

The Dual Role of Artificial Intelligence in In-Depth Learning of Islamic Religious Education in Elementary Schools

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Abstrak

Penelitian ini bertujuan untuk menganalisis secara kritis peran ganda Artificial Intelligence (AI) dalam pembelajaran mendalam Pendidikan Agama Islam (PAI) di sekolah dasar, khususnya dalam hubungannya dengan pembentukan pemahaman dan kesadaran spiritual siswa. Metode yang digunakan adalah pendekatan kualitatif melalui kajian pustaka yang dipadukan dengan *systematic literature review* (SLR). Data diperoleh dari artikel ilmiah terbitan 2021–2026 yang relevan dengan tema AI, pembelajaran mendalam, dan pendidikan agama, kemudian dianalisis menggunakan teknik analisis tematik untuk mengidentifikasi pola, kecenderungan, dan kontradiksi peran AI dalam praktik pembelajaran. Hasil penelitian menunjukkan bahwa AI memiliki peran ganda yang bersifat paradoksal. Di satu sisi, AI meningkatkan akses pengetahuan, keterlibatan belajar, personalisasi materi, serta efisiensi evaluasi, sehingga pembelajaran menjadi lebih interaktif dan adaptif. Namun di sisi lain, AI berpotensi mereduksi kedalaman pembelajaran dengan mendorong instanitas, melemahkan refleksi, serta menggeser orientasi belajar dari proses menuju hasil. Temuan juga menunjukkan bahwa AI lebih dominan memperkuat aspek kognitif, sementara dimensi afektif dan spiritual cenderung terabaikan.

Kata kunci: Artificial Intelligence, Pembelajaran Mendalam, PAI, Kesadaran Spiritual

Abstract

This study aims to critically analyze the dual role of Artificial Intelligence (AI) in in-depth learning of Islamic Religious Education (PAI) in elementary schools, particularly in relation to the formation of students' spiritual understanding and awareness. The method used was a qualitative approach through a literature review combined with a systematic literature review (SLR). Data were obtained from scientific articles published between 2021 and 2026 relevant to the themes of AI, deep learning, and religious education. They were then analyzed using thematic analysis techniques to identify patterns, trends, and contradictions in the role of AI in learning practices. The research findings show that AI has a paradoxical dual role. On the one hand, AI increases access to knowledge, learning engagement, personalization of materials, and evaluation efficiency, making learning more interactive and adaptive. However, on the other hand, AI has the potential to reduce the depth of learning by encouraging instantaneity, weakening reflection, and

shifting the learning orientation from process to outcome. The findings also indicate that AI predominantly strengthens cognitive aspects, while the affective and spiritual dimensions tend to be neglected.

Keywords: Artificial Intelligence, Deep Learning, PAI, Spiritual Awareness

Introduction

The development of digital technology in the era of the Industrial Revolution 4.0 has not only transformed learning tools but also shaken the way humans understand knowledge itself (Abas, 2025). Education no longer takes place in a static space, but rather moves in a fast, fluid, and interconnected flow of information. In this context, Islamic Religious Education (PAI) in elementary schools has been pushed into previously unimaginable territory. The process of religious learning, which previously took place through direct relationships between teachers and students, is now confronted with the presence of smart technology (Muchlis, 2025). This change cannot be simplified as mere innovation, as it touches on the most fundamental dimensions of education: the meaning and purpose of learning. PAI, which has previously emphasized the internalization of values, must confront the logic of efficiency brought by technology. At this point, serious questions arise about the new direction of religious learning amidst the rapid flow of digitalization (Kesuma et al., 2025).

The advent of Artificial Intelligence (AI) is accelerating this shift in ways that are not always recognized (Anggraeni, 2025). AI is not merely a tool but is beginning to shape the way students access, understand, and even trust knowledge. In the classroom, AI is able to present material quickly, responsively, and personally. Students can obtain answers in seconds without having to go through a lengthy search process (Sutrisno, 2025). This situation creates a learning experience that feels easier and more enjoyable. However, this convenience also shifts the meaning of learning from process to outcome. When answers are available instantly, the space for questioning and reflection becomes increasingly limited. In religious learning, this situation has the potential to erode the reflective dimension that is at the heart of the process of understanding values (Noor et al., 2025).

