

Artificial Intelligent in the Development of Islamic Education Learning in the Digital Age: A Literature Review Analysis

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ARTICLE INFO

Keywords:

Artificial Intelligent;
Learning Development;
Islamic Religious Education:
The Digital Age

Article history:

Received 2024-01-14

Revised 2024-03-12

Accepted 2024-06-30

ABSTRACT

In the digital era, PAI learning faces challenges in adapting to technological developments and the needs of students who are digital natives. AI offers innovative solutions to increase the effectiveness and efficiency of PAI learning. The research method used is systematic literature review analysis using a dimensions scientific publication database. In this research, data was found from the dimensions database with the keywords Artificial Intelligence OR Educational Development OR Islamic Religious Education, a total of 16 articles. Data management was then adjusted to QR with the result that 14 articles passed verification according to RQ and 3 articles did not comply with a different discussion topic, then these 14 articles continued at the analysis stage and relevant results were obtained. To provide broader article results, a search was added using Publish or Perish found in Scopus, Google Scholar and Pubmed. The research results show that AI can be integrated in various aspects of learning, one of which is PAI learning which is able to provide comprehensive alternatives, as well as in the integration of artificial intelligence by providing various benefits such as adaptive learning, interactive learning media, and automatic assessment systems. Apart from that, AI also provides many benefits in the world of education, then the challenges, strategies and obstacles encountered in implementing AI in PAI learning also face challenges such as ethical issues, data privacy and information security.

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INTRODUCTION

Digital transformation has brought major changes to the world of education, including Islamic Religious Education (PAI) learning. (Kumar et al. 2023). In this digital age, students are digital people who are accustomed to technology and have different learning styles. Therefore, PAI educators need to adopt innovative teaching approaches that suit the needs of students in this era. (Armedyatama 2021). One technology that has the potential to improve the quality of PAI learning is Artificial Intelligence (AI).

AI refers to the ability of machines to mimic human intelligence in solving cognitive tasks. AI utilises techniques such as machine learning and deep learning to process large amounts of data and produce intelligent decisions or actions. (Rusnawati, Ma 2022). Learning development is the process of systematically designing, implementing and evaluating learning systems to achieve effective and efficient learning objectives. AI strongly supports adaptive and personalised learning

models. With its ability to process and analyse data, AI can adjust learning approaches and materials according to the needs and characteristics of each individual learner. This adaptive and personalised learning model is expected to increase the effectiveness of the teaching and learning process. (Buaton and Yel 2022). Limited conditions in schools are often the main reason for the lack of use of technology. These findings can serve as an important reference in developing systematic and comprehensive methods of teaching practice in the 21st century. This will support a more effective transition for prospective teachers into their profession as professional educators in their respective fields. (Prasojo et al. 2020). By utilising AI, learning programmes can be tailored to the individual needs and abilities of each student. This personalised learning allows the learning process to be more effective and optimal for each student. As a result, the use of AI in learning is expected to significantly improve student learning outcomes. (Afrita 2023).

In the PAI context, learning development aims to facilitate students in understanding and appreciating the teachings of the Islamic religion and implementing them in everyday life. (Fauzan and Fara 2020). In the digital era, PAI learning faces challenges such as the need to integrate digital technology in the teaching and learning process and adapt teaching methods to the learning styles of digital students.

Therefore, the development of PAI learning in the digital era needs to utilise the latest technology, such as AI, to create a more engaging, interactive, and personalised learning experience. Based on the problems that have been described, this research aims to provide an analysis of the literature review on artificial intelligence in the development of Islamic Religious Education learning in the digital era, the next stage in formulating the problem is the division of research questions that have been compiled based on the themes to be analysed, as follows:

Research Question

RQ1: How is the integration of Artificial Intelligence (AI) in learning Islamic Religious Education in the digital era?

(PAI) learning in the digital era?

RQ2: What are the benefits of AI in Islamic Education learning in the digital era?

RQ3: What are the challenges, strategies and barriers in implementing AI for Islamic Education learning in the digital era?

METHODS

The process of searching, assessing and summarising the entire literature related to a particular topic or problem statement is called a systematic literature review (SLR). It involves a comprehensive and systematic search of the literature, from both primary and secondary sources, to gather information relevant to the research question. (Sanusi et al. 2023). Systematic literature review (SLR) is the process of finding, evaluating, and synthesizing all the relevant literature on a particular topic or problem formulation (Alejandro and Ruiz 2015). The purpose of a systematic literature review (SLR) is to find answers to pre-determined research questions by systematically finding, analyzing, and interpreting relevant review literature. (Kitchenham et al. 2009).

