

Integration of Artificial Intelligence in Islamic Education: Transformation of Pedagogy, Curriculum, and Spirituality Based on Maqāṣid al-Sharī'ah

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Abstract

The integration of Artificial Intelligence (AI) in Islamic education brings significant changes to the learning system, pedagogical approach, curriculum development, and spiritual development of students. This study aims to analyze the transformation of Islamic education in the era of artificial intelligence through the perspective of Maqāṣid al-Sharī'ah. The study uses a qualitative method with a library research approach through a review of various scientific literature, educational theories, and contemporary thinking on AI and Islamic education. The results show three main findings. First, AI makes a positive contribution to the effectiveness, personalization, and accessibility of learning through adaptive learning systems, intelligent tutoring systems, and digital education platforms that can improve the quality of the teaching and learning process. Second, in the dimensions of pedagogy and curriculum, AI encourages the creation of student-centered learning models, improves critical thinking skills and creativity, and demands the reconstruction of the Islamic education curriculum by integrating digital literacy, AI ethics, and Islamic values in a balanced manner. Third, in the spiritual dimension, AI integration should not only be oriented towards technological advancement, but should also strengthen moral awareness, spiritual intelligence, and humanistic values grounded in Islamic teachings. The Maqāṣid al-Sharī'ah perspective serves as an ethical foundation to ensure that the implementation of AI in Islamic education continues to support the protection of religion, reason, morality, and human well-being. Therefore, the integration of AI in Islamic education needs to be directed towards creating an educational system that balances technological innovation and the strengthening of spirituality.

Keywords

Artificial Intelligence (AI), Islamic Education, Pedagogy, Curriculum, Spirituality, Maqāṣid al-Sharī'ah.



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INTRODUCTION

The increasingly rapid development of digital technology has brought major changes in various aspects of human life, including in the field of education (Fadhilah H.M et al., 2023; Fetra Bonita Sari, Risda Amini, 2020). One technological innovation currently attracting global attention is Artificial Intelligence (AI). AI is no longer used solely in industry and economics, but has also penetrated the world of education through various forms such as adaptive learning, intelligent tutoring systems, educational chatbots, learning analytics, and automated learning evaluation (Aisi et al., 2025; Hoerudin et al., 2023). The advent of AI presents a significant opportunity for the world of education to create more effective, flexible, personalized, and student-centered learning systems. Globally, various countries are beginning to integrate AI into their education systems as an effort to improve the quality of human resources that are adaptive to changing times. This transformation demonstrates that education in the digital era is inseparable from the use of artificial intelligence-based technology (Susanto, 2025; Susanto & Kiftiyah, 2025).

In Islamic education, AI integration is becoming increasingly relevant as the need for modern learning continues to uphold Islamic spiritual and moral values grows. Islamic educational institutions, including madrasas, Islamic boarding schools, and Islamic universities, are beginning to utilize digital technology to support learning processes, administration, and curriculum development (Resti et al., 2024). The use of online learning platforms, AI-based Quran memorization apps, automatic Arabic translators, and Islamic education chatbots demonstrates that AI has effectively entered the Islamic education space. However, these developments also present new challenges, particularly regarding how technology can be integrated without diminishing the primary focus of Islamic education as a means of developing students' morals, spirituality, and character (Rahman, 2024). Islamic education does not only aim to transfer knowledge, but also to form people who are faithful, have good morals, and have a balance between intellectual, emotional, and spiritual intelligence.

Facts on the ground show that today's young generation lives in a digital environment that is highly dependent on technology. Students are more familiar with digital devices than with conventional learning methods (Al-Samarraie et al., 2020; Edy & Bangsa, 2024). This situation is pushing Islamic educational institutions to transform their learning systems to remain relevant to the needs of the digital generation. On the other hand, the development of AI has also raised concerns about the decline of humanistic interactions between teachers and students, increased

dependence on technology, and the potential for moral degradation due to uncontrolled technology use. AI has the potential to create an overly mechanical education system if not balanced with ethical and spiritual values (Marble et al., 2020; Taufik, 2020). In many cases, the use of technology in education is often oriented solely toward academic efficiency without considering the human and spiritual dimensions of students. As a result, education risks losing its primary function as a process for shaping human character and morality.

