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DEVELOPMENT OF INTERACTIVE ISLAMIC EDUCATION LEARNING MEDIA USING ARTIFICIAL INTELLIGENCE AND CHATGPT

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Abstract

This study explores the integration of Artificial Intelligence (AI) and ChatGPT into Islamic Religious Education (PAI) as a response to the demands of 21st century learning. Using a qualitative library research approach, data were gathered from books, journal articles, and other scholarly sources, and analyzed through descriptive and interpretive methods. The findings show that AI, particularly ChatGPT, can strengthen students' understanding of Qur'an, Hadith, Fiqh, and Akhlak, while also promoting greater engagement, motivation, and critical thinking. The adaptive and interactive nature of AI encourages active participation, supports personalized learning, and facilitates the internalization of Islamic values when guided by educators. These results suggest that AI-based media have considerable potential to enhance the quality of PAI instruction by bridging technological innovation with value-based education. The study concludes that AI can serve as an effective and innovative complement to traditional teaching methods, offering both pedagogical benefits and practical insights for the advancement of Islamic education.

Keywords: Islamic Religious Education Learning, Artificial Intelligence, ChatGPT, Adaptive Learning, Educational Technology

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INTRODUCTION | مقدمة

In today's digital era, technological advancement in education has become a crucial determinant of national competitiveness in the global arena (Murcahyanto, 2023). Educational innovation, driven by technology, serves as a key pillar in enhancing the quality of human resources in terms of knowledge, skills, and character, all of which are essential for addressing future challenges (Zetty Azizatun Ni'mah, 2025). Students, as the next generation of national leaders, must be equipped not only with academic competence but also with moral and ethical values (Itsna Laily Rosyida Achmad, 2025). Accordingly, technological progress has had a profound impact on the development and transformation of education (Putri Ndraha, 2025).

The use of learning media as a means of delivering instructional content has demonstrated significant positive impacts and marks a paradigm shift in educational practice (Aiman Faiz, 2023). In the 21st century, technology is no longer merely an instructional tool but has evolved into a driver of educational innovation (Putu Eka Sura Adnyana, 2025). This shift requires educators to employ creativity in reconstructing learning so that technology becomes a meaningful and integrative component of the educational process. notes, technology in learning should be viewed as an inseparable element in the design and management of instruction (Hernández,

2023). This view resonates with Vygotsky's constructivist theory, which emphasizes that learning occurs through social interaction and mediated tools. In this context, technological media such as ChatGPT can function as scaffolding, facilitating students' progression within their zone of proximal development (Semenovich, 1978).

The integration of technology, particularly artificial intelligence (AI) tools like ChatGPT, also transforms the role of educators. Teachers are no longer positioned as the sole transmitters of knowledge but as facilitators who enable collaborative learning and foster learner autonomy (Serdianus, 2023). Their role now involves creating dialogical and exploratory learning environments where students are encouraged to be active, critical, and reflective (Stefany Angelyn, 2025). This transformation aligns with Carl Rogers' humanistic learning theory, which advocates for student-centered education, self-actualization, and meaningful learning experiences. In the same vein, ChatGPT can be employed in a way that sustains the scientific rigor of instruction while simultaneously preserving the moral and ethical values embedded in the subject matter (Tsani Shofiah Nurazizah, 2024).

One of the most prominent technological innovations in education today is ChatGPT (Generative Pre-trained Transformer), developed by OpenAI, which serves as an interactive learning medium (Sri Astuti Iriyani, 2023), (Serdianus, 2023). With its ability to generate natural, coherent, and contextually appropriate text (Arie Wahyu Prananta, 2023). With these capabilities, ChatGPT can be used in various fields, including in the context of education (iriyani,2023). ChatGPT has the potential to enrich learning by enhancing student motivation, fostering critical thinking, and strengthening problem solving skills (Fitra Zahrotul Luqmi, 2024). However, in the context of Islamic Religious Education (PAI), the integration of such technology must also reflect the ethical and moral dimensions of pedagogy (Wahid, 2024). Highlights, internalization of values in education requires not only cognitive understanding but also habituation and moral cultivation (Daradjat, 1995). Similarly, emphasizes that Islamic education must strike a balance between intellectual growth and spiritual as well as ethical development (Nata, 2012).