This study uses two Systematic Literature Review approaches, the first data source is collected by searching web dimensions which found 16 articles with the keyword Artificial Intelligent OR Islamic Religious Education Teaching Development, then the data is adjusted to the quality assessment (QR) which refers to the research question (RQ) that has been determined, then produces 14 articles in accordance with QR and the other three have a difference of one character that is not in accordance with Quality Research. Then the 14 articles that passed for analysis. Data results from web dimensions with publication years 2021-2024 (see Figure 1).

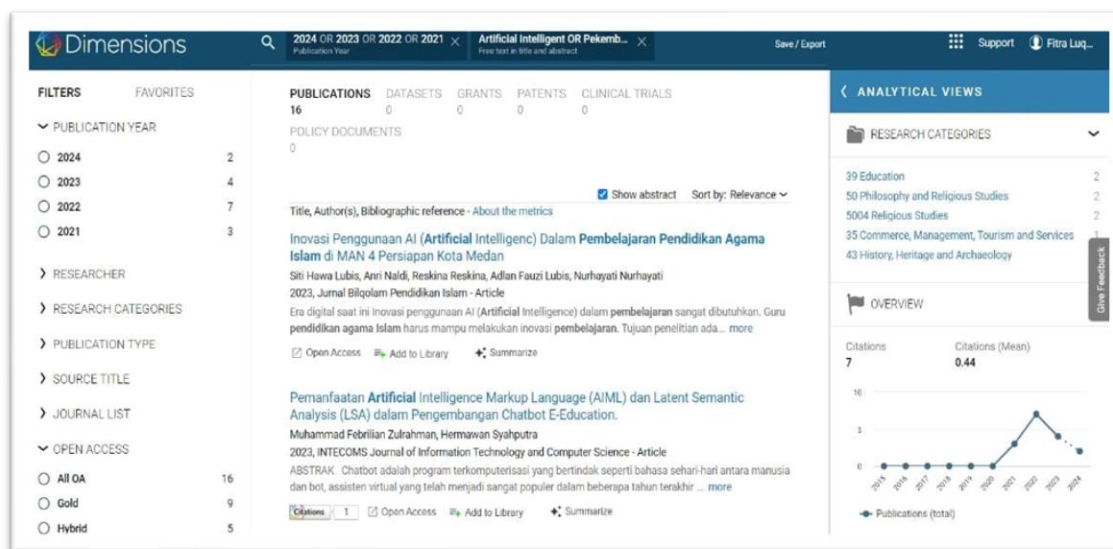


Figure 1. Publication data in the dimensions database

The search results for the Dimensions database with combined keywords totaled 16 articles. In searching for all articles it is necessary to add references to search for literature, following the search for articles using the PoP (Publish Or Perish) database with separate keywords through three different types of publishers, namely Scopus, Google schoolars and pubmed were used as search centers for searching articles related to the discussion of research titles (see Figure 2).

Keyword String	Scopus	Google Schoolars	PubMed
Artificial* Intelligent*	200	994	199
Learn* OR Development*	200	997	0
Islamic* OR Educate*	148	1000	2
Total Articles	548	2,991	201

Picture. 2 Publication data in the Publish Or Perish database

The search using the Publish or Perish (PoP) database aims to provide more references to related research. With the number of searches that are still general and not detailed, the researcher does not analyse the results of the article search. Then the researcher's article analysis process uses a database from dimensions that already has enough articles to be referenced and analysed. In analysing articles that have been done through dimensions, a Quality Assessment is made to ensure that the category is in accordance with the title of this research, the following Quality Assasement and qualification table (see Table 1)

Quality Assesment

QA1: Are the articles from 2021-2024?

QA2: Are the articles found about Artificial Intelligent?

QA3: Does the article discuss the development of Islamic Religious Education Learning in the Digital Age?

Each data will be given a value based on questions from the Quality Assessment:

Y: categories of data that match the questions from the Quality Assessment.

T: categories of data that do not match the Quality Assessment questions.

