

ARTIFICIAL INTELLIGENCE IN ISLAMIC ENGLISH EDUCATION: OPPORTUNITIES, CHALLENGES, AND ETHICS

Afri Yulianti, Kartika Meilisa, Nur Afrilliana Putri,
Rabiah Al Adawiyah, Seila Egia Andini
Universitas Islam Negeri (UIN) Sultan Syarif Kasim Riau
Email: * afriyulianti5@gmail.com

Abstrak: Perkembangan Artificial Intelligence (AI) memberikan dampak signifikan terhadap pembelajaran bahasa Inggris di lembaga pendidikan Islam. Teknologi berbasis AI, seperti ChatGPT, Grammarly, dan QuillBot, mendukung proses pembelajaran yang lebih fleksibel, interaktif, dan efisien. Namun, pemanfaatannya juga memunculkan tantangan etis, terutama terkait integritas akademik dan nilai-nilai pendidikan Islam. Penelitian ini bertujuan menganalisis peluang, tantangan, dan perspektif etika dalam integrasi AI pada Islamic English Education. Penelitian menggunakan metode library research dengan pendekatan deskriptif kualitatif melalui analisis berbagai jurnal, buku, dan hasil penelitian yang relevan. Hasil kajian menunjukkan bahwa AI mampu meningkatkan personalisasi pembelajaran, literasi digital, dan efektivitas pembelajaran bahasa Inggris. Di sisi lain, AI berpotensi memicu plagiarisme, ketergantungan teknologi, menurunkan kemampuan berpikir kritis, serta meningkatkan risiko penyebaran informasi yang tidak akurat. Oleh karena itu, implementasi AI perlu diintegrasikan dengan nilai-nilai etika Islam, seperti sidq (kejujuran), amanah (tanggung jawab), dan adab (perilaku mulia). AI hendaknya diposisikan sebagai alat pendukung pembelajaran, bukan pengganti proses berpikir dan pembentukan karakter. Dengan demikian, integrasi AI perlu menyeimbangkan inovasi teknologi dengan nilai-nilai moral Islam untuk mewujudkan pembelajaran yang efektif, etis, dan bermakna.

Kata Kunci: *Artificial Intelligence, Islamic English Education, Etika Islam, Moderasi Teknologi, Pembelajaran Bahasa Inggris*

Abstract: The rapid advancement of Artificial Intelligence (AI) has significantly influenced English language teaching in Islamic educational institutions. AI-powered tools such as ChatGPT, Grammarly, and QuillBot have enhanced learning by making it more flexible, interactive, and efficient. However, their widespread adoption also raises ethical concerns, particularly regarding academic integrity and the core values of Islamic education. This study aims to examine the opportunities, challenges, and ethical perspectives surrounding the integration of AI into Islamic English Education. Employing a qualitative descriptive approach through library research, the study analyzes relevant books, scholarly articles, and previous research. The findings indicate that AI enhances personalized learning, digital literacy, and the effectiveness of English language instruction. Nevertheless, it also poses risks, including plagiarism, technological dependency, diminished critical thinking skills, and the dissemination of inaccurate information. From an Islamic ethical perspective, AI implementation should be guided by the principles of sidq (honesty), amanah (responsibility), and adab (proper conduct). Therefore, AI should function as a complementary pedagogical tool rather than a substitute for intellectual engagement and character development. Balancing technological innovation with Islamic moral values is essential to fostering effective, ethical, and meaningful English language learning.

Keywords: *Artificial Intelligence, Islamic English Education, Islamic Ethics, English Language Learning, Educational Technology*

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INTRODUCTION

The rapid development of technology has significantly transformed various aspects of human life, including the field of education. In the digital era, educational institutions are encouraged to integrate technology into teaching and learning processes to improve learning effectiveness and students' academic performance. One of the most influential technological innovations in recent years is Artificial Intelligence (AI). AI refers to computer systems designed to perform tasks that typically require human intelligence, such as problem-solving, language processing, and decision-making. The emergence of AI technologies has provided new opportunities for educators and students in facilitating more interactive and efficient learning experiences. In the context of education, AI has increasingly been implemented to support various learning activities, including assessment, personalized learning, virtual tutoring, and automated feedback systems. AI technologies enable students to access learning materials more easily and receive immediate assistance during the learning process. According to Bannert et al., (2023), AI in education can support personalized learning experiences and provide immediate assistance that enhances students' learning processes. Therefore, AI is considered one of the important innovations in modern education.

