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Artificial Intelligence and Islamic Religious Education: Integrating Qur'anic Ethical Principles to Foster Responsible Digital Literacy among Muslim Students

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Abstract

The rapid development of artificial intelligence (AI) has significantly transformed the educational landscape, particularly in how students access, process, and disseminate information in digital environments. This study aims to examine the integration of Qur'anic ethical principles in fostering responsible digital literacy among Muslim students in the era of artificial intelligence. It focuses on key Qur'anic concepts such as tabayyun (verification of information), ethical communication, and responsibility in knowledge acquisition as moral foundations for digital literacy in contemporary education. By integrating these ethical principles with emerging technologies, the study seeks to propose a framework for promoting responsible digital behavior among students, this research employs a library research method using a qualitative approach through systematic analysis of scholarly literature related to artificial intelligence in education, digital literacy, information ethics, and Qur'anic perspectives on knowledge and communication. Data sources consist of peer-reviewed journal articles, books, and academic publications from the last five to ten years. The collected literature was analyzed using content analysis and conceptual synthesis to identify key themes linking AI-based learning environments with Qur'anic ethical teachings relevant to responsible digital engagement, the findings indicate that integrating Qur'anic ethical values provides a strong moral framework for developing responsible digital literacy in AI-supported learning environments. Principles such as tabayyun encourage critical verification of information, while Qur'anic guidance on responsible speech and knowledge fosters ethical digital communication and critical thinking. The novelty of this study lies in proposing a conceptual integration between AI-based digital literacy and Qur'anic ethical epistemology, bridging technological innovation with Islamic ethical values to cultivate morally responsible digital citizen.

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Keywords: Artificial Intelligence, Digital Literacy, Qur'anic Ethics

Introduction

The development of digital technology in the 21st century has brought significant changes to the world of education, including technology-based learning and the use of artificial intelligence. Artificial Intelligence (AI) is now used not only for data analysis or industrial automation but has also become a vital part of the modern education ecosystem. This technology enables personalized learning, analysis of student learning behavior, and the development of intelligent tutoring systems that can facilitate more effective learning. However, behind these various benefits, ethical challenges arise related to the responsible use of technology. In the educational context, it is crucial to ensure that the use of AI not only improves technical skills but also strengthens students' moral and ethical dimensions (Nguyen et al., 2023).

The development of AI in education has sparked a global discussion about the importance of responsible digital literacy. Digital literacy is not only about the ability to use technology but also encompasses the ability to understand information, evaluate sources, and act ethically in the digital space. Numerous studies have shown that students often possess advanced technical skills in using technology but remain weak in information evaluation and digital ethics. This has led to the increased spread of misinformation, hoaxes, and unethical behavior on social media. Therefore, digital literacy must be understood as a combination of technological competence, critical thinking, and moral awareness (Allen & Kendeou, 2023).

In the context of Muslim communities, the challenges of digital literacy are increasingly complex due to their relevance to religious values, which must be maintained in the digital space. Social media has become a new platform for the dissemination of religious knowledge, preaching, and religious discussion. However, easy access to information also poses the risk of spreading inaccurate interpretations, invalid religious information, and the spread of religiously motivated hoaxes. This phenomenon demonstrates that digital literacy for Muslim students requires not only technological skills but also a strong ethical foundation based on Quranic values (Armita, 2024).

The Qur'an, as the primary source of Islamic values, provides highly relevant guidance for facing the challenges of information in the digital age. One of the important principles in the Qur'an is the concept oftabayyun, namely the obligation to verify information before disseminating it. This principle is stated in QS. Al-Hujurat verse 6, which emphasizes the importance of clarifying information to prevent social harm due to misinformation. In the digital context, the concepttabayyuncan be an ethical basis for checking the validity of information before sharing it on social media (Meerangani et al., 2025).