Optimism regarding the use of AI in education cannot be ignored (Harsono & Noorhapizah, 2025). Many learning practices demonstrate that technology can significantly increase student engagement (Gunawan & Suranti, 2025). Material previously considered abstract can be presented visually and interactively. Students become more active in learning because they feel connected to the media used. Teachers are also assisted in managing classes and monitoring student learning progress. In this context, AI appears to be a solution to the various limitations of conventional learning. However, increased engagement does not always equate to deeper understanding (Sari & Nurjanah, 2025). High levels of learning activity do not necessarily result in deeper awareness. This is where the need to differentiate between active learning and meaningful learning arises.

As technology accelerates the learning process, the risk of simplification becomes increasingly apparent (Santiani, 2025). AI tends to provide concise, concise, and to-the-point answers. On the one hand, this helps students grasp concepts quickly. On the other hand, the thought process, which should develop gradually, is truncated. Students are no longer accustomed to grappling with complex questions (Wardani, 2025). In Islamic Religious

Education learning, this situation becomes problematic because religious understanding cannot be separated from the process of reflection. Religious values require space to be thought about, felt, and experienced. When that space is narrowed, learning risks losing its depth. This situation demands serious attention from educators (Aliyah & Norlianti, 2025).

The reality on the ground shows that the integration of AI in Islamic Religious Education (PAI) learning does not always go as expected (Rahman, 2025). Some teachers still face difficulties in understanding how the technology works and its potential. The use of AI is often limited to simple functions that do not address deeper pedagogical aspects. In such conditions, technology merely complements without providing significant change. Teachers remain the primary actors, but without adequate support and understanding, AI utilization is suboptimal (Hidayat & Karim, 2025). Furthermore, the pressure to keep up with technological developments puts teachers in a difficult position. They are required to adapt quickly without always having the space for in-depth learning. This gap is one of the main problems in the integration of educational technology (Prasetyo et al., 2025).

Meanwhile, students, as a generation that grew up with technology, show a different response (Lestari, 2025). They quickly adapt and utilize AI in various learning activities. This capability is often seen as an advantage. However, behind this, a tendency towards unconscious dependency emerges. Students are accustomed to relying on technology to answer questions without seeking to understand independently (Wibowo, 2025). This pattern has the potential to weaken critical thinking skills. In religious learning, this type of dependency can hinder the process of internalizing values. Students may know a lot, but not truly understand its meaning. This phenomenon shows that technological advances have serious consequences (Sulastri & Anwar, 2025).

Another issue that arises relates to the reliability of information generated by AI (Fauzan, 2025). Technology operates based on available data, which does not always reflect the complexity of religious teachings. In some cases, the answers provided can be general and out of context. This raises the risk of misunderstanding religious concepts (Nasution, 2025). Teachers, as scientific authorities, face the challenge of ensuring that the information students receive remains aligned with true values and teachings. This situation creates a tension between the speed of technology and the careful delivery of religious material. This tension cannot be ignored because it concerns the substance of Islamic Religious Education (PAI) learning itself. This is where the role of teachers becomes increasingly important (Hakim & Yanti, 2025).

Faced with these conditions, the concept of deep learning is becoming increasingly relevant (Santiani, 2025). Deep learning emphasizes not only mastery of material but also the ability to understand, reflect on, and relate knowledge to life. In Islamic Religious Education (PAI), deep learning is closely linked to the development of spiritual awareness. This process requires time, emotional engagement, and sufficient space for reflection. AI can help provide information, but it cannot replace the process of reflection. When technology is used without considering these aspects, learning risks becoming superficial (Fauzi et al., 2025). Therefore, it is important to reexamine how AI is used in the context of religious learning. The question of depth is key to this discussion (Noor & Huda, 2025). Several previous studies have examined the use of AI in education, including Islamic Religious Education (PAI) learning (Abas, 2025). The results indicate significant potential for improving learning quality. AI can provide a more adaptive and personalized approach, allowing students to learn at their own pace and needs. These findings paint a positive picture for the future of technology-based education. However, most studies still focus on technical and functional aspects (Ahmad & Ali, 2025). Discussion of

epistemological and spiritual impacts remains relatively limited. This indicates a gap in research that needs to be filled, particularly in the context of religious education, which has unique characteristics (Syahir et al., 2025). The tendency of research to be overly optimistic about technology needs to be criticized proportionately (Hakim & Yanti, 2025). AI is often viewed as a solution to various educational problems without considering its long-term impact. In the context of Islamic Religious Education (PAI), this approach risks neglecting the values that are at the heart of learning. Religious education is not only about knowledge, but also about character and awareness formation. When technology is used without critical reflection, these goals can be distorted (Mahud, 2025). Therefore, a more balanced approach is needed to view the role of AI, not only as an opportunity but also as a potential risk. This perspective is crucial to develop (Nuraini & Shohib, 2025).