Existing studies have reported diverse impacts of ChatGPT in educational practice. For instance, In a study conducted by (Murcahyanto, 2023) demonstrated that ChatGPT implementation in educational management courses significantly improved student independence, fostering higher levels of learning autonomy. Meanwhile, research conducted by (Gani Patindra, 2025) revealed that the use of ChatGPT in education has a positive side, because it can help students complete assignments. However, its use needs to be accompanied by direction and supervision so as not to lead to negative habits such as copying and pasting without critical thinking, writing, or having a sense of responsibility for their tasks. Although ChatGPT has the potential to improve the quality of learning, the privacy and ethical aspects of its use still need to be taken seriously. Therefore, educators and education practitioners must carefully consider how to integrate this technology into learning, and ensure that its use is in line with applicable ethical principles and privacy standards.

Nevertheless, most prior studies focus on the general use of ChatGPT in education, with limited attention to its integration into Islamic Religious Education, a discipline that demands harmony between rational inquiry and spiritual values. The novelty of this study lies in its attempt to examine ChatGPT as a mediating tool that bridges scientific knowledge with Islamic educational values. Furthermore, given that many educators in Islamic institutions remain less technologically proficient, this study addresses both a scholarly gap and a practical urgency.

Therefore, the objective of this article is to analyze the integration of ChatGPT within the framework of Islamic Religious Education. It aims to explore how AI based media can support

innovation in teaching and learning while ensuring the preservation of intellectual competence, spiritual integrity, and ethical responsibility.

METHOD | منهج

This research is a qualitative study employing a literature study approach (library research) (Shanti Bhushan Mishra, 2022). This approach is selected because the data are obtained from various scholarly sources which are then analyzed descriptively in accordance with the available discussions (Arikunto, 2020). Furthermore, the researcher applies an interpretive method to explore and reconstruct ideas embedded in works that are closely related to the research topic (Maliki, 2024). The main aim of this approach is to gain a deep understanding of the meaning contained within the concepts studied, so that appropriate interpretations can be drawn and the central research focus can be answered. The research design in this study follows several structured stages, namely: (1) planning the research, (2) identifying the problem, (3) determining objectives, and (4) outlining the significance and potential contributions of the research (Arikunto, 2020). These stages provide a systematic framework to ensure the study is both rigorous and academically meaningful.

In terms of sampling techniques, this study employs purposive sampling, where the selection of literature is based on specific criteria. The chosen sources include books, journal articles, dissertations, and conference proceedings that are (a) directly relevant to the research problem, (b) academically credible, (c) recent enough to reflect update discourse, and (d) aligned with the theoretical framework applied. This selective process ensures that only literature with strong academic value contributes to the analysis. Ethical considerations are also observed throughout the research process. Although this study does not involve human participants, academic ethics are upheld by properly acknowledging all sources through accurate citation, avoiding plagiarism, and maintaining fairness in interpreting the authors' ideas. The researcher also critically evaluates potential biases within the selected literature to maintain scholarly objectivity and integrity.

Data analysis is conducted through a qualitative descriptive interpretive framework, consisting of three main stages: data condensation, data display, and interpretation (Matthew B. Miles, 2014). This process involves filtering and categorizing information, organizing findings into thematic patterns, and synthesizing insights across sources to highlight theoretical implications. By combining systematic design, ethical awareness, and rigorous analysis, this study ensures both the validity of its findings and their meaningful contribution to academic discourse.

