technique	Instrument/Checklist
Integration of Artificial Intelligence in Islamic Religious Education	Interview	<ul style="list-style-type: none"> - Utilization of AI in delivering IRE materials - Innovation and interactivity in learning - Student learning motivation
	Observation	<ul style="list-style-type: none"> - Observe AI-based learning processes in the classroom - Monitor teacher-student interaction with AI media - Assess student engagement while using AI
	Documentation	<ul style="list-style-type: none"> - AI-based learning materials (modules, videos, applications) - Recordings/screenshots of AI use in learning
Role of Artificial Intelligence in Strengthening Students' Religious Character	Interview	<ul style="list-style-type: none"> - Understanding of Islamic values through AI - Reinforcement of students' religious attitudes, discipline, honesty, and responsibility
	Observation	<ul style="list-style-type: none"> - Students' activities accessing Qur'anic exegesis, Hadith, and Islamic literature through AI - Students' religious behavior in daily interactions
	Documentation	<ul style="list-style-type: none"> - AI materials for strengthening religious character - Notes or reports on students' character development
Challenges in Implementing Artificial Intelligence in Learning	Interview	<ul style="list-style-type: none"> - Technical barriers, teacher and student readiness - Teachers' and students' perceptions of AI
	Observation	<ul style="list-style-type: none"> - Technical obstacles during AI-based learning (e.g., network, devices, applications) - Teacher-student interaction in overcoming technical problems
	Documentation	<ul style="list-style-type: none"> - School policies on AI use - Reports on technical difficulties and solutions

Data processing and analysis in this study followed the qualitative analysis model of Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researchers selected, focused, and simplified the data obtained from observations, interviews, and documentation, then grouped information relevant to the research focus, namely the integration of AI in IRE learning and the strengthening of students' religious character. The next stage, data display, involved organizing the reduced information into a narrative form to present the AI implementation process in the school clearly and systematically. The final stage was conclusion drawing and verification, in which the researchers interpreted the presented data to obtain research findings that addressed the research questions. To enhance data validity, this study applied source and method triangulation by comparing data obtained through observation, interviews, and documentation, ensuring that the information collected is scientifically valid and reliable.

RESULT AND DISCUSSION

Integration of Artificial Intelligence in Islamic Religious Education

The utilization of Artificial Intelligence (AI) at SMP Islam Al Azhar 12 Rawamangun in Islamic Religious Education (IRE) provides teachers with opportunities to develop more innovative and interactive learning processes. AI technology enables teachers to present learning materials in a more engaging manner through various digital media, thereby enhancing students' understanding of the content. The use of technology in learning also fosters a more dynamic learning environment and increases students' motivation. AI implementation contributes to enhancing student motivation and engagement in IRE learning while maintaining spiritual values and developing innovative instructional strategies, making IRE more effective and adaptive (Hidayat et al., 2024). Research also examines the impacts of AI use in IRE, considering both positive and negative potentials, and analyzes how AI can improve the quality of religious education across formal educational institutions (Sholihah, 2024).

The use of AI at SMP Islam Al Azhar 12 Rawamangun has demonstrated its ability to improve learning effectiveness by providing fast, accurate, and customizable information to meet students' needs. Teachers can leverage AI to develop more varied instructional strategies, making learning processes more engaging and easier for students to comprehend. Additionally, AI systems help teachers create more personalized learning experiences by adjusting materials to the abilities and needs of each student, thus increasing instructional effectiveness. Although some studies indicate that AI use in IRE remains relatively passive, primarily supporting task completion, it still holds significant potential to enhance the teaching and learning process (Alfaid & Hayani, 2024). Furthermore, research on AI in IRE explores technological advances and literature review methods to collect data on AI's influence in teaching Islamic Religious Education, providing strategic insights for educators (Huda & Suwahyu, 2024).

At SMP Islam Al Azhar 12 Rawamangun, the integration of AI-based digital technology in IRE also assists students in understanding Islamic values through a variety of online resources. Students can access Islamic content, such as Qur'anic exegesis, Hadith, and other religious literature, more comprehensively and in greater depth. Therefore, the use of digital technology in IRE is carefully guided by teachers to support the internalization of religious values and the development of students' religious character. Research on the development of AI-based interactive learning media at MI Roudhotu Tolibin Pisang Indah highlights the importance of analyzing learning needs, designing appropriate media, and improving the quality and effectiveness of IRE (Dinata et al., 2025). Studies on the dynamics of AI integration in IRE emphasize material personalization and the application of technology to enhance learning effectiveness, supporting adaptive and relevant religious education in the digital era (Nurhayati et al., 2024).