Within this framework, the idea of AI's dual role becomes relevant (Suryana et al., 2025). AI cannot be understood in a purely positive or negative light. It operates in a complex and contradictory space. On the one hand, AI opens up broad access to knowledge. On the other hand, AI can limit thought processes if used inappropriately. In Islamic Religious Education (PAI) learning, this dualism is particularly evident. Technology can help students understand religious teachings, but it can also distance them from the process of reflection (Zulfikar et al., 2026). Understanding this dualism is the first step in formulating a wiser approach. Without such understanding, the use of AI will proceed without a clear direction (Rahman, 2025).

The lack of research on the dual role of AI demonstrates the need for a new approach to research (Zulfikar et al., 2026). Existing studies have not fully explained how technology influences the depth of student learning. A narrow focus on technical aspects neglects deeper dimensions. Yet, this is where the main problem lies in Islamic Religious Education (PAI) learning. Research that integrates pedagogical, technological, and value aspects is essential. This approach allows for a more comprehensive understanding, examining not only what happens but also why it happens (Fauzi et al., 2025). This effort is crucial for developing more meaningful education (Nuraini & Shohib, 2025). The choice of elementary school as the research context was not without reason (Rifdillah, 2025). At this stage, students are in the early stages of character formation and religious understanding. The values acquired at this stage will form the foundation for their subsequent development. Technology integration in this phase has a significant impact. If used appropriately, AI can be a tool that supports the learning process. However, if not, it can interfere with the internalization of values. Therefore, attention to this context is crucial (Suharmi et al., 2025). Research at this level is expected to provide a more specific picture and make a tangible contribution (Abas, 2025).

The urgency of this research is increasingly felt as AI usage in schools expands (Hakim & Yanti, 2025). Many educational institutions are adopting technology without adequate preparation. This situation creates new challenges. Teachers are required to adapt quickly, while students face significant changes in learning styles. In such a situation, Islamic Religious Education (PAI) faces significant pressure. As a values-based subject, PAI must maintain its substance amidst change. Without a clear framework, technology integration can become directionless (Rahman, 2025). This risk needs to be anticipated through in-depth study (Mahud, 2025). This research stems from an awareness of this complexity (Suryana et al., 2025). AI is viewed as an entity with two intertwined sides. The approach used does not attempt to reject or accept technology outright. Instead, this research attempts to critically examine the dynamics underway. The primary focus is on how AI impacts in-depth learning in Islamic Religious Education (PAI). The analysis is conducted by considering various aspects involved. This approach is expected to yield a more comprehensive understanding (Syahir et al., 2025) and

contribute to the development of educational theory and practice (Ahmad & Ali, 2025). The purpose of this research goes beyond problem identification (Abas, 2025). It also seeks to formulate a more constructive direction for AI utilization. AI is expected to be used as a tool to support learning, not replace it. In the context of Islamic Religious Education (PAI), technology must remain within a value framework. Learning must remain directed toward building awareness, not merely mastering information. This principle forms the basis for formulating recommendations (Fauzi et al., 2025). The resulting approach is expected to be applicable practically and provide theoretical contributions (Nuraini & Shohib, 2025).

The contribution of this research lies in its attempt to connect various perspectives that have previously been developed separately (Hakim & Yanti, 2025). The approach used integrates the dimensions of technology, pedagogy, and Islamic values. This integration is expected to provide a more comprehensive understanding, viewing technology not only as a tool but also as part of the learning ecosystem. This approach also opens up space for broader discussion, particularly in the context of religious education in the digital age (Syahir et al., 2025). This effort is crucial to addressing the challenges of the times (Mahud, 2025). Ultimately, the discussion of AI in Islamic Religious Education (PAI) learning leads us to a more fundamental question (Nuraini & Shohib, 2025). What is the purpose of religious education itself? Is it simply to produce students who can answer questions correctly, or is it to shape individuals who can understand and practice values? This question is an important reflection in viewing the role of technology. AI must be positioned within the framework of these goals. Without a clear direction, technology will become merely a meaningless tool (Fauzi et al., 2025). Religious education requires a depth that cannot be replaced by machines (Mahud, 2025). This discourse demonstrates that AI integration is not merely a technical issue (Ahmad & Ali, 2025). It is related to the future direction of religious education. Every decision in the use of technology carries long-term consequences. Therefore, critical and in-depth study is necessary. This research is part of that effort. It is an attempt to read reality more clearly (Suryana et al., 2025) and also offers a more constructive direction (Zulfikar et al., 2026). Thus, Islamic Religious Education learning is expected to maintain its essence amidst changing times.

