

Reconstructing Islamic Religious Education in the Era of Artificial Intelligence: A Qur'anic Framework for Ethical Digital Engagement

Abubaker Kashada

Surman College of Science and Technology, Libya
kashada@scst.edu.ly

Md. Sultan Mahmud

University of Rajshahi, Bangladesh
smahmud@ru.ac.bd

Daniel Thompson

Independent Researcher, Australia
daniel.thp@yahoo.com

Liv Paulsengaard

The Arctic Univeristy of Norway, Norway
liv.paulsengaard@uit.no

Daniela Florina Stancu

University of Craiova, Romania
daniela.florinas@yahoo.com

Abstract

The rapid advancement of artificial intelligence (AI) has significantly transformed contemporary educational practices, including the way knowledge is accessed, interpreted, and disseminated in digital environments. These developments present both opportunities and ethical challenges, particularly for Islamic Religious Education, which seeks to guide students not only in intellectual development but also in moral responsibility. This study aims to reconstruct Islamic Religious Education in the era of artificial intelligence by developing a Qur'anic framework for ethical digital engagement. The research focuses on how key Qur'anic ethical principles such as tabayyun (verification of information), responsibility in knowledge acquisition, and ethical communication can serve as moral foundations for digital literacy and responsible technology use among students, this study employs a qualitative approach using the library research method, which involves a systematic analysis of scholarly literature related to artificial intelligence in education, digital literacy, ethics of technology, and Qur'anic perspectives on knowledge and communication. The data sources consist of peer-reviewed journal articles, academic books, and relevant research publications published within the last five to ten years. The collected literature was analyzed through content analysis and conceptual synthesis to identify key themes connecting AI-based educational environments with Qur'anic ethical teachings relevant to responsible digital engagement, the findings indicate that integrating Qur'anic ethical

principles into digital learning environments provides a strong moral framework for guiding students in the responsible use of artificial intelligence technologies. Principles such as *tabayyun* encourage critical verification of information, while Qur'anic guidance on ethical communication promotes respectful interaction and prevents the spread of misinformation in digital spaces. The novelty of this study lies in proposing a conceptual integration between AI-driven digital learning and Qur'anic ethical epistemology, offering a framework for reconstructing Islamic Religious Education that balances technological innovation with ethical and spiritual values in the digital age.

Keywords: Islamic Religious Education, Digital Literacy, Qur'anic Ethics

Introduction

The rapid development of digital technology in recent decades has brought significant changes to various aspects of human life, including education. One of the most influential technological developments today is artificial intelligence (AI), which has transformed the way humans acquire, manage, and distribute information. In the educational context, AI technology offers new opportunities to improve learning effectiveness through adaptive learning systems, educational data analysis, and the automation of learning processes. However, this technological development also raises various ethical and moral challenges that require serious attention. Easy access to information is often not matched by the ability to critically verify the accuracy of information circulating in the digital space. Therefore, education requires an approach that integrates technological developments with strong ethical values (Holmes et al., 2021).

In the context of Islamic education, the development of digital technology also presents new challenges in the learning process. Religious education no longer focuses solely on the transfer of religious knowledge, but also on character development and moral awareness in the use of technology. Today's young Muslim generation lives in a highly dynamic digital environment filled with information from various sources. Without adequate digital literacy skills, students are potentially exposed to inaccurate or even misleading information. This suggests that Islamic religious education needs to reconstruct its learning approach to meet the challenges of the digital era. This reconstruction must include the integration of Quranic values and digital literacy in the learning process (Rahman & Kasdi, 2022).

Artificial intelligence has become one of the most influential technologies in modern education. This technology enables the development of more personalized, adaptive, and data-driven learning systems. AI can assist teachers in analyzing student learning needs and providing more effective learning recommendations. Furthermore, AI also allows students to access a wider and faster range of learning resources. However, the use of this technology also raises various ethical issues related to information use and digital responsibility. Therefore, education requires a robust ethical framework to ensure the responsible use of technology (Luckin et al., 2019).