The integration of AI into English Language Teaching (ELT) has become increasingly popular due to its ability to support language learning through various digital tools such as ChatGPT, Grammarly, QuillBot, and automated writing evaluation systems. These tools assist students in improving grammar accuracy, vocabulary usage, pronunciation, and academic writing skills. In addition, AI technologies can provide immediate feedback that helps students identify and correct language errors more effectively. According to Tlili et al., (2023), AI-powered technologies such as ChatGPT have significant potential to support language learning through interactive learning experiences, learner autonomy, and immediate feedback. Therefore, AI has become one of the important innovations in modern English language education. However, despite its benefits, the use of AI in education also presents several challenges and ethical concerns. Excessive dependence on AI tools may reduce students' critical thinking and creativity in completing academic tasks. In academic writing, for instance, some students rely heavily on AI-generated content without fully understanding the material, leading to issues related to plagiarism and academic dishonesty. Bannert et al., (2023) explain that although AI tools such as ChatGPT provide valuable assistance in education, their misuse may negatively affect students' cognitive development and academic integrity. Consequently, educators need to guide students in using AI responsibly and ethically.

These ethical concerns become more significant within the context of Islamic education. Islamic education emphasizes not only intellectual development but also moral values, character building, and ethical behavior. The principles of honesty (*sidiq*), responsibility (*amanah*), discipline, and proper conduct (*adab*) are fundamental aspects of Islamic educational philosophy. In this regard, technology, including AI, should be utilized in ways that align with Islamic values and educational objectives. As stated by Syed Muhammad Naquib al-Attas M.A., (1980) the primary goal of Islamic education is to produce individuals with good morals and balanced personalities who contribute positively to society. Therefore, the implementation of AI in Islamic English education should consider ethical and moral dimensions alongside technological advancement. In addition, the increasing use of digital technology in Islamic educational institutions has encouraged educators to adapt innovative learning approaches while maintaining Islamic principles. AI can support Islamic English education through personalized learning, digital literacy development, and access to diverse educational resources. Nevertheless, without proper supervision, AI may also expose students



to misinformation, dependency, and unethical academic practices. Thus, integrating AI into Islamic education requires balanced strategies that combine technological innovation with Islamic ethical values.

While recent studies have extensively explored the technical efficiency of AI in English Language Teaching (e.g., Bannert et al., 2023; Tlili et al., 2023), there is a noticeable gap in the literature regarding its ethical implications specifically within Islamic educational frameworks. Most existing research tends to view AI ethics strictly through a Western lens, focusing primarily on data privacy or algorithmic bias. Less attention has been given to how AI dependency intersects with the spiritual and character-building objectives of Islamic education. This study addresses this gap by synthesizing technological challenges with fundamental Islamic moral values.

Several previous studies have discussed the implementation of AI in education and English language learning. Nevertheless, studies specifically examining AI integration in Islamic English education from ethical and educational perspectives remain limited. Most previous research focuses on technological effectiveness rather than the integration of Islamic educational values in digital learning environments. Therefore, this study aims to analyze the opportunities, challenges, and ethical perspectives of integrating Artificial Intelligence into Islamic English education through a library research approach. This study is expected to contribute to the development of ethical and effective AI-based learning practices within Islamic educational contexts.

METHOD

This study employed a library research design with a qualitative descriptive approach. Library research is a research method that focuses on collecting and analyzing data from various written sources such as books, journal articles, research reports, and other relevant academic publications. This method was considered appropriate because the study aimed to explore and analyze the integration of Artificial Intelligence (AI) into Islamic English education based on existing theories, concepts, and previous studies. The data sources in this study consisted of primary and secondary sources. Primary sources included journal articles and academic publications discussing Artificial Intelligence in education, English Language Teaching (ELT), and Islamic education. Meanwhile, secondary sources consisted of books, conference proceedings, and other supporting references related to digital learning, educational ethics, and Islamic educational values.

The selection of literature was conducted systematically, utilizing academic databases including Google Scholar, ERIC, and ResearchGate. The search strategy employed a combination of specific keywords, including "AI in English Language Teaching," "Digital Learning Challenges," and "Islamic Educational Ethics." In order to guarantee the caliber and pertinence of the data, the inclusion criteria were restricted to peer-reviewed journal articles, conference proceedings, and academic books published primarily between 2015 and 2024. From the totality of the articles under consideration, those that exclusively addressed technical computer science aspects, excluding any educational or ethical implications, were excluded from the subsequent analysis.