Research Methods

This study uses a qualitative approach with a literature review combined with a systematic literature review (SLR) method to critically examine the dual role of Artificial Intelligence (AI) in in-depth learning of Islamic Religious Education (PAI) in elementary schools. This approach was chosen because it allows researchers to comprehensively integrate various empirical and conceptual findings from previous studies. The literature review is relevant in this context because the issue of AI integration in religious education is still developing and requires in-depth theoretical synthesis (Maulana, 2025; Zuhriyeh et al., 2025). Several recent studies have shown that the SLR method is effective in identifying patterns, trends, and research gaps related to AI in values-based and religious education (Mawaridah, 2025; Sappayani, 2025).

The data collection process was conducted through a systematic search of scientific articles published between 2021 and 2026 in reputable databases such as Google Scholar, Scopus, and accredited national journals. Keywords used included "Artificial Intelligence in Islamic Education," "deep learning in religious education," and "AI and meaningful learning." Inclusion criteria were set for articles relevant to the themes of AI, deep learning, and religious education, while exclusion criteria included publications that had not undergone a peer-reviewed process or were not directly related to the educational context. The selection

procedure was carried out through the stages of identification, screening, eligibility, and inclusion, as commonly used in systematic reviews (Irawati et al., 2025; Nimah et al., 2025). This approach allowed for objective and transparent literature screening.

Data analysis was conducted using thematic analysis techniques, categorizing findings into several main themes, such as the positive role of AI in enhancing learning engagement and potential risks to the depth of understanding and internalization of values. The analysis process was carried out iteratively by comparing, contrasting, and synthesizing various perspectives from the selected literature. To maintain validity, this study applied triangulation of literature sources and critical evaluation of the quality of the articles analyzed. This approach aligns with current research practices that combine library research and systematic reviews in examining digital transformation in religious education (Papakostas, 2025; Huda et al., 2026; Mundofi, 2025). Thus, the research results are expected to provide a comprehensive understanding of the dual role of AI in Islamic Religious Education learning.

Results and Discussion

The presence of Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning in elementary schools demonstrates two facets working simultaneously to shape students' learning experiences. On the one hand, AI expands access to knowledge quickly, flexibly, and adaptively to individual needs. On the other hand, AI has the potential to reduce the depth of understanding that is at the core of religious learning. These findings demonstrate that AI is never a neutral tool, but rather a force that brings a dual logic to learning practices. Mawaridah (2025) and Sappayani (2025) demonstrate increased student engagement through AI, but this engagement does not always lead to deeper meaning. Learning becomes more lively, but not necessarily more reflective. At this point, AI's dual role begins to emerge as an inherent tension. It opens up a broad learning space, while simultaneously narrowing the space for reflection. This tension is the foundation of AI-based PAI learning.

The dual role of AI becomes increasingly apparent when Islamic Religious Education (PAI) learning is no longer understood as a transfer of knowledge, but as a process of consciousness-building. AI is able to present material that is contextual and close to students' lives, making learning feel relevant and easy to understand. Students not only read but also see, hear, and interact with the material directly. This experience enriches the sensory and cognitive dimensions of learning (Luckin et al., 2022). However, this closeness often stops at the surface of the experience. Students feel familiar with the experience but don't truly internalize the meaning. AI delivers an experience that is visually strong but weak in the spiritual dimension. Here, its dual role operates subtly. It brings meaning closer, while simultaneously distancing it from the depths of reflection. Learning feels close, but doesn't always touch consciousness.

This tension extends to the feedback aspect of learning. AI allows students to receive rapid responses to answers. The evaluation process becomes more efficient and measurable. Students can immediately identify errors and correct them without waiting long. In this context, AI enhances rapid-response learning mechanisms (Zawacki-Richter et al., 2022). However, this speed often eliminates the space for reflection on errors. Students correct answers without understanding the underlying roots of the error. The learning process becomes mechanical, rather than reflective. AI speeds up correction, but doesn't always improve thinking. This is where its dual role contrasts. It improves learning outcomes, but doesn't necessarily deepen the learning process. Speed is both a strength and a weakness.