The main problem in the integration of AI in Islamic education lies in the absence of a comprehensive formulation regarding the concept of utilizing AI that is in line with Islamic values (Fahyuni et al., 2020; Hastuty et al., 2025). Some educational institutions still view AI merely as a technological tool, rather than as an educational instrument that should be directed towards the well-being of humanity. Furthermore, Islamic education curricula generally do not fully accommodate digital literacy, technological ethics, and AI skills as part of students' competencies in the modern era. Furthermore, there are concerns that the dominance of AI in the learning process could diminish the role of teachers as moral and spiritual educators. If this situation is not addressed, the digital transformation in Islamic education has the potential to produce a generation that excels technologically but is weak in spirituality and morals (Yoganasimhan & Iakovetskaia, 2024). As a solution, the integration of AI in Islamic education needs to be built through an approach based on Maqāṣid al-Sharī'ah. This approach is important because Maqāṣid al-Sharī'ah places human benefit as the main orientation in every development of science and technology. In this perspective, the use of AI must be directed at maintaining and developing fundamental values such as the protection of religion (ḥifẓ al-dīn), reason (ḥifẓ al-'aql), morality, and humanity (Kompetensi & Gramatikal, 2023). AI can be utilized as a means of strengthening the quality of learning, developing creativity, and increasing access to education, while remaining within the framework of Islamic ethics. Furthermore, Islamic education needs to reconstruct its curriculum to integrate digital technology with character education, spirituality, and the ethics of AI use. Teachers must also be positioned not merely as technology facilitators, but as moral and spiritual guides in the educational process.

The urgency of this research lies in the urgent need to formulate a concept for integrating AI into Islamic education that is not only oriented toward technological advancement but also toward strengthening spiritual and humanitarian values. Amidst the current of global digital transformation, Islamic education is required to adapt to technological developments without losing its identity and primary purpose. This research is crucial in providing a conceptual and ethical

foundation for how AI can be used productively in Islamic education while maintaining a balance between intellectual and spiritual intelligence.

Based on the above description, this study aims to analyze the transformation of pedagogy, curriculum, and spirituality in Islamic education through the integration of Artificial Intelligence based on *Maqāṣid al-Sharī'ah*. This study also aims to explain how AI can be utilized as an educational instrument that supports human welfare and strengthens Islamic values in the digital era. The novelty of this study lies in the integration of AI studies with the perspective of *Maqāṣid al-Sharī'ah* in the context of the transformation of Islamic education. Previous studies tended to discuss AI only from the aspect of learning technology or the digitalization of education in general, while this study emphasizes the dimensions of pedagogy, curriculum, and spirituality in an integrative manner. Thus, this study offers a new paradigm regarding the use of AI in Islamic education that emphasizes not only technological innovation but also the holistic development of character, morality, and spirituality in students.

METHOD

This research uses a qualitative approach with the type of library research (Creswell, 2018; Miles et al., 2014). This approach was chosen because the research focuses on a conceptual analysis of the integration of Artificial Intelligence (AI) in Islamic education and its relevance to the perspective of *Maqāṣid al-Sharī'ah*. Literature research was conducted by reviewing various scientific sources related to AI, Islamic education, pedagogical transformation, curriculum development, educational spirituality, and the theory of *Maqāṣid al-Sharī'ah*. The research data sources consist of primary and secondary data (Rukajat, 2018). Primary data was obtained from books, international and national journal articles, and scientific papers discussing AI and Islamic education. Meanwhile, secondary data was obtained from supporting documents, proceedings, research reports, and digital sources relevant to the research topic.

Data collection techniques were conducted through documentation and literature studies by systematically exploring various academic references. Researchers identified, classified, and selected literature relevant to the research focus. Next, the data was analyzed using content analysis techniques to understand the meaning, concepts, and relationships between AI integration and the transformation of Islamic education. The analysis was conducted through several stages: data reduction, data presentation, interpretation, and conclusion drawing. In the data reduction stage, researchers selected data relevant to the research focus. The data presentation stage was carried out

by organizing information thematically based on pedagogical, curriculum, and spiritual aspects. Then, interpretation was carried out by linking the study results to the perspective of Maqāsid al-Sharī'ah as an ethical foundation for the use of AI in Islamic education.