RESULT | نتائج

Artificial Intelligence and ChatGPT

Artificial intelligence (Artificial Intelligence/AI)refers to a system capable of exhibiting intelligent behavior by analyzing the environment and taking autonomous actions within certain limits to achieve certain goals (Yenni Fitriani, 2024). However, this definition is not entirely limited to the methods used. In reality, AI is a broad term that encompasses a variety of technologies and applications that often have little in common with actual forms of human intelligence (M Mahfudz Siddiq, 2025). Because AI encompasses many types of technologies, applications, and contexts of use, great care is required to interpret its meaning constructively (Sehan Rifky, 2024). For example, the debate over the use of "expert systems" in consultative roles requires an understanding of data-driven algorithms that enable automated decision-making. Therefore, it is important to be able to distinguish between speculative views on future

technological developments and facts based on clear studies (Nanda Diah Prastika, 2024).

Artificial intelligence (Artificial Intelligence)is the use of technology to carry out tasks that generally require human intelligence (Sri Rezeky Indiani Husnita, 2025). This technology is generally focused on automating certain types of work that require thinking skills. In the context of education, for example, AI supports various cognitive functions such as reasoning, strategic planning, and decision making. Likewise, when translating languages, AI activates advanced systems that are able to process symbols, understand context, and analyze language and meaning (Yusnaini, 2024).

Tabel 1. Visualisasi Dampak AI dalam Pendidikan (Data Hipotetik, 2025)

AI Influence Factor	Positive Impact	Negative Impact
Task automation	Increased efficiency (85% of students feel helped)	Risk of dependency (42%)
Access to materials	Quick access to learning resources (78%)	Increased plagiarism (37%)
Learning motivation	Students more motivated in discussions (64%)	Motivation decreases if only copying (33%)
Conceptual understanding	Simplified explanations (70%)	Shallow understanding without deeper exploration (40%)

The analysis above indicates that although the majority of students benefit from AI in terms of learning efficiency, the effects are far from homogeneous. For many learners, AI enhances confidence and motivation by providing immediate feedback (Sebastian Gombert, 2024), clarifying complex concepts, and supporting independent exploration. In these cases, AI operates as a cognitive scaffold, reinforcing autonomy and stimulating active engagement in the learning process.

Conversely, other students demonstrate diminished motivation due to the convenience of obtaining instant answers without meaningful cognitive effort. Such overreliance fosters an illusion of competence, whereby students believe they understand the material while lacking deeper comprehension and critical thinking. While this approach may yield short-term improvements in task performance, it carries the risk of undermining long-term retention, self-discipline, and problem-solving capacities.

These variations underscore that the educational impact of AI is highly contingent upon patterns of use and learner characteristics. Students with strong self-regulation and metacognitive awareness are more likely to leverage AI productively, whereas those without guidance may become dependent on it. Consequently, educators should frame AI as a supportive tool rather than a substitute for learning, accompanied by assessment designs that value reasoning, reflection, and process alongside final outcomes.

Based on the above understanding, AI systems are often able to produce intelligent and useful work without using human intelligence. This system does this by using heuristic patterns and detecting patterns in data and using knowledge, rules, and information that are specifically encoded by humans into a form that can be processed by computers (Hegar Harini, 2025). Through this computational process,Artificial Intelligenceoften able to produce a satisfactory task which if carried out by humans requires complex intelligence and requires cognitive abilities.

There are two main approaches in computer systems to perform artificial intelligence (AI) tasks. The first approach is machine learning, where the system uses algorithms to recognize patterns in data to produce intelligent decisions (Latif, 2025). While the second approach involves knowledge representation and logical rules, where facts and rules related to an activity are

explicitly programmed into the software (Maryani, 2025). The effectiveness of these two approaches depends heavily on the field or domain of their respective applications.

ChatGPT stands forChat Generative Pre-trained Transformer, a technology that develops data-based language capabilities and artificial intelligence, developed by the renowned AI research organization, OpenAI (Panji Wijonarko, 2023). This technology is part of natural language processing (NLP) built using the GPT-4 architecture by OpenAI (Sarah Levine, 2025). ChatGPT was first launched by the AI company OpenAI in November 2022 (Dyah Apriliani, 2025). OpenAI explained that they had trained a model called ChatGPT that interacts through conversation, allowing this technology to answer follow-up questions, admit mistakes, challenge erroneous assumptions, and reject inappropriate requests (Yuchi Zhanga, 2025). In addition, based on a 2023 study by Rao, the use of ChatGPT has proven feasible to assist decision-making in radiology, with the potential to improve clinical workflow efficiency and more responsible use of radiology services (Arya Rao, 2023).