The data were collected through documentation techniques by identifying, selecting, reading, and reviewing relevant literature related to the research topic. The collected data were then analyzed using descriptive qualitative analysis and content analysis techniques. The analysis process involved data reduction, data classification, data interpretation, and drawing conclusions based on the findings from the reviewed literature. This study focused on



analyzing the opportunities, challenges, and ethical perspectives of integrating Artificial Intelligence into Islamic English education in digital learning environments.

FINDINGS AND DISCUSSION

1. Opportunities of Artificial Intelligence in Islamic English Education

The rapid advancement of Artificial Intelligence (AI) has brought significant changes to educational practices, including English language learning in Islamic educational institutions. In the digital era, educational institutions are increasingly encouraged to integrate technology into teaching and learning activities in order to improve educational quality and learning effectiveness. AI technologies have become one of the most influential innovations because they offer various digital tools that can support students and teachers in learning processes. According to Tlili et al., (2023) AI technologies such as ChatGPT provide opportunities to create more interactive, flexible, and learner-centered educational environments. One of the most important opportunities provided by AI technologies is personalized learning. AI-powered systems are capable of adapting learning materials and educational support based on students' individual abilities, needs, and learning progress. This condition allows students to learn according to their own pace and level of understanding. In language learning, personalized learning is highly beneficial because students often have different levels of language proficiency and learning difficulties. Bannert et al., (2023) explain that AI systems can support adaptive learning experiences and provide immediate feedback that enhances students' learning performance. Through personalized learning, students can identify weaknesses in grammar, vocabulary, pronunciation, and writing skills more effectively. AI technologies provide opportunities for students to improve various English language skills. AI-based applications such as Grammarly, ChatGPT, QuillBot, and Duolingo help students improve grammar accuracy, sentence structure, vocabulary usage, pronunciation, and writing organization. In academic writing activities, AI technologies can assist students in generating ideas, organizing paragraphs, and correcting grammatical mistakes. Consequently, students may become more confident and motivated in developing their English language abilities. According to Sharples (2023), generative AI technologies can support educational innovation by encouraging more adaptive and interactive learning environments.

AI technologies can increase students' motivation and engagement in learning activities. Traditional learning methods are sometimes considered monotonous and less interactive, especially for language learning activities that require continuous practice. However, AI-powered learning platforms provide more engaging learning experiences through instant feedback, interactive exercises, and conversational learning systems. Students may feel more interested and enthusiastic because they can directly interact with AI applications and observe their learning progress immediately. This condition can positively influence students' participation and learning motivation in English language learning activities. Another opportunity offered by AI technologies is learning flexibility. Through digital learning environments, students can access educational materials anytime and anywhere without being limited by classroom settings or school schedules. This flexibility allows students to independently practice English language skills according to their own learning preferences and available time. Such conditions are particularly beneficial for students who need additional practice outside formal classroom learning



activities. Moreover, flexible learning environments encourage students to become more autonomous learners who take responsibility for their educational development.

AI technologies also provide significant benefits for teachers and educational institutions. Teachers can utilize AI applications to prepare learning materials, create assignments, evaluate students' work, and provide feedback more efficiently. This condition can reduce teachers' workload and improve educational productivity. According to Dal Borgo et al., (2023), AI technologies can support educational effectiveness by assisting teachers in managing teaching and learning activities more efficiently. Therefore, teachers may have more opportunities to focus on students' learning progress, classroom interaction, and educational guidance. the integration of AI into Islamic educational institutions can contribute to the development of students' digital literacy skills. In the modern era, digital literacy is considered an essential competency because students are expected to critically evaluate information and utilize digital technologies responsibly. Through AI-based learning activities, students become more familiar with technological advancements and digital learning environments. This condition is important because educational institutions are required to prepare students to face technological developments and global educational challenges in contemporary society

The implementation of Artificial Intelligence in Islamic English education offers numerous opportunities for improving educational quality and learning effectiveness. AI technologies can support personalized learning, improve English language skills, increase students' motivation, provide learning flexibility, assist teachers in educational activities, and enhance digital literacy development. Therefore, AI has significant potential to support educational innovation within Islamic educational environments while preparing students for digital transformation in modern education.