FINDINGS AND DISCUSSION

Findings

Based on the results of a literature review on the integration of Artificial Intelligence (AI) in Islamic education, this study found that educational transformation occurs not only in the technological aspects of learning but also encompasses changes in pedagogy, curriculum, and student spirituality. AI integration offers significant opportunities to improve learning effectiveness, but also requires an ethical and spiritual foundation to ensure its use remains in line with Islamic values. The findings of this study are summarized in several key aspects, as presented in the following table.

Table 1. Research Findings

No	Aspects of Findings	Findings	Implications in Islamic Education
1	Pedagogical Transformation	AI drives technology-based learning, personalized learning, adaptive learning, and intelligent tutoring systems	Teachers transform from information centers into facilitators, mentors, and spiritual guides for students
2	Curriculum Development	Islamic education curricula are beginning to integrate digital literacy, AI ethics, and technology skills	Islamic education is required to produce students who are adaptive to digital developments but remain based on Islamic values
3	Learning Effectiveness	AI increases accessibility, evaluation efficiency, and flexibility of the learning process	Learning becomes more inclusive and is able to reach students widely through digital platforms
4	Moral and Spiritual Challenges	The use of AI has the potential to reduce humanistic interactions, increase dependence on technology, and weaken spiritual values	Islamic education needs to strengthen moral education, digital ethics, and character development of students
5	Maqāsid al-Sharī'ah perspective	AI must be directed towards the welfare of humanity and the protection of religious values, reason, morality, and humanity	AI integration is not only oriented towards technological innovation, but also towards holistic and spiritual human development
6	The Role of Teachers in the AI Era	Teachers still have an important position in guiding the moral, spiritual, and human values of students	AI functions as an educational tool, not a substitute for the role of educators in Islamic education
7	Spiritual Transformation	AI can be utilized to support digital Islamic learning such as tafsir, tahfiz, and interactive worship learning	Technology can be a medium for strengthening spirituality if used ethically and in a targeted manner

Discussion

Transformation of Islamic Education Pedagogy in the Era of Artificial Intelligence

The development of Artificial Intelligence (AI) has brought significant changes to modern education systems, including Islamic education. This transformation is evident in the shift in pedagogical paradigms from conventional to digital technology-based learning that is more adaptive, interactive, and oriented to student needs (Muhaemin, 2023). In the previous era, the learning process tended to use a teacher-centered learning approach, namely the teacher was the main center for conveying knowledge, while students acted as passive recipients of information (Hadi et al., 2025; Wagner et al., 2020). However, the advent of AI has transformed this model into student-centered learning, providing greater space for students to be active, independent, and creative in the learning process. AI offers various pedagogical innovations through the use of intelligent tutoring systems, adaptive learning, virtual learning assistants, educational chatbots, and learning data analysis that can tailor materials to students' abilities and characteristics. These systems enable students to gain a more personalized learning experience because the technology can detect each individual's level of understanding, learning pace, and academic needs. In the context of Islamic education, the use of AI offers significant opportunities to increase the effectiveness of religious learning, such as digital Quran learning, automatic Arabic translation, interactive memorization applications, and multimedia-based fiqh learning. Thus, AI not only accelerates access to information but also creates more engaging and contextual learning for the digital generation.