Besides the principletabayyunThe Quran also emphasizes the importance of moral responsibility in acquiring and using knowledge. Surah Al-Isra', verse 36, emphasizes that humans should not follow anything without clear knowledge. This verse conveys a powerful epistemological message about the importance of verification, caution, and responsibility in using information. In the context of digital literacy, this verse can be understood as a theological foundation for developing critical thinking in the face of the rapid flow of digital information (Aspriansyah et al., 2024).

The emergence of AI in education also raises ethical dilemmas that require serious attention from educators. AI technology can help students access information instantly, but on the other hand, it can also create cognitive dependency and reduce critical thinking

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skills. If not balanced with strong ethical education, the use of AI can lead to misuse of the technology, such as plagiarism, information manipulation, or the dissemination of misleading content. Therefore, the integration of ethical values in the use of AI is crucial in the context of modern education (Porayska-Pomsta et al., 2024).

In many Muslim countries, the integration of technology into religious education still faces various challenges. One major challenge is the gap between technological skills and understanding of digital ethics. Many students are proficient in using various digital platforms but lack the critical skills to evaluate the information they consume. This increases their vulnerability to misinformation and digital manipulation, particularly regarding religious issues (Al Hakim & Susilo, 2024).

Furthermore, the development of social media has also changed the way the younger generation acquires religious knowledge. While previously religious knowledge was acquired directly through teachers or religious scholars, many students now obtain religious information through digital platforms such as YouTube, Instagram, and TikTok. While this opens up significant opportunities for the dissemination of religious knowledge, it also poses the risk of distorting the meaning and simplifying complex religious teachings (Armita, 2024).

In this context, the integration of technology and Quranic values is crucial for building a responsible digital literacy model. Education should not only focus on technological mastery but also on instilling moral values that can guide students in using technology wisely. Integrating AI and Quranic ethics can be an innovative approach to developing a generation of Muslims who are not only digitally savvy but also possess strong moral integrity (Fepriani & Ratnasari, 2025).

An integrative approach between technology and religious values also aligns with the holistic education paradigm, which emphasizes a balance between cognitive, affective, and spiritual dimensions. In this paradigm, technology is not viewed as a threat to religious values, but as a tool that can be used to strengthen meaningful learning. With the right approach, AI can be leveraged to expand access to learning resources, increase learning interactivity, and strengthen understanding of religious values (Nguyen et al., 2023).

Furthermore, the integration of AI in education also provides opportunities for the development of more adaptive and personalized learning systems. AI-based learning systems can analyze individual student learning needs and recommend materials tailored to their abilities. This can increase learning effectiveness while helping students develop critical thinking skills in processing digital information (Allen & Kendeou, 2023).

However, the successful integration of AI into education depends not only on the technology itself but also on the underlying ethical framework. Without a clear ethical framework, technology can be used irresponsibly and even negatively impact students' moral development. Therefore, it is crucial to develop an educational model that integrates technology with Quranic ethical values as a moral foundation for the use of digital technology.

In this context, Qur'anic values-based education can play a crucial role in shaping students' digital character. Values such as honesty, responsibility, fairness, and caution in conveying information are fundamental principles that can serve as the basis for developing responsible digital literacy. Integrating these values into technology-based learning can help students understand that technology use must always be accompanied by moral responsibility. Therefore, this research is crucial in examining how the integration of artificial intelligence and Qur'anic ethical principles can be used to build responsible digital literacy among Muslim students. This approach is expected to provide

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theoretical and practical contributions to the development of educational models that are able to address the challenges of the digital era while remaining rooted in religious values.

Literature Review

Artificial Intelligence is one of the most influential technologies in the development of 21st-century education. AI enables the development of adaptive learning systems, real-time analysis of learning data, and personalized learning support for students. Numerous studies have shown that the use of AI can improve learning efficiency and help teachers manage the educational process more effectively (Nguyen et al., 2023). However, the implementation of this technology also raises questions about the ethical and social implications of its use in education.

The concept of AI literacy is crucial in the context of modern education. AI literacy encompasses not only the ability to understand how AI technology works but also the ability to evaluate its impact on society. Allen and Kendeou (2023) explain that AI literacy involves understanding algorithms, technological bias, and the ethical implications of using such technology. Therefore, education must equip students with critical thinking skills to use AI responsibly.