The Role of Artificial Intelligence in Strengthening Students' Religious Character

At SMP Islam Al Azhar 12 Rawamangun, the integration of Artificial Intelligence (AI) in Islamic Religious Education (IRE) functions not only as a learning medium but also contributes to strengthening students' religious character. Through the appropriate use of digital technology, students can gain a broader understanding of Islamic teachings and the moral values they encompass. Studies on the forms of implementation and the effectiveness of AI-based IRE learning indicate that this technology supports adaptive and interactive learning processes, enabling the material to be tailored to each student's needs (Mahani et al., 2025). The implementation of adaptive AI-based learning in IRE allows for student needs analysis, adjustment of instructional strategies, and improvement in the efficiency and effectiveness of the teaching-learning process (Clarisyah et al., 2025).

In this context, character strengthening through AI-based IRE learning is a crucial component of education. Character education aims to shape students' moral values, attitudes, and behaviors, enabling them to act in accordance with principles of goodness in daily life, including honesty, responsibility, discipline, and religious conduct in practicing Islamic teachings. Through AI, students can access diverse Islamic learning resources such as Qur'anic exegesis, Hadith, and other religious materials in greater depth and breadth. Consequently, technology serves not only as a tool to support learning but also as a means to reinforce students' religious character.

Challenges in Implementing Artificial Intelligence in Learning

Despite its benefits, the integration of AI in IRE also presents challenges. While AI facilitates broader access to Islamic learning resources and creates adaptive, interactive learning experiences, educators must ensure that technology is used effectively to strengthen students' understanding of Islamic values. At SMP Islam Al Azhar 12 Rawamangun, character development remains a key educational goal. Religious education strategically contributes to forming students' moral and ethical values through the internalization of Islamic principles in daily life. Therefore, AI integration in IRE is directed toward reinforcing students' comprehension and practice of these values.

The use of AI enables students to access a wide range of religious learning materials, including Qur'anic exegesis, Hadith, and other Islamic content, in a more extensive and in-depth manner. This results in learning that is more adaptive and interactive, improving the overall quality of students' educational experiences. However, challenges remain, including technical and pedagogical constraints, and the need to develop strategies that maximize AI's contribution to the assessment and evaluation of IRE (Fauzi et al., 2025). Research also highlights the dynamics of AI use in IRE, examining the intensity of technology utilization, potential risks, and the urgency of adjusting religious education strategies to remain relevant and effective in the digital era (Auwalayah et al., 2025).

CONCLUSION

Research on the integration of Artificial Intelligence (AI) in Islamic Religious Education (IRE) at SMP Islam Al Azhar 12 Rawamangun indicates that the use of AI contributes significantly to the teaching and learning process. The findings reveal that AI can make learning more interactive and engaging, thereby enhancing students' understanding of IRE materials. Teachers can utilize AI to present content through digital media, design varied instructional strategies, and tailor materials to the abilities and needs of each student. This approach results in a more effective and personalized learning process.

Beyond improving learning effectiveness, the study also highlights the positive impact of AI on strengthening students' religious character. With broader access to Islamic learning resources, such as Qur'anic exegesis, Hadith, and other religious literature, students gain a deeper understanding of Islamic teachings and

moral values. This supports the internalization of religious principles and the development of discipline, responsibility, honesty, and religious behavior in daily life. Therefore, AI integration at SMP Islam Al Azhar 12 Rawamangun serves not only as a learning medium but also as an effective tool for reinforcing students' religious character.

However, the study also identifies several challenges, including the need for teachers' proficiency in operating AI technology, monitoring digital content to ensure alignment with Islamic values, and school infrastructure readiness. Thus, the benefits of AI must be complemented by teacher training, adaptive curriculum development, and digital content supervision to optimize learning outcomes and character strengthening. Future research is recommended to examine the long-term effects of AI integration on students' moral and religious character and to compare the effectiveness of AI-based instruction with conventional teaching methods. Further studies may also explore AI applications based on gamification or interactive simulations to enhance learning motivation and deepen understanding of religious values.

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AUTHORS' CONTRIBUTION

- Author 1 : Responsible for the research design, including selecting the case study method and developing a research framework for AI integration in IRE learning.
- Author 2 : Contributed to data collection, including classroom observations, interviews with teachers and students, and documentation of AI use, ensuring systematic and accurate data gathering.
- Author 3 : Handled data analysis, including processing observation and interview results, compiling research findings, and interpreting the impact of AI on learning effectiveness and students' religious character development.
- Author 4 : Focused on methodology validation, preparing research instruments, conducting reliability and validity tests, and ensuring that research procedures adhered to academic and ethical standards.

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