This pedagogical transformation can be analyzed using constructivism theory developed by Jean Piaget and Lev Vygotsky. From a constructivist perspective, learning is an active process in which students construct their own knowledge through experience and interaction with the environment. AI supports this constructivist approach because the technology enables students to learn independently, exploratively, and based on personal experience (Nazilatul Mifroh, 2025; Vygotsky, 1978). Adaptive learning systems, for example, provide students with the opportunity to understand material at their own pace, making the learning process more meaningful. Furthermore, Vygotsky's social constructivism theory emphasizes the importance of social interaction and scaffolding in learning. In this regard, AI can function as a tool that supports educational interactions through digital forums, learning simulations, and virtual mentoring that helps students reach their

zone of proximal development. Furthermore, the transformation of Islamic education pedagogy in the AI era can also be analyzed through the humanistic theory proposed by Abraham Maslow and Carl Rogers. Humanistic theory positions humans as the primary subject of education, possessing the potential for holistic development, encompassing intellectual, emotional, and spiritual aspects. Islamic education, in essence, aligns with the humanistic approach, as it aims to shape individuals who are faithful, moral, and possess a balance between intellectual and spiritual intelligence (Joseph, 2021; Maulidiyah & Yurisa, 2025). Therefore, the use of AI in Islamic education should not only be oriented towards improving academic aspects and learning efficiency, but should also pay attention to character development and human values.

From an Islamic educational perspective, teachers remain central despite the rapid development of AI technology. AI cannot replace the role of teachers as *murabbi*, *mu'allim*, and *muaddib* in the educational process. Teachers are not only tasked with imparting knowledge, but also serving as moral role models, spiritual guides, and character builders for students. The emotional and spiritual interaction between teachers and students is a fundamental aspect that cannot be completely replaced by technology. Therefore, the integration of AI into Islamic educational pedagogy must be positioned as a supporting instrument for learning, not a replacement for the role of humans in education. Furthermore, AI-based pedagogical transformation also needs to be analyzed from the perspective of *Maqāṣid al-Sharī'ah*, which emphasizes human welfare as the primary goal of education (Fahyuni et al., 2020). In this context, the use of AI should be directed towards preserving and developing reason (*ḥifẓ al-'aql*), strengthening morality, and improving the quality of human life. AI can be a tool for developing science and educational innovation if used ethically and responsibly. However, if not guided by spiritual and moral values, AI has the potential to create technological dependency, reduce social interaction, and erode the humanistic dimension of education.

Therefore, the transformation of Islamic education pedagogy in the AI era requires a balance between technological innovation and the strengthening of spiritual values. Islamic education must be able to utilize AI to improve the quality of learning without losing its identity as an educational system oriented towards moral and humanitarian development. With this approach, AI can become a strategic instrument in creating Islamic education that is modern, adaptive, and relevant to current developments, while maintaining religious and humanistic values as the primary foundation of Islamic education.

Reconstruction of Islamic Education Curriculum Based on Artificial Intelligence

The development of Artificial Intelligence (AI) has brought about significant changes in various sectors of life, including the education system. These changes require Islamic educational institutions to reconstruct their curricula to meet the challenges of the digital era while maintaining their Islamic identity. The Islamic education curriculum in the previous era tended to be oriented towards normative mastery of religious knowledge and conventional learning centered on memorization. However, the development of a digital society demands a curriculum transformation that is more adaptive, innovative, and relevant to the needs of the 21st century. Islamic education is no longer sufficient to simply equip students with cognitive abilities and religious understanding; it must also develop digital literacy, technological skills, critical thinking skills, creativity, collaboration, and ethical use of technology (Kamal et al., 2020). The integration of AI in Islamic education is a strategic step in developing a curriculum that is responsive to current developments. AI enables a more flexible, personalized, and data-driven learning process. Through AI technology, educational institutions can develop adaptive learning systems that adapt materials to students' abilities and needs. Furthermore, AI also facilitates learning evaluation, academic progress analysis, and more effective educational administration. Within the curriculum, AI is understood not only as a technological tool but also as part of the competencies students must learn to compete in the era of the 5.0 industrial revolution (Karlen et al., 2020; O'grady, 2024).