From an Islamic educational perspective, the use of technology must always be linked to ethical values derived from revelation. The Quran provides various moral principles that can serve as guidelines for the use of modern technology. One important principle is the concept of trust, which emphasizes human responsibility in using knowledge and technology for good. This principle serves as the foundation for developing technological ethics from an Islamic perspective.

In addition to the concept of trustworthiness, the Quran also emphasizes the importance of honesty in conveying information. In the digital context, this principle is particularly relevant due to the abundance of information circulating on social media without adequate verification. Therefore, the values of honesty and responsibility in digital communication are crucial aspects of developing digital literacy based on Quranic values.

Draft tabayyunis a Qur'anic principle that is highly relevant in addressing the challenges of digital information. This principle emphasizes the importance of verifying information before believing or sharing it. In the era of social media, this concept can form the basis for developing a culture of critical and responsible digital literacy (Meerangani et al., 2025).

Recent research shows that integrating Quranic values into digital literacy can help students develop a critical attitude towards information. A study conducted by Al Hakim and Susilo (2024) showed that a values-based digital literacy approachtabayyuncan improve students' ability to evaluate information on social media. The research results indicate that religious values can be an effective source of ethics in digital education.

Other research also shows that Qur'anic ethics can be used as a normative framework in the development of AI technology. Fepriani and Ratnasari (2025) suggest that the concepttabayyuncan be integrated into the development of AI algorithms to promote transparency and accountability in digital information processing. This approach demonstrates that religious values can contribute to the development of more ethical and responsible technology.

Studies on digital da'wah also show that social media has become an important platform for the dissemination of religious knowledge. However, without adequate digital literacy, social media can become a source for the dissemination of invalid religious

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information. Therefore, education must equip students with critical thinking skills to understand the religious information they encounter in digital spaces (Armita, 2024).

Research on the ethics of disseminating Quranic verses in digital media also shows that digital literacy based on Quranic values is crucial in maintaining the authenticity of religious messages. Irawan and Bashori (2024) emphasize that the dissemination of Quranic verses in digital media must be accompanied by scientific responsibility and a proper understanding of the context. This shows that digital literacy is not only related to technology but also to scientific integrity in conveying religious knowledge. Theoretically, the integration of AI and Quranic values can be understood as an integrative educational approach that combines technology with spiritual ethics. This approach aims to develop a generation of Muslims who are not only technologically competent but also possess a strong moral awareness in using digital technology.

Method

This study uses a library research approach, aiming to conduct an in-depth analysis of various scientific literature related to artificial intelligence, digital literacy, and the principles of Qur'anic ethics in the context of education. Library research is a research method that places written sources as the primary data for systematic and critical analysis. This method is widely used in educational research and Islamic studies because it allows researchers to conduct comprehensive conceptual explorations of various relevant theories. Through this approach, researchers can identify thought patterns, conceptual frameworks, and relationships between different concepts in the academic literature. This approach also allows for the integration of multidisciplinary perspectives between education, technology, and Islamic ethics. Thus, library research is an appropriate method for analyzing the integration of Qur'anic values in the use of AI technology in education (Zed, 2018; Snyder, 2019).

The data sources in this study come from various relevant academic literature, primarily scientific journal articles published within the last five to ten years. These sources include journals discussing artificial intelligence in education, digital literacy, technology ethics, and studies of Quranic values in the context of modern education. The selection of recent literature was carried out to ensure that the analysis is relevant to contemporary technological and educational developments. Furthermore, the selected literature also comes from reputable international and national journals that maintain high academic standards. This is important to ensure the validity and credibility of the data used in the study. By using up-to-date literature sources, this study is expected to make a relevant contribution to the academic discourse on the integration of technology and religious values (Kitchenham et al., 2018).