2. Challenges of Artificial Intelligence in Islamic English Education

Artificial Intelligence (AI) provides various opportunities in educational environments, its implementation in Islamic English education also presents several challenges that need serious attention. The rapid development of AI technologies has changed learning patterns and educational practices; however, the excessive use of technology may also create negative impacts on students' learning behaviors, academic integrity, and critical thinking abilities. Therefore, the integration of AI into educational contexts should be accompanied by proper supervision and ethical awareness to ensure that technology supports meaningful learning processes. One of the major challenges in implementing AI technologies is students' excessive dependence on AI-generated content. Nowadays, many students rely heavily on AI-powered applications such as ChatGPT and QuillBot to complete assignments, answer questions, and generate academic writing. In some cases, students tend to use AI tools without fully understanding the learning materials or engaging in independent thinking processes. This condition may reduce students' creativity, analytical thinking, and problem-solving abilities because they become accustomed to obtaining instant answers from technology. According to Bannert et al., (2023), although AI technologies provide educational benefits, their misuse may negatively affect students' cognitive development and critical thinking skills.

Excessive dependence on AI technologies may influence students' independent learning habits. In educational contexts, students are expected to actively engage in learning activities, analyze information critically, and construct knowledge independently. However, the convenience offered by AI applications may encourage students to become passive learners who depend more on technology than personal effort. According to

Siemens et al., (2022), digital technologies may create learning dependency if students utilize technological assistance without reflective and critical learning processes. Consequently, students may experience difficulties in developing deep understanding and long-term learning retention. Another important challenge is plagiarism and academic dishonesty. In academic writing activities, some students directly copy AI-generated texts without revising or understanding the content. Such practices create concerns regarding academic integrity because assignments may not fully represent students' own ideas and abilities. According to Tlili et al., (2023), generative AI technologies raise ethical concerns regarding authenticity, originality, and responsible academic practices. This issue becomes more serious in Islamic educational institutions because Islamic education strongly emphasizes honesty (sidq) and responsibility (amanah) in seeking knowledge. Therefore, educators need to establish clear ethical guidelines regarding AI use in academic activities.

AI technologies may generate inaccurate or misleading information. AI systems produce responses based on algorithms and data patterns rather than genuine understanding and reasoning. As a result, the information generated by AI applications may not always be academically reliable or contextually accurate. Students who rely entirely on AI-generated information without verification may misunderstand educational materials and develop incorrect knowledge. According to Dal Borgo et al., (2023), one of the major limitations of AI in education is the possibility of misinformation and biased outputs generated by AI systems. Therefore, students should be encouraged to critically evaluate and verify information obtained from AI technologies through credible academic references. Another challenge related to AI implementation is technological inequality among students. Not all students have equal access to digital devices, internet connections, and technological resources needed to utilize AI applications effectively. Students from disadvantaged economic backgrounds may experience difficulties in accessing AI-supported learning environments. This condition may create educational gaps between students who have better technological access and those who do not. According to Mark Warschauer (2003), unequal access to technology can contribute to digital inequality in educational environments. Consequently, educational institutions should consider accessibility and technological readiness before implementing AI-based learning systems.

Teachers' readiness in integrating AI technologies into learning activities also becomes an important challenge. Some educators may lack sufficient technological knowledge and digital competencies required to effectively utilize AI applications in educational settings. Teachers are expected to continuously adapt to technological developments and improve their digital pedagogical skills. According to Chan & Tsi (2023), the integration of AI into education requires teachers to develop new teaching approaches and technological competencies in order to maintain effective learning processes. Without proper training and institutional support, the implementation of AI technologies may not achieve optimal educational outcomes. Another challenge is the reduction of direct interaction between teachers and students. In traditional educational environments, classroom interaction plays an important role in supporting students' emotional development, communication skills, and social learning experiences. However, excessive use of AI technologies may reduce face-to-face interaction and human communication in learning activities. According to Turkle (2024), excessive dependence on technology may reduce meaningful human interaction and social engagement. This condition may negatively affect students' emotional involvement and interpersonal communication skills in educational environments.