Rekonstruksi kurikulum pendidikan Islam berbasis AI dapat dianalisis menggunakan teori A progressive curriculum developed by John Dewey. This theory emphasizes that education should be oriented towards experience, social needs, and developments. The curriculum should not be static, but rather dynamic and able to adapt to changes in society (Noori et al., 2020). From this perspective, AI integration is crucial because students live in a digital environment heavily influenced by technological developments. Therefore, the Islamic education curriculum must be able to prepare students to adapt to social and technological changes without losing moral and spiritual values. In addition to progressivism theory, the reconstruction of the Islamic education curriculum can also be analyzed using Paulo Freire's critical education theory. Freire rejected the "banking education" model of education, which merely treats students as passive recipients of information. He argued that education must develop critical awareness in students so they can understand social realities and transform their environment (Ningsih, 2019; Putri, 2024). In the context of AI, the Islamic education curriculum must be designed to shape students not only as users of technology

but also as critical thinkers about the social, cultural, and moral impacts of these technological developments. Students need to be equipped with digital literacy skills and technological ethics to enable them to use AI wisely, productively, and responsibly.

An AI-based Islamic education curriculum must also integrate 21st-century competencies, including critical thinking, creativity, collaboration, and communication. These competencies are crucial because AI has transformed work patterns, communication, and social interactions in modern society. Islamic education needs to develop learning methods that encourage students to actively engage in discussions, problem-solving, innovation, and technology-based collaboration. Thus, the curriculum should not only focus on knowledge transfer but also on developing life skills and adapting to global change. Furthermore, the reconstruction of the Islamic education curriculum must remain grounded in Islamic spiritual and moral values. From the perspective of *Maqāṣid al-Sharī'ah*, curriculum development should be directed toward creating human well-being by safeguarding religion (*ḥifz al-dīn*), reason (*ḥifz al-'aql*), morality, and human social life (Rifai, 2025). AI should not be used solely as an instrument for modernizing education, but should also be a means of strengthening morals and character building for students. Therefore, digital ethics education is a crucial part of the Islamic education curriculum. Students need to be taught about moral responsibility in using technology, the importance of academic honesty, ethical digital communication, and the dangers of AI misuse in social life.

Therefore, an AI-based reconstruction of the Islamic education curriculum is a strategic step in addressing future educational challenges. The integration of digital technology into the curriculum must be balanced between mastery of science, development of 21st-century skills, and strengthening of spiritual values. With this approach, Islamic education is expected to produce a generation that excels intellectually, adapts to technological developments, and maintains strong moral integrity and spirituality in modern life.

Strengthening Spirituality in Islamic Education through the *Maqāṣid al-Sharī'ah* Perspective

The development of Artificial Intelligence (AI) in education has brought about significant changes to learning patterns, information access, and academic interactions. On the one hand, AI provides convenience and efficiency in the educational process through various digital technological innovations. However, on the other hand, this development also poses serious challenges to the spiritual dimension and humanistic values in Islamic education. Uncontrolled technological dominance has the potential to create digital dependency, reduce the quality of social interactions,

and weaken the character and moral development of students. In this context, Islamic education faces a significant challenge: maintaining a balance between technological advancement and strengthening spirituality so that education does not lose its primary orientation as a means of developing individuals with faith, morals, and strong spiritual awareness (Mustapha et al., 2025). Strengthening spirituality in Islamic education is crucial because the essence of Islamic education is not only aimed at transferring knowledge but also at developing a holistic personality intellectually, emotionally, and spiritually. Spirituality in Islamic education is related to the development of human relationships with Allah SWT, fellow human beings, and their social environment. Therefore, the integration of AI in Islamic education must be directed at supporting the development of students' religious and moral awareness, not simply increasing learning efficiency. AI should be positioned as an educational tool that supports the creation of more innovative learning without eliminating the transcendental values of Islamic education.

The phenomenon of technology dependency among the digital generation shows that AI developments can influence students' mindsets, behaviors, and social lives. Excessive use of technology often leads to decreased social interaction, weakened empathy, and increased individualism. In education, this situation can diminish the emotional closeness between teachers and students, which has long been a key foundation of Islamic education. Yet, spiritual relationships and teacher role models play a crucial role in the formation of morals and the internalization of Islamic values. Therefore, Islamic education must ensure that the use of AI remains within the framework of Islamic ethics and spirituality so that technology does not displace humanitarian values in the educational process (Sutisna et al., 2025). Strengthening spirituality in Islamic education through AI can be analyzed using the humanistic educational theory developed by Abraham Maslow and Carl Rogers. Humanistic theory views education as a process of holistic human development encompassing intellectual, emotional, social, and spiritual aspects. According to Maslow, humans have a need for self-actualization that relates not only to material aspects but also to spiritual needs and the meaning of life. In the context of Islamic education, AI should be used to help students achieve balanced personal development, not simply to improve academic abilities (Joseph, 2021; Muazaroh & Subaidi, 2019). Islamic education must continue to place humans as the main subject of education by paying attention to moral values, empathy, and spirituality in every learning process.