The data collection process in this study was conducted through several systematic stages. The first stage was the identification of relevant literature through various academic databases such as Google Scholar, Scopus, and Islamic education journals. The second stage was the selection of literature based on topic relevance, year of publication, and the academic quality of the sources. The third stage was the classification of the literature based on key themes such as artificial intelligence in education, digital literacy, information ethics, and Quranic principles related to information verification and moral responsibility. This stage aims to ensure that the literature used truly supports the research analysis. Through a systematic selection process, researchers can obtain relevant and credible data sources for further analysis (Snyder, 2019).

The data analysis in this study used a content analysis approach to the collected

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literature. Content analysis is a method used to identify patterns, concepts, and key themes that emerge across various literature sources. Through this analysis, researchers can examine how the concepts of artificial intelligence, digital literacy, and Quranic values are discussed in various previous studies. Furthermore, content analysis also allows researchers to identify the relationships between these concepts in an educational context. This approach allows research to yield a deeper understanding of how the integration of technology and religious values can be applied in learning (Krippendorff, 2019).

In the analysis process, the researcher also used an interpretive approach to understand the meaning of Qur'anic concepts relevant to digital literacy. This approach was carried out by examining various interpretations and academic studies on Qur'anic verses related to information ethics. Some of the verses that were the focus of the study include QS. Al-Hujurat verse 6 on information verification, QS. Al-Isra verse 36 on the responsibility of knowledge, and QS. An-Nur verse 15 on the dangers of spreading incorrect information. These verses were analyzed in the context of the challenges of digital literacy in the information technology era. This approach allows for the integration of religious perspectives and modern educational theories in building a conceptual framework for the research (Meerangani et al., 2025).

In addition to thematic analysis, this study also employed a conceptual synthesis approach to integrate various relevant literature findings. Conceptual synthesis was conducted by combining various theories and previous research findings to develop a comprehensive framework for understanding digital literacy based on Qur'anic values. This approach enabled the researcher to identify existing research gaps and offer new perspectives in the study of digital education. Thus, this study not only reviewed existing literature but also developed a conceptual model that can serve as a basis for further research (Kitchenham et al., 2018).

The validity of the data in this library research was maintained through triangulation of literature sources. The researcher compared various literature sources covering similar topics to ensure the consistency of the research findings. Furthermore, the researcher prioritized literature sources originating from peer-reviewed scientific journals. This approach is crucial to ensure that the analysis is based on valid and academically sound data. Therefore, the results of this study are expected to have a high level of credibility and can make a significant contribution to the development of technology-based education studies and Qur'anic values (Krippendorff, 2019).

Result and Discussion

The development of digital technology has brought significant changes in the way students acquire and manage information. The emergence of artificial intelligence allows for rapid and widespread access to information through various digital platforms. However, this ease of access also presents new challenges related to the validity and credibility of information circulating in the digital space. Many students access information without adequately verifying its source. This increases the risk of spreading misinformation and hoaxes among the younger generation. Therefore, strengthening digital literacy is a crucial need in modern education (Allen & Kendeou, 2023).

Digital literacy is not only related to technical skills in using technology but also encompasses critical thinking skills in evaluating information. In an educational context, digital literacy must encompass the ability to understand the context of information, evaluate the credibility of sources, and use information ethically. Without these skills, students have the potential to become passive consumers of information and be vulnerable

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to digital manipulation. Therefore, digital literacy must be understood as a multidimensional competency involving cognitive, social, and ethical aspects (Nguyen et al., 2023).

From a Quranic perspective, the concept of information verification has long been part of Islamic teachings.tabayyunThe principle contained in QS. Al-Hujurat verse 6 emphasizes the importance of verifying the truth of information before believing it. This principle is highly relevant to the information challenges in the digital era, which is characterized by the rapid flow of information. By integrating the concepttabayyunIn digital literacy, students can learn to be critical of the information they receive on social media. This demonstrates that Qur'anic values have strong relevance in facing the challenges of modern technology (Meerangani et al., 2025).