ChatGPT can accept initial questions to follow-up questions, which in programming terms are calleduser prompts. “ChatGPT is an AI chatbot. That means a user can enter a text prompt and receive an intelligently-generated output, allowing for a back and forth conversation. While similar platform have ecisted for a few years now, what makes ChatGPT ao impressive is its detail and versatility.”Thus, the results provided by ChatGPT are highly dependent on the quality of the user prompt or input from the user. The more specific and detailed the command given, the more precise the results obtained according to the user's needs (Yudi Herdiana, 2025).

ChatGPT is capable of producing text that resembles natural conversations between humans. This AI is built with an architecture and programming language that makes it very useful for various tasks, such as language translation, summarizing text, and most popularly, answering various questions from its users (Yuricha, 2024). Because ChatGPT has good data analysis capabilities and is able to respond to user input effectively, it is not surprising that this technology is a potential tool in formulating social concepts that can be used to solve humanitarian problems (Evrita, 2025).

The use of ChatGPT in education

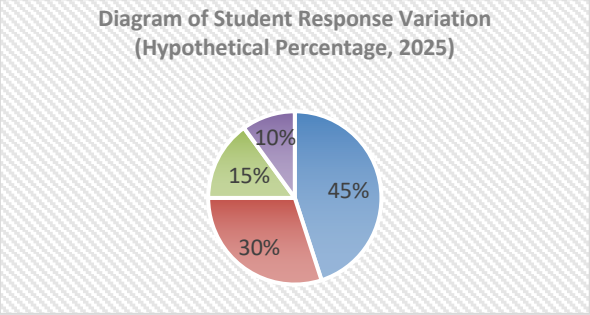

Figure 1. Student Response Variation Chart (Persentase Hipotetik, 2025)

Research on the implementation of artificial intelligence in education can help find the best practices and methods in the use of chatbots and other artificial intelligence tools (Tantan Hadian, 2023). In addition, by understanding how ChatGPT can support the independence and self-directed learning of autodidacts, educators and students can use this technology to improve the effectiveness of their learning and personal development (Sri Jomila Oktari, 2025). ChatGPT has great potential to significantly influence learning objectives, assessment processes, learning activities, and educational evaluations. However, on the other hand, the use of ChatGPT by students to complete written based assignments can lead to cheating (Bonfilio Brian B.K.F, 2023).

Students are able to submit assignment related questions to ChatGPT, copy the provided answers, and directly insert them into their tasks, thereby exerting minimal effort. This raises concerns about plagiarism in the field of education (Yupeng Lin, 2025).

The phenomenon of utilizing ChatGPT in education presents a complex dynamic. As illustrated in Figure 1. Variation of Student Responses (Hypothetical Percentages, 2025), students display diverse patterns of interaction with this technology (Sulaiman Abdul Rasid, 2025). A total of 45% of students use ChatGPT as a learning support tool. This group treats ChatGPT as a digital library fast and interactive that provides supplementary references. They do not rely entirely on instant answers but rather employ them as comparative material to enrich their understanding. On the other hand, 30% of students tend to use ChatGPT in a more problematic way, namely by copying answers directly without analysis or deeper reflection. This practice raises concerns about plagiarism and the erosion of critical thinking skills, as the learning process shifts from constructing knowledge to merely reproducing text.

Meanwhile, 15% of students engage with ChatGPT in a more interactive manner. They ask questions, challenge responses, and treat it as a digital discussion partner. This pattern is relatively healthy because it demonstrates intellectual engagement, where ChatGPT is not positioned merely as an “answer provider” but also as a facilitator of academic dialogue. Interestingly, 10% of students remain skeptical. This group relies more on teachers, textbooks, and traditional sources, which they perceive as more authoritative and reliable. Such an attitude reflects a cautious stance toward digital information while also highlighting the diversity of learning orientations among students.