In addition to humanistic theory, strengthening spirituality through AI integration can also be analyzed using Thomas Lickona's character education theory, which emphasizes the importance of moral education in shaping student behavior. According to Lickona, education aims not only to create intelligent individuals but also individuals with good character and responsibility (Muh Idris, 2018). In the context of AI, Islamic education must be able to build students' ethical awareness so they are able to use technology wisely and responsibly. Strengthening character such as honesty, responsibility, discipline and social awareness is important so that students are not trapped in the misuse of digital technology. The *Maqāṣid al-Sharī'ah* perspective provides a normative basis that is very relevant in strengthening spirituality in the AI era. The *Maqāṣid al-Sharī'ah* concept places human benefit as the main goal in the development of science and technology. In the context of Islamic education, the use of AI must be directed at maintaining religion (*ḥifẓ al-dīn*), maintaining reason (*ḥifẓ al-'aql*), maintaining morality, and creating social benefits for humans (Sholihah, 2025). AI can be utilized as a medium for strengthening spirituality through various learning innovations, such as AI-based memorization applications, digital Quran learning platforms, interactive Islamic studies, and multimedia-based worship learning systems. These technologies can help students gain access to broader, more flexible, and engaging religious education tailored to the characteristics of the digital generation.

Nevertheless, AI cannot replace the role of humanistic and transcendental spiritual education. Spirituality in Islamic education is not only built through the transfer of religious information, but also through the example of teachers, the instilling of moral values, social interactions, and religious experiences in daily life. Teachers remain central as educators who guide the moral and spiritual development of students. Therefore, the integration of AI must be carried out proportionally while maintaining human interaction in the educational process. Thus, strengthening spirituality through the perspective of *Maqāṣid al-Sharī'ah* (the Principles of the Shariah) is an important foundation for the integration of AI in Islamic education. This approach allows Islamic education to utilize technological advances without losing its spiritual identity and moral values. The integration of AI not only results in a transformation of educational technology but also creates an educational system that balances intellectual intelligence, digital intelligence, and spiritual intelligence. This is crucial for Islamic education to produce a generation that is adaptive to the times while maintaining faith, noble morals, and strong spiritual awareness in facing the challenges of modernity.

CONCLUSION

Based on the results of research on the integration of Artificial Intelligence (AI) in Islamic education based on the Maqāṣid al-Sharī'ah perspective, several points can be concluded as follows: First, the integration of AI has brought a significant transformation to the pedagogy of Islamic education. The presence of AI technology encourages a paradigm shift in learning from teacher-centered learning to student-centered learning that is more adaptive, personalized, and interactive. The use of intelligent tutoring systems, adaptive learning, and digital learning platforms can increase the effectiveness and flexibility of the learning process. Second, the development of AI demands the reconstruction of the Islamic education curriculum that is more relevant to the needs of the digital era. The Islamic education curriculum is not only oriented towards mastering religious knowledge in a normative manner, but must also integrate digital literacy, technology ethics, 21st-century skills, and critical and creative thinking skills. AI-based curriculum reconstruction is crucial to creating students who are adaptive to global technological developments without losing their Islamic identity and moral values. Third, the Maqāṣid al-Sharī'ah perspective provides an ethical and spiritual foundation for the use of AI in Islamic education. The use of AI must be directed towards the welfare of humanity by upholding religion, reason, morality, and human values. AI can be utilized as a medium for strengthening spirituality through digital Quran learning, AI-based memorization applications, and interactive Islamic study platforms. However, students' spirituality must still be fostered through teacher role models, moral development, and the internalization of Islamic values in daily life.

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