Within the context of Islamic education, the implementation of AI technologies should also consider moral and spiritual dimensions. Islamic educational philosophy emphasizes character building, ethical awareness, discipline, sincerity, and spiritual development alongside intellectual achievement. According to Syed Muhammad Naquib al-Attas (1980), the purpose of Islamic education is to develop balanced individuals with strong moral values and spiritual consciousness. Therefore, AI technologies should function as educational support tools rather than replacing students' intellectual effort, ethical responsibility, and moral awareness. Although Artificial Intelligence provides numerous educational opportunities, its implementation in Islamic English education also presents various challenges related to technological dependency, plagiarism, misinformation, digital inequality, teachers' readiness, and reduced human interaction. Therefore, balanced educational approaches, ethical supervision, and responsible technology use are necessary to ensure that AI technologies contribute positively to students' academic development and moral growth within Islamic educational environments.

3. Ethical Perspectives of Artificial Intelligence in Islamic Education

The rapid development of Artificial Intelligence (AI) in education has not only transformed teaching and learning activities but has also raised various ethical concerns, especially within Islamic educational contexts. In recent years, AI technologies such as ChatGPT, Grammarly, and other digital learning platforms have become increasingly popular among students and educators because they provide practical assistance in academic activities. However, behind the convenience and efficiency offered by these technologies, there are important ethical aspects that should not be ignored. In Islamic education, educational success is not merely measured through academic achievement, but also through the development of moral values, good character, and spiritual awareness. Therefore, the implementation of AI in Islamic English education should be viewed not only from technological perspectives but also from ethical and moral considerations. One of the ethical issues that frequently emerges in the use of AI technologies is related to academic honesty. Nowadays, students can easily generate essays, summaries, and answers to assignments through AI-powered applications within a very short time. Although this technology may help students in learning activities, excessive dependence on AI-generated content may gradually reduce students' sense of responsibility in completing academic work independently. In some situations, students may submit AI-generated writing without properly understanding the material or revising the content. Such practices may lead to plagiarism and academic dishonesty, which contradict the fundamental principles of Islamic education. According to Tlili et al., (2023), the increasing use of generative AI technologies has raised concerns regarding authenticity, originality, and ethical academic behavior in educational environments.

Within Islamic educational philosophy, honesty (sidq) is considered one of the most important moral values in seeking knowledge. Students are encouraged to develop sincerity, responsibility, and discipline in educational activities. Knowledge is not only viewed as information to be acquired but also as a trust (amanah) that should be obtained through proper effort and ethical behavior. In this regard, the misuse of AI technologies may weaken students' moral awareness if technology is utilized merely to achieve instant academic results without meaningful learning processes. Syed Muhammad Naquib al-Attas (1980) explains that the primary goal of Islamic education is to produce individuals who possess balanced personalities, intellectual competence, and moral integrity. Therefore, technological advancement should support students' intellectual and moral



development rather than weaken ethical values in educational practices. In addition to academic honesty, another ethical aspect that deserves attention is students' dependence on technology. The convenience provided by AI applications sometimes encourages students to rely too heavily on digital assistance in completing educational tasks. Instead of developing ideas independently, some students prefer using AI-generated responses because they are considered faster and easier. Over time, this habit may influence students' creativity, critical thinking abilities, and independent learning skills. According to Dal Borgo et al., (2023), although AI technologies provide numerous educational benefits, students still need to maintain analytical and reflective thinking abilities in learning processes. Consequently, AI should function as a supporting educational tool rather than replacing students' intellectual efforts and reasoning processes.

The ethical discussion surrounding AI implementation also relates to the concept of adab in Islamic education. Adab refers to proper conduct, respectful behavior, discipline, and moral awareness in seeking knowledge. In traditional Islamic educational practices, students are taught to value learning processes, respect teachers, and develop humility in acquiring knowledge. However, excessive use of AI technologies may unintentionally reduce students' appreciation for educational efforts because learning activities become increasingly dependent on instant technological solutions. Therefore, educational institutions need to continuously remind students that technology should not eliminate discipline, sincerity, and respect toward knowledge and learning processes. Another ethical issue associated with AI technologies concerns the reliability and accuracy of information generated by digital systems. AI applications produce responses based on algorithms and available datasets, meaning that the information provided may not always be accurate, objective, or contextually appropriate. In some cases, AI-generated content may contain misinformation, biased perspectives, or incorrect explanations. Students who fully trust AI-generated information without verification may misunderstand educational materials and develop inaccurate knowledge. According to Bannert et al., (2023), AI systems may produce misleading outputs that require critical evaluation and verification from users. This condition highlights the importance of digital literacy and critical awareness in utilizing AI technologies within educational environments. Moreover, discussions regarding ethics in AI implementation cannot be separated from the role of teachers in educational activities. Although AI technologies are capable of assisting learning processes, teachers still hold essential roles that cannot be replaced by machines or algorithms. Teachers not only transfer knowledge but also provide emotional support, moral guidance, motivation, and character education for students. Human interaction between teachers and students remains an important aspect of meaningful learning experiences. Chan & Tsi (2023) argue that AI technologies should assist teachers in educational activities rather than replace human relationships and interaction within learning environments. Therefore, educational institutions should ensure that technological integration continues to support human-centered education.