Overall, this variation of responses indicates that the presence of ChatGPT brings both opportunities and challenges. On the one hand, it accelerates access to information and enriches learning processes. On the other hand, it poses serious risks such as declining academic integrity and weakened independent thinking if its use is not properly guided. Therefore, integrating ChatGPT into education must be balanced with digital literacy, the cultivation of academic honesty, and the reinforcement of teachers’ roles as mentors in fostering a more reflective learning process.

Students are able to ask questions related to assignments to ChatGPT, copy the answers given, and immediately place them in their assignments, so that the effort expended is very minimal. This raises concerns about plagiarism in education. In fact, schools should be a place to form students' character, including moral attitudes and ethics (Zein, 2023). In addition, by simply copying answers from ChatGPT, there is no guarantee that students really understand the material being studied. If they are able to get answers quickly, will they remain motivated to explore the learning topic further? Motivation is closely related to engagement in the learning process, which is very important to ensure that students remain motivated and engaged, both in conventional and online learning (Ivandio Zahran Bahy, 2025).

Use of ChatGPT in Islam

Scholars, both from within and outside Indonesia, have different views regarding the use of ChatGPT or more broadly regarding the use of artificial intelligence (AI) (Jaroslaw Kozak, 2024). For example, the Bahtsul Waqi'iyah Commission in the 2023 and 2025 Nahdlatul Ulama (NU) National Conference (Munas) stated that using artificial intelligence as a religious guideline for practice is "haram". However, according to other sources, asking AI about religious matters is permissible, as long as it is not used as the main guideline in practice (Fauzi, 2025) (Nur Faizin, 2025).

From an Islamic perspective, relying entirely on AI to learn Islamic religious knowledge means breaking the chain of sanad.(inqital al-sanad)while eliminating the emotional bond between educators and students(al-alaah bain al-rawi wa al-marwi anhu) (Muhammad Ainul Yaqin, 2025). Although ChatGPT has various advantages and is able to provide answers quickly, this technology is basically just a machine and cannot completely replace the role of humans as caliphs.fil ardh.

In addition, when viewed from his role as a fiqh scholar, ChatGPT can be concluded as not yet meeting the required criteria. According to Jalaluddin Rakhmat, there are three main requirements for someone to be considered a faqih, namely:Faqah(mastery of the science of fiqh), akhlakul karimah (noble character), andkafa'ah(competence). Meanwhile, Imam Khomeini added that in addition to general requirements such as intelligence and ability to organize, the two most fundamental requirements for a fuqoha are legal knowledge and justice (Veithzal Rivai, 2023).

ChatGPT is clearly unable to practice Islamic teachings in their entirety, as reflected in the pillars of Islam and the pillars of faith. Moreover, this technology cannot be an example or show good moral attitudes and behavior in everyday life to the people. In addition, ChatGPT also cannot be responsible for the answers or questions given. Therefore, moral or legal responsibility cannot be imposed on this technology, because ChatGPT does not have the consciousness or intention of humans. Thus, ChatGPT, as part of artificial intelligence in general, is not worthy of being used as a source of fatwas on religious matters.

DISCUSSION | مناقشة

The implementation of educational activities increasingly involves technological innovations, one of which is ChatGPT. Particularly in the integration of scientific and Islamic domains, ChatGPT represents a complementary tool that supports traditional approaches in understanding and teaching Islamic knowledge. Its use provides students with interactive and dynamic opportunities to access information, especially concerning Islamic law. From a Vygotskian perspective, ChatGPT can function as a mediational tool within the Zone of Proximal Development (ZPD), offering scaffolding under the supervision of the teacher as the More Knowledgeable Other (MKO). In line with Abuddin Nata's view, however, such integration must preserve the unity of ʿilm and dīn, uphold adab (ethics), and maintain the authoritative role of the teacher (murabbi). From the lens of Connectivism (Siemens), ChatGPT also acts as a node in a wider learning network that enables learners to navigate, filter, and connect knowledge provided that verification and scholarly authority are safeguarded.