No	Title	Pubyear	Authors	R Q1	RQ 2	RQ 3
1	Innovation in the Use of AI (Artificial Intelligence) in Learning Islamic Religious Education at MAN 4 Medan City Preparation	2023	Lubis, Siti Hawa; Naldi, Anri; Reskina, Reskina; Lubis, Adlan Fauzi; Nurhayati, Nurhayati	Y	Y	Y
2	Utilisation of Artificial Intelligence Markup Language (AIML) and Latent Semantic Analysis (LSA) in E-Education Chatbot Development.	2023	Zulrahman, Muhammad Febrilian; Syahputra, Hermawan	Y	Y	Y
3	Strategies to Strengthen the Existence of Islamic Education in the Era of Industry 4.0 and Society 5.0	2022	Aziz, Abdul	Y	Y	Y
4	Utilisation of Artificial Intelligences (Ai) Technology as a Positive Response of Paud Students in Learning Creativity and Digital Transformation	2023	Kisno, Kisno; Fatmawati, Nia; Rizqiyani, Revina; Kurniasih, Siti; Ratnasari, Eka Mei	Y	Y	Y
5	Assistance and Training of English Speaking Competence of Santri of an Islamic Boarding School in Promoting Artificial Intelligence as a Learning Media	2022	Tarwana, Wawan; Rustandi, Andi; Ijudin, Muhammad	Y	Y	Y
6	The Development of Istinbat Hukum Muhammadiyah and Its Contextualisation for Islamic Education	2022	Ichsan, Yazida; Hanafiah, Yusuf; Nuryana, Zalik	Y	Y	T
7	Islamic Religious Education Teachers in Schools and Their Readiness to Face the Era of Disruption	2022	Irfan Ilmy, Muhammad	Y	Y	Y
8	Islam And Homo Deus In Anthropocentric Theology: A Religious Challenge In The Future	2022	Maulida, Syazna; Ja'far, Suhermanto	Y	Y	Y
9	Innovative Qur'anic Applications by Applying	2022	Andryan, Mohammad; Wibawa, Aji	Y	Y	Y

	Artificial Intelligence in the Era of Society 5.0					
10	Reorganising Islamic Sciences at Islamic Religious Universities	2022	Nata, Abuddin	Y	Y	Y
11	Technology as an Approach in Optimising Islamic Religious Education (PAI)	2024	Barkati, Ahmad; Cahyadi, Ani	Y	Y	Y
12	Analysis of Artificial Intelligence (Ai) as an Inventor Based on Patent Law and Islamic Law	2023	Purwaningsih, Endang; Islami, Irfan	Y	Y	Y
13	Improving Learning Achievement in Islamic Religious Education and Budi Pekerti Subjects on the History of Islamic Development in Indonesia Through the Index Card Match Strategy for Smk Students	2021	Khalimi, Nur	Y	Y	Y
14	Development Of AI-Based Arabic Learning Model To Improve Non-Native Speaker Arabic Speaking Skills	2024	Syaikhudin, M; Laili, M Isroul	Y	Y	Y
15	The Effect Of Edutainment Learning Model On Early Childhood Socio-Emotional Development	2021	Khadijah; Arlina; Addaudy, Miftahul Jannah; Maisarah	Y	Y	T
16	Smart City And Halal Tourism During The Covid-19 Pandemic In Indonesia / Cidade Inteligente E Turismo Halal Durante A Pandemia Covid-19 Na Indonã@Sia	2021	Jaelani, Aan; Firdaus, Slamet; Sukardi, Didi; Bakhri, Syaeful; Muamar, Afif	Y	Y	T

Based on table 1, it can be explained that of the 16 articles obtained from the dimensions database, only 14 journals meet the Quality Assasement requirements, 3 of which are marked T (No) because articles 6, 15, and 16 do not meet Quality Assasement no.3, namely the Development of Islamic Religious Education Learning in the Digital Age.

Data analysis

In providing answers to research questions (RQ), at this stage the data obtained above is then analyzed. Analysis results from articles discussing the integration of Artificial Intelligence in Islamic Religious Education learning in the digital era.

RQ1: How is Artificial Intelligence (AI) integrated in Islamic Religious Education (PAI) learning in the digital era?

In integrating Artificial Intelligent (AI) in various educational institutions, there are various innovations. The following is an explanation of the various article findings that have been analysed: 1) Educational Institutions in MAN 4 Medan City use E-Learning as one of the digital advantages of madrasah, teachers and students can conduct integrated video conferences with students and stakeholders without time limits and free of charge. Then in daily assessment, quiz, end-of-semester assessment can be done through computer-based exams which are directly processed into report cards. (Lubis et al. 2023). 2) In the era of disruption with massive use of technology, PAI teachers must improve their personality, professional, pedagogical, and social competencies. The goal is to continue to exist in the face of life's challenges. Although technology can increase productivity, it has the opportunity to be used for negative things. Increasing competence is key so that PAI teachers can utilise technology optimally in carrying out their role. (Irfan Ilmy 2022). 3) In providing ethical guidance to humans, including in the ethics of the development and utilisation of science and technology, it is very influential in religious teachings such as Islam, which is a guide for its adherents. (Maulida and Ja'far 2022). 4) The emergence of a New Era with Advanced Technology The emergence of the globalisation era, the millennium, and the industrial revolution 4.0 is characterised by the use of smart technology and artificial intelligence that can take over human work and be used in various aspects of life capable of taking over human work, and being utilised in various aspects of life. (Nata 2022). 5) Technically, AI (Artificial Intelligence) has the ability to be the inventor of new innovations, but AI is still controlled and regulated by humans as its users. Therefore, the real inventor is the human being and the human being acts as the inventor subject, even though the invention process is assisted by artificial intelligence or AI. Then AI serves as a tool that facilitates and accelerates the process of innovation discovery by humans. (Purwaningsih and Islami 2023).