A critical synthesis of the extant literature reveals that the ethical dilemma of AI in education extends beyond mere academic dishonesty. Western scholars, such as Dal Borgo et al. (2023), have characterized AI limitations in terms of misinformation and cognitive passivity. However, an Islamic educational perspective offers a more profound critique by understanding such passivity as a degradation of adab (proper conduct) toward knowledge. In Islam, the effort expended in the pursuit of knowledge is considered to be of equal importance to the knowledge itself. Accordingly, reliance on generative AI for essay production constitutes not merely a violation of institutional plagiarism policies; it represents



a fundamental contradiction to the spiritual purpose of learning, effectively transforming students from active seekers of wisdom to passive consumers of algorithmically generated texts.

In Islamic educational settings, the integration of AI technologies should also encourage students to develop spiritual awareness and ethical responsibility in utilizing digital tools. Technology should be used wisely for beneficial purposes and not merely for achieving academic success through shortcuts or dishonest practices. Students need to understand that knowledge acquisition requires effort, sincerity, patience, and discipline. Consequently, AI technologies should become instruments that support educational growth while maintaining Islamic values and moral consciousness. Ethical perspectives are highly important in discussing the integration of Artificial Intelligence into Islamic English education. The use of AI technologies should not only emphasize efficiency and technological advancement but also consider moral values, academic honesty, responsibility, discipline, and proper conduct. Through balanced approaches that combine technological innovation with Islamic ethical principles, educational institutions can create learning environments that support students' intellectual, moral, and spiritual development in meaningful and responsible ways.

CONCLUSION

The integration of Artificial Intelligence (AI) into Islamic English education has brought significant changes to teaching and learning activities in digital educational environments. The development of AI technologies has provided various opportunities that can support educational effectiveness, particularly in English Language Teaching (ELT). AI-powered applications such as ChatGPT, Grammarly, QuillBot, and other digital learning platforms can assist students in improving language skills, developing digital literacy, and accessing learning materials more flexibly and independently. In addition, AI technologies also support teachers in preparing learning materials, evaluating assignments, and creating more adaptive learning environments. Despite the various benefits offered by AI technologies, their implementation in Islamic English education also presents several challenges. Excessive dependence on AI-generated content may negatively affect students' creativity, critical thinking abilities, and independent learning habits. Furthermore, issues related to plagiarism, academic dishonesty, misinformation, and unequal technological access remain important concerns in digital learning environments. Therefore, the use of AI technologies should be accompanied by proper supervision, critical awareness, and responsible educational practices to ensure meaningful learning processes.

From an ethical perspective, the implementation of AI in Islamic education should align with Islamic educational values such as honesty (*sidq*), responsibility (*amanah*), discipline, sincerity, and proper conduct (*adab*). Islamic education emphasizes not only intellectual achievement but also moral and spiritual development. Consequently, AI technologies should function as supporting educational tools rather than replacing students' intellectual effort, ethical awareness, and moral responsibility. In this regard, teachers continue to play important roles in guiding students, providing moral education, and maintaining meaningful human interaction within learning activities. Overall, Artificial Intelligence has significant potential to support educational innovation in Islamic English education when implemented responsibly and ethically. Therefore, balanced approaches that combine technological advancement with Islamic moral values are necessary to create effective, meaningful, and ethical digital learning environments. Future educational practices should continue to encourage the responsible use



of AI technologies while maintaining educational quality, academic integrity, and character development within Islamic educational contexts.

Based on these findings, it is highly recommended that educators in Islamic institutions redesign their assessment methods to emphasize critical thinking and reflective tasks such as in-class debates or personal reflection essays that cannot be easily outsourced to AI. Additionally, it is imperative for educators to explicitly incorporate the values of *sidq* and *amanah* into their digital literacy instruction. For future researchers, empirical field studies (e.g., observations or interviews) are strongly recommended to investigate how students and teachers in Islamic institutions actually interact with AI tools in their daily classroom practices.

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