Several pedagogical applications of ChatGPT may be outlined. First, in Q&A sessions, students can pose questions about Islamic law, and ChatGPT provides clear explanations grounded in a wide range of texts. Here, (Semenovich, 1978) notion of teacher-mediated scaffolding helps learners move from other regulation to self regulation, while (Nata, 2012) emphasizes the need for answers to be linked to authenticated sources and proper scholarly methodology. Second, ChatGPT can support the explanation of Islamic concepts, such as istinbat (deriving rulings), rules of jurisprudence, and technical terminology. Through guided dialogue, students internalize concepts, though the correctness of such explanations must remain aligned with usul al-fiqh and reputable tafsīr or ḥadīth. Third, ChatGPT can facilitate interactive discussions that stimulate critical thinking and expose learners to diverse perspectives, consistent with Connectivism's emphasis on dialogue across human AI nodes. Fourth, ChatGPT enables real-world applications, where case studies can be analyzed to illustrate the implementation of

Islamic legal principles. Such activities must be carefully curated by teachers to ensure fidelity to maqasid al - shariʿah and avoid oversimplification. Fifth, ChatGPT can provide introductions to primary sources by referencing the Qur'an, hadith, and the works of scholars, allowing students to deepen their knowledge through direct engagement with authoritative texts. Finally, practice questions and evaluations can be generated to test understanding and reinforce learning, aligning with Vygotsky's formative scaffolding.

While ChatGPT offers notable advantages being responsive, flexible, adaptive, and natural in communication it also presents limitations. Its dependence on training data may lead to inaccuracies or superficial responses. Moreover, it lacks empathy and struggles with deep or highly specialized reasoning, while errors in interpretation remain possible. These challenges reinforce the need for teacher oversight, structured prompts, and rigorous verification of AI outputs. The integration of ChatGPT into Islamic education thus provides significant opportunities for enhancing the learning process, but it must function as a complement rather than a replacement for scholarly authority. In particular, teachers and scholars must remain central to validating AI responses, guiding interpretation, and ensuring alignment with authentic Islamic teachings. This aligns with Nata's paradigm of preserving ethical authority and Vygotsky's principle of guided internalization.

Furthermore, the Qur'an itself emphasizes the use of reason and wisdom in addressing life's challenges. Verses such as QS. Ali 'Imran: 7, QS. Az-Zumar: 9 and 18, QS. Yusuf: 111, QS. At-Ṭalaq: 10, and QS. Al-Baqarah: 269 underscore the importance of knowledge, reflection, and discernment. These verses highlight that while technology can provide assistance, it cannot serve as the ultimate source of guidance. Artificial intelligence is fundamentally limited to the data it processes, and thus must remain subordinate to human reasoning, scholarly methods, and ethical principles.

The practical implications and policy recommendations derived from this study highlight the need for a balanced, ethical, and academically rigorous integration of AI in Islamic education. First, the human-in-the-loop rule must be enforced, ensuring that all AI-mediated tasks involve teacher oversight so that AI outputs are treated as advisory rather than authoritative. To maintain integrity and accountability, transparency protocols should require students to document the prompts used, the AI-generated outputs consulted, and the verification steps taken, alongside proper citation of the Qur'an, ḥadith, and established scholarly works. In addition, assessment redesign is necessary to emphasize process-oriented evidence such as drafts, reasoning chains, and oral defenses, thereby reducing the risks of overreliance on AI-generated text. To support this, curricular AI literacy must be developed, training students to evaluate the authenticity of sources including muktabar references and ḥadīth gradings while also enabling them to detect hallucinations, appreciate madhhab plurality, and apply maqāṣid-based reasoning. Moreover, teacher professional development is critical, equipping educators with competencies in prompt engineering, bias detection, rapid source authentication, and effective scaffolding strategies tailored to learners' needs. Issues of equity and access must also be addressed by providing institutions with vetted digital libraries, Arabic corpora, and adequate infrastructure to minimize the digital divide. Finally, robust governance and ethics frameworks must be established, outlining clear guidelines on data privacy, content use, and acceptable AI practices that are consistent with both Islamic ethical principles and international educational standards.