When AI is used to connect Islamic Religious Education (PAI) material to everyday life, its

dual role resurfaces. AI is able to present concrete examples that make religious concepts easier to understand. Previously abstract material becomes closer to students' realities. This strengthens the contextual dimension of in-depth learning (Sappayani, 2025). Students find it easier to connect religious teachings to their lived experiences. However, the resulting contextualization is often instantaneous and lacks layered content. AI presents examples without opening up space for meaningful exploration. Students understand the illustrations but fail to reflect on their values. Here, AI brings religious teachings closer to reality, but does not always lead to awareness. It explains, but does not always bring meaning to life.

In the evaluation dimension, AI provides a more measurable and data-driven learning system. Teachers can monitor student progress quickly and systematically. Pedagogical decisions can be made more precisely because they are supported by accurate information. Learning becomes more focused and controlled (Holmes et al., 2021). However, these measurements tend to focus on quantifiable aspects. The affective and spiritual dimensions, which are at the heart of Islamic Religious Education (PAI), are difficult for AI-based systems to capture. AI enhances cognitive aspects but ignores students' inner experiences. This creates a sharp tension. AI clarifies learning outcomes but simultaneously narrows the meaning of learning. Learning becomes measurable, but not always meaningful.

The dual role of AI is also evident in how students construct knowledge authority. AI is often positioned as a source of information that is considered unquestionably true. Students accept answers with a high degree of confidence. This facilitates learning and accelerates understanding. However, this situation weakens students' critical thinking toward sources of knowledge (Selwyn, 2022). In Islamic Religious Education (PAI) learning, the ability to question and understand diverse interpretations is crucial. AI facilitates access to knowledge, but has the potential to foster intellectual compliance. Students become recipients, not interpreters. Here, AI both opens access and limits critical thinking. It provides answers, but does not always encourage questioning.

This situation extends to how students interpret religious authority. AI presents information that is general and cross-perspective. This opens up space for broader understanding. Students can explore various perspectives in understanding religious teachings. However, on the other hand, this condition blurs the line between popular and authoritative knowledge. Students struggle to distinguish which has a strong scientific foundation. AI's dual role appears to be both opening and blurring epistemological boundaries (Williamson & Eynon, 2020). It broadens horizons, but weakens foundations. Knowledge becomes broad, but not always solid.

In classroom practice, AI is also significantly changing the rhythm of learning. The learning process becomes faster and more dynamic. Teachers can deliver more material in the same amount of time. This increases learning efficiency. However, this acceleration often comes at the expense of depth. Material is presented broadly, but not all of it is understood deeply. AI accelerates the learning flow, but reduces the space for pauses for thought. In Islamic Religious Education (PAI) learning, pauses actually become important spaces for contemplation. Here, AI's dual role as both a driver and a disruptor of the ideal learning rhythm is evident. It accelerates, but also shifts the meaning of time in learning.

AI also influences how students relate to religious knowledge. Interactions with AI tend to be instrumental. Knowledge is understood as a tool for completing tasks. Students use AI to achieve practical goals. This promotes learning efficiency. However, religious learning demands a deeper relationship. Knowledge is not just for use, but for internalization. Here, a sharp

tension arises. AI encourages pragmatism but diminishes the spiritual dimension. Students know the teachings, but don't always experience them. AI enhances function but weakens meaning.

The dual role of AI is increasingly evident in students' spiritual experiences. AI can provide simulations that mimic religious experiences. Students can see the story, hear the narrative, and visually experience the atmosphere. This helps them understand spiritual concepts. However, the experience remains at the representational level. There is no deep internalization process. AI presents images, but not the experience itself. In this context, AI introduces, but does not transform. It demonstrates, but does not instill. In this situation, the teacher's position becomes increasingly strategic. Teachers not only manage learning but also manage the direction of technology use. AI can assist in many technical aspects. However, without pedagogical control, AI can shift the orientation of learning. Teachers must ensure that technology remains within a framework of values. The teacher's role becomes that of a maker of meaning, not simply a user of tools (Huda et al., 2026). Here, it is clear that AI both strengthens and challenges the teacher's role. It helps, but also demands new capacities.