Besides the concepttabayyunThe Quran also emphasizes the importance of responsibility in the use of knowledge. Surah Al-Isra', verse 36, emphasizes that humans should not follow anything without clear knowledge. This verse provides a strong epistemological foundation for the development of critical thinking in digital education. In the context of digital literacy, this verse can be understood as an encouragement to verify information before making decisions or disseminating it to others. Thus, Quranic values can form the ethical basis for the use of digital technology.

Table of Integration of Qur'anic Principles and Digital Literacy

No	Qur'anic Principles	Ayat Al-Qur'an	Digital Literacy Concept	Implementation in Digital Education
1	Tabayyun (Information verification)	Al-Hujurat 49:6	Fact-checking and source evaluation	Teach students to verify information before sharing on social media.
2	Responsibility for knowledge	Al-Isra 17:36	Critical thinking	Train students to evaluate the accuracy of digital information
3	Communication ethics	Al-Hujurat 11–12	Digital citizenship	Avoiding hate speech and cyberbullying
4	Information Caution	On-Only 24:15	Ethical information sharing	Avoiding the spread of hoaxes

The integration of Qur'anic values into digital literacy provides a strong ethical framework for the use of technology.tabayyuncan help students understand the importance of verifying information before believing or sharing it. In educational practice, this concept can be applied through learning activities that train students to evaluate digital information sources. For example, students can be encouraged to compare various sources of information before drawing conclusions. This approach can help students develop critical thinking skills while instilling ethical values in the use of technology. Furthermore, the integration of Qur'anic values can also strengthen the concept of digital citizenship in modern education. Digital citizenship refers to an individual's ability to use technology responsibly and ethically in digital life. From an Islamic perspective, this concept aligns with moral values such as honesty, responsibility, and justice. By integrating these values into technology-based learning, education can produce a generation that is not only digitally competent but also possesses strong moral integrity (Porayska-Pomsta et al., 2024).

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The use of artificial intelligence in education can also support the development of digital literacy based on ethical values. AI can be used to help students access relevant information and analyze various sources more effectively. However, the use of this technology must be accompanied by a sufficient understanding of ethics to prevent misuse. Therefore, education must integrate technology learning with moral education so that students can use technology responsibly.

The discussion of the integration table between Qur'anic principles and digital literacy shows that the ethical values in the Qur'an have very strong relevance in facing the challenges of modern information technology. The rapid development of digital technology has changed the way humans obtain, produce, and disseminate information. In this situation, digital literacy skills are not only related to technical skills in using technological devices, but also include the ability to critically and responsibly assess the truth of information. Qur'anic principles provide an ethical framework that can serve as a moral foundation in the use of digital technology. The integration of religious values and digital literacy can help shape a generation capable of using technology wisely. Thus, education based on Qur'anic values can be a solution to address ethical challenges in the digital era (Nguyen et al., 2023).

The first principle discussed in the table is the conceptttabayyuncontained in QS. Al-Hujurat verse 6. This principle emphasizes the importance of verifying information before believing or sharing it with others. In the context of digital literacy, this concept is highly relevant because social media often becomes a space for the spread of unverified information. Many internet users easily share information without verifying the source. This phenomenon leads to an increase in the spread of hoaxes and misinformation, which can lead to social conflict. Therefore, the application of the conceptttabayyunin digital education can help students develop the habit of checking the accuracy of information before disseminating it (Meerangani et al., 2025).

Concept integrationtabayyunDigital literacy in education can be implemented through various digital literacy-based learning strategies. Teachers can encourage students to analyze various information sources found on the internet. Through this activity, students can learn to compare information sources, evaluate the credibility of authors, and understand the context of the information they read. This approach not only improves students' critical thinking skills but also instills the value of responsibility in the use of digital information. Thus, the concept of digital literacy is crucial.tabayyuncan function as an ethical basis in digital literacy based on Qur'anic values (Al Hakim & Susilo, 2024).