The integration of ChatGPT also presents challenges for educators. Teachers face an epistemic verification burden, as AI outputs may blend or compress opinions requiring careful

validation. Scaffolding calibration is another concern, since overreliance on AI risks dependency while insufficient guidance can leave gaps in understanding. AI's tendency to present pluralist rulings without hierarchy necessitates explicit training in usul al-fiqh, maqasid al-shariʿah, and methods of tarjiḥ. Moreover, the risks of hallucinations and bias require systematic protocols for fact checking and critical reading. Ensuring assessment integrity also becomes more difficult, as take home essays are vulnerable to unverified AI use, highlighting the need for oral examinations and iterative drafts. Finally, issues of teacher preparedness, time constraints, and value alignment must be addressed through institutional support, professional training, and ongoing dialogue with scholars.

CONCLUSSION | خاتمة

The integration of technology in education, particularly within the domains of science and Islam, presents both significant opportunities and pressing challenges. Islamic religious education, characterized by its diversity of schools of thought and its rich intellectual traditions, requires a cautious and deliberate approach when adopting technologies such as ChatGPT. Without such care, there is a risk of reducing the depth and authenticity that underpin the learning process.

Despite these challenges, the application of ChatGPT within science and Islamic education offers considerable potential to enrich teaching and learning. When applied strategically, it can serve as a valuable medium for transmitting Islamic values to broader audiences, particularly to younger generations navigating the digital age. Nevertheless, collaboration with religious scholars remains indispensable to ensure that the knowledge disseminated through AI remains accurate, authoritative, and aligned with established teachings.

Within the classroom context, ChatGPT has the capacity to enhance learning quality by providing immediate responses to students' inquiries and supporting more interactive and reflective discussions. However, the effectiveness of this technology ultimately depends on educators' ability to integrate it with traditional pedagogical methods and a nuanced understanding of Islamic legal and ethical principles.

For this reason, both educational institutions and teachers must continue to strengthen their technological literacy, ensuring they are well-informed about the advantages and limitations of AI systems. A balanced and collaborative approach will allow ChatGPT to be integrated into science and Islamic education in ways that preserve the intellectual depth and authenticity of the tradition while simultaneously addressing the needs of contemporary learners. With ongoing innovation and a shared commitment to academic integrity, it is possible to cultivate a learning environment that responds to the challenges of modernity while safeguarding the enduring core of Islamic knowledge.

That said, this study is not without limitations. The discussion remains primarily conceptual and does not draw on large-scale empirical evidence. Furthermore, the absence of diverse sampling such as data across multiple schools, regions, or institutional contexts restricts the generalizability of the findings to the wider landscape of Islamic education.

To address these gaps, future research should incorporate empirical investigations, including classroom-based case studies, surveys, and comparative analyses across different educational contexts and madhhab traditions. Such studies would yield a more comprehensive understanding of how ChatGPT and similar AI tools influence student learning outcomes, engagement, and the preservation of Islamic epistemological authenticity.

From a practical standpoint, several recommendations emerge. First, institutional policies should be developed to regulate the ethical use of AI in education, with clear guidelines on teacher oversight to ensure that AI outputs function as advisory rather than authoritative. Second, professional development programs should be provided to equip educators with the skills to integrate AI responsibly, including competencies in prompt design, source verification, and bias detection. Finally, students themselves must be trained in AI literacy developing the capacity to evaluate the reliability of sources, recognize authentic scholarly references, and avoid overreliance on automated responses. Embedding these practices into the educational curriculum will ensure that AI becomes a constructive complement to, rather than a replacement for, the richness of Islamic learning.

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