The dual role of AI is also evident in shaping students' learning motivation. AI makes learning more engaging and enjoyable. Students become more enthusiastic about participating in lessons. This increases extrinsic motivation. However, this motivation often depends on the presence of technology. When technology is not used, learning interest declines. AI enhances motivation, but it doesn't always build intrinsic awareness (Ryan & Deci, 2020). In Islamic Religious Education (PAI) learning, intrinsic motivation is key. Without it, learning loses its soul. In the social dimension, AI is shifting patterns of interaction between students. AI-based learning tends to be individualized. Students interact more with the system than with peers. This increases independence in learning. However, social interaction is diminished. Dialogue and discussion are essential components of religious learning. AI strengthens individuality but weakens collectivity. Herein lies its inevitable dual role. AI is also changing the way teachers design lessons. The choice of methods and media is becoming more diverse. This opens up vast opportunities for innovation. However, dependence on technology is also increasing. Teachers risk losing their pedagogical touch if they rely too heavily on AI. AI's dual role appears to be both a source of creativity and a potential detractor from human creativity. It opens up possibilities, but it can also be limiting.

In immersive learning, AI actually has potential as a reflection tool. Teachers can use it to spark critical questions. Students can be encouraged to think beyond simple answers. AI can be a space for exploring meaning (Mundofi, 2025). However, without clear direction, AI becomes a tool for finding instant answers. The dual role of AI emerges again. It can deepen, but it can also shallow. These findings demonstrate that AI always works in two directions. Every convenience offered is accompanied by the potential for reduction. Every opportunity carries a risk. In Islamic Religious Education (PAI) learning, this situation is particularly significant because it concerns value formation. AI is not only changing the way we learn, but also how we understand meaning. In a broader context, AI is shaping new ways of viewing religious knowledge. Knowledge is becoming more open and accessible. However, at the same time, it is becoming more fluid and unstable. Authority is becoming dispersed. This opens up space for dialogue, but also creates uncertainty. AI acts as both a liberator and a disruptor of knowledge structures.

This situation demands a more reflective pedagogical approach. Teachers must be able to understand the direction AI is taking in learning. The use of AI cannot be allowed to proceed unchecked. A strong awareness of technology management is required. Learning must remain

oriented toward meaning. The dual role of AI demonstrates that technology is not a single solution. AI merely reinforces existing learning trends. If learning is shallow, AI will exacerbate it. If learning is deep, AI can enhance it. Technology follows the pedagogical orientation used. In Islamic Religious Education (PAI) learning, this orientation must be clear. The primary goal is not merely understanding, but also internalizing. AI can be a tool to achieve this goal. However, if used without awareness, AI can actually distance students from the meaning. At this point, deep learning AI faces a challenge. AI presents two competing possibilities. It can be a path to deeper understanding. However, it can also be a shortcut that empties meaning. Its ultimate direction is determined by how humans manage it.

Conclusion

This research confirms that Artificial Intelligence (AI) in Islamic Religious Education (PAI) learning in elementary schools operates within a dual logic that cannot be simplified as mere pedagogical innovation. The results show that AI significantly increases learning engagement, expands access to knowledge, and enables more adaptive personalized learning. Students become more active, responsive, and able to grasp material more quickly through the support of interactive and contextual technology. However, at the same time, this study found that increased learning activity does not always translate to deeper understanding. AI actually encourages instant learning patterns, narrows the space for reflection, and shifts the learning orientation from process to outcome. Students tend to quickly arrive at answers without engaging in in-depth thinking, resulting in shallow understanding that is poorly internalized. Other findings indicate that AI predominantly strengthens the cognitive dimension, while the affective and spiritual aspects, which are the core of Islamic Religious Education (PAI) learning, are not optimally accommodated. As a result, students may have a broad understanding of religious teachings, but they may not be able to internalize and apply their meaning to their lives. Furthermore, AI has the potential to weaken critical thinking and obscure the authority of religious knowledge, as students tend to accept information instantly without verification. The results of this study confirm that AI can be a tool that both deepens and shallows Islamic Religious Education (PAI) learning. This direction is entirely determined by how the technology is integrated into pedagogical practices. Therefore, the teacher's role is key as a controller of meaning, ensuring that AI utilization does not stop at cognitive efficiency but remains directed toward fostering spiritual awareness and in-depth reflection in students.

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