The second principle discussed in the table is the responsibility of knowledge contained in Surah Al-Isra', verse 36. This verse emphasizes that humans should not follow something without clear knowledge. In the context of digital education, this verse can be understood as an encouragement to develop critical thinking in evaluating information. In the digital era, students are often exposed to various information that does not necessarily have a valid basis. Without critical thinking skills, students can easily be influenced by misleading information. Therefore, the value of responsibility of knowledge in the Quran is crucial as a foundation for developing digital literacy (Allen & Kendeou, 2023).

Implementing the principle of knowledge responsibility in learning can be done by strengthening critical thinking skills. Teachers can assign students to analyze various digital information and assess its accuracy. Through this process, students learn that not all information available online can be trusted. They need to evaluate information sources

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before using them as a basis for knowledge. Thus, digital education focuses not only on information access but also on the ability to understand and critically evaluate information.

The next principle in the table is communication ethics, found in Surah Al-Hujurat, verses 11–12. This verse teaches the importance of maintaining the honor of others in social communication. In the context of social media, this principle is particularly relevant because digital spaces often become a venue for various forms of negative communication, such as hate speech, insults, and cyberbullying. This phenomenon demonstrates that digital literacy is not only related to technological capabilities but also to ethical awareness in communication. Therefore, education must be able to instill ethical communication values in the use of social media (Porayska-Pomsta et al., 2024).

Integrating ethical communication values into digital education can be achieved through the concept of digital citizenship. Digital citizenship teaches students to be responsible users of technology and to respect others in the digital space. From an Islamic perspective, this concept aligns with moral teachings that emphasize the importance of maintaining the honor and dignity of fellow human beings. By integrating Quranic values into digital citizenship education, students can understand that their behavior in the digital world has moral and social implications. This can help create a healthier and more ethical digital environment.

The fourth principle discussed in the table is caution in disseminating information, as reflected in Surah An-Nur, verse 15. This verse reminds people not to spread information whose truth is uncertain. In the digital context, this principle is crucial because the speed of information dissemination on the internet is often not matched by adequate verification. Much information goes viral on social media without undergoing a fact-checking process. This can lead to the spread of slander and information that is detrimental to others. Therefore, the value of caution in disseminating information must be part of digital literacy education (Irawan & Bashori, 2024).

In educational practice, the value of caution in disseminating information can be taught through case-based learning activities. Students can be invited to study various examples of the spread of hoaxes on social media and analyze their impact on society. Through this approach, students can understand that simple actions like sharing information on social media can have significant social consequences. This awareness can help students develop a more cautious attitude in using digital technology.

The integration of Quranic principles into digital literacy also demonstrates the strong relevance of Islamic teachings in addressing the challenges of modern technology. Values such as information verification, responsibility for knowledge, ethical communication, and caution in disseminating information are universal principles that are crucial in a digital society. By integrating these values into education, students can develop digital literacy skills that are not only technical but also ethical and moral. Overall, the discussion in the table shows that the integration of artificial intelligence, digital literacy, and Quranic values can be an innovative approach in modern education. AI technology can be used as a tool to improve information access and learning effectiveness, while Quranic values provide an ethical framework that guides the responsible use of technology. This integrative approach enables education to produce a generation that not only possesses high digital competence but also possesses moral awareness in using technology in the digital era

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Conclusion

The integration of artificial intelligence and Qur'anic ethical values is an important approach to addressing the challenges of digital literacy in the modern technological era. The development of digital technology has brought about significant changes in the way students acquire and manage information, necessitating a robust ethical framework to ensure the responsible use of technology. Qur'anic values such astabayyun, responsibility for knowledge, and communication ethics provide a relevant moral foundation for building critical and ethical digital literacy. By integrating these values into technology-based learning, education can shape a generation of Muslims who are not only digitally savvy but also possess strong moral integrity. Furthermore, this research shows that integrating technology and religious values can be an innovative approach to developing education in the digital era. Artificial intelligence can be utilized as a tool to expand access to learning and improve educational effectiveness, but it must be accompanied by adequate ethical education. Therefore, developing a digital literacy model based on Qur'anic values is an important step in building education that is relevant to the challenges of the times while remaining rooted in spiritual values.

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