RQ2: What are the benefits of AI in PAI learning in the digital era?

The benefits of AI in human life in the digital era have both negative and positive impacts, but the assistive intelligence is very beneficial in today's digital era. The following are the results of the analysis of several articles that have been collected: 1) In using AIML (Artificial Intelligence Markup Language) and the LSA (Latent Semantic Analysis) approach in building a chatbot that provides basic Islamic knowledge education. Provides a goal to improve the quality of Islamic religious education through interactive means in the form of a chatbot. This chatbot utilises AIML and LSA to deliver educational content about basic Islamic knowledge in an informative and interesting way. Thus, this chatbot is expected to help disseminate information and education about Islam. (Zulrahman and Syahputra 2023). 2) The utilisation of AI (Artificial Intelligence) can streamline the management of tasks and roles in education. AI can also enhance personalised learning and provide effective feedback. In addition, AI helps improve readiness for digital transformation in the field of education. (Kisno et al. 2023). 3) Teaching materials were prepared by combining storytelling techniques with the concept of bilingualism and utilising AI technology applications such as WhatsApp, YouTube, Google Translate and Tophonetics. The learning process went smoothly, achieving good speaking fluency targets (RM-1). Digital competence (RM-2/stage promoting AI/II) was also achieved through the tutoring process at each meeting. (Tarwana, Rustandi, and Ijudin 2022). 4) This application utilises Natural Language Processing and Voice Recognition technology to improve the ease, speed, and user experience in learning the Qur'an digitally using the latest technology that keeps up with the times. By applying AI, this application is expected to provide better and more attractive services in facilitating digital Qur'an learning. (Andryan and Wibawa 2022). 5) To improve the quality of learning, teachers are expected to be able to operate various new technologies such as online learning, Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI), gamification, mobile learning, cloud computing, big data, Internet of Things (IoT), and e-learning analytics facilitated by schools. Mastery of these technologies will help teachers present learning materials in a more interesting, interactive, and up-to-date manner. (Barkati and Cahyadi 2024). 6) In the medium term evaluation, it shows that the learning model that utilizes Artificial Intelligence (AI) is able to have a positive impact on improving students'

Arabic speaking skills (Syaikhudin and Laili 2024). 7) In improving learning achievement in PAI subjects in the form of Index Card Match upgrading, it is proven that it is capable of improving learning outcomes (Khalimi 2021).

RQ3: What are the challenges, strategies and obstacles found in applying AI for PAI learning in the digital era?

In the application of AI in PAI learning, there are several main points of reference to keep it in line with Islamic values and principles involving educators and other stakeholders. The following challenges, strategies and constraints were obtained from several articles that have been analysed: 1) The obstacles faced in mastering Madrasah e-learning applications such as the weak mastery of technology by teachers and students, some students still do not have a handphone or computer, and the lack of socialisation of the use of e-learning applications to teachers and students. (Lubis et al. 2023). 2) In the strategy of strengthening the existence of Islamic education in the Industrial Age 4.0 and Society 5.0, the obstacles faced in mastering Madrasah e-learning applications include: weak mastery of technology by teachers and students, some students still do not have a handphone or computer, and the lack of socialisation of the use of e-learning applications to teachers and students. (Aziz 2022).

CONCLUSION

Based on the results of the literature with analytical data used in accordance with the research questions with 3 articles not passing verification due to having deviations from one discussion, then 14 articles have continued the analysis process, with the following results: The integration of AI in PAI learning in the digital era is an innovative step that provides significant benefits in improving the quality of education and preparing students for technological developments. E-learning systems such as video conferencing, computer-based examinations, and digital grade processing have been adopted. PAI teachers are required to improve their professional competence and digital literacy to optimise technology-based teaching. AI provides benefits such as chatbots for religious knowledge education, bilingual learning applications and storytelling, as well as improved digital Qur'an learning experiences. Teachers can utilise new technologies such as VR, AR, AI, gamification, mobile learning, cloud computing, IoT, and e-learning analytics. AI learning models can improve students' Arabic language skills, and learning media such as Index Card Match can improve PAI learning achievement. However, obstacles such as teachers' and students' mastery of technology, access to digital devices, and socialisation of e-learning need to be overcome. Strategies to improve digital literacy and technological competence of teachers and students are needed. AI implementation should be aligned with Islamic values and involve stakeholders. Ethical guidelines and guidance based on Islamic teachings regarding the development and utilisation of AI in education are also needed.

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