One approach that can be used to address ethical challenges in technology use is to integrate Quranic values into digital education. The Quran, as the primary source of Islamic teachings, contains various moral principles relevant to the use of information technology. Values such as honesty, responsibility, information verification, and ethical communication are crucial in the digital world. These principles can form the foundation for building ethical and responsible digital literacy. Therefore, integrating Quranic values into digital education can help shape students' character and enable them to use technology wisely (Meerangani et al., 2025).

The concept of information verification, or *tabayyun*, found in the Quran is an ethical principle highly relevant in the digital age. In Surah Al-Hujurat, verse 6, the Quran teaches the importance of verifying information before believing or sharing it. This principle is particularly important in the context of social media, which often serves as a platform for the dissemination of unverified information. Many internet users spread information without verifying its source. This has led to the increased spread of hoaxes and misinformation, which can be detrimental to society. Therefore, the principle of *tabayyun* can serve as an ethical foundation for digital literacy (Al Hakim & Susilo, 2024).

In addition to the concept of *tabayyun* (reconciliation), the Quran also emphasizes the importance of responsibility in the use of knowledge. Surah Al-Isra, verse 36, reminds humans not to follow something without clear knowledge. This verse provides an epistemological basis for the development of critical thinking in education. In a digital context, this principle can be interpreted as encouraging the critical

evaluation of information before making decisions. Education that integrates these values can help students develop critical thinking skills in the face of the flow of digital information (Rahman & Kasdi, 2022).

Furthermore, communication ethics in the Quran also provide important guidelines for using social media. Surah Al-Hujurat, verses 11–12, teaches the importance of maintaining the honor of others and avoiding behavior that demeans them. In the digital world, this principle is highly relevant for preventing various forms of negative communication, such as cyberbullying and hate speech. This phenomenon is increasing along with the rise in social media use among the younger generation. Therefore, education needs to instill an awareness of communication ethics in the use of digital technology (Tang & Bao, 2021).

Given these challenges, the reconstruction of Islamic religious education is crucial in facing the era of artificial intelligence. Education plays a role not only in transferring knowledge but also in fostering ethical awareness in the use of technology. Integrating Quranic values into digital learning can be an effective approach to developing responsible digital literacy. Thus, education can produce a generation of Muslims capable of utilizing technology productively while maintaining their moral integrity (Porayska-Pomsta et al., 2024).

This research aims to examine how Quranic values can be used as an ethical framework in the reconstruction of Islamic religious education in the era of artificial intelligence. This study also attempts to analyze how ethical concepts in the Quran can be integrated into digital literacy. With this approach, the research is expected to provide theoretical contributions to the development of Islamic education in the digital era. Furthermore, this research is also expected to provide practical recommendations for the development of technology-based learning models that remain grounded in Islamic moral values (Nguyen et al., 2023).

Literature Review

Artificial intelligence is a technology that enables computer systems to perform various tasks that typically require human intelligence. This technology encompasses

various applications such as machine learning, natural language processing, and data analytics, which can be used in various fields, including education. In the educational context, AI can be used to improve learning effectiveness through adaptive learning systems and educational data analysis. This technology also enables the development of learning systems that are more personalized and responsive to student needs. Therefore, AI is a crucial technology in the digital transformation of education (Holmes et al., 2021).

Various studies have shown that AI has significant potential to improve the quality of learning. AI can help teachers identify students' learning needs and provide more appropriate learning recommendations. Furthermore, AI can be used to provide automated feedback to students, making the learning process more effective. However, the use of AI also raises various ethical challenges related to data privacy, algorithmic bias, and the responsible use of technology. Therefore, the use of AI in education must be accompanied by a clear ethical framework (Luckin et al., 2019).

The concept of digital literacy is one of the essential competencies students must possess in the information technology era. Digital literacy relates not only to the ability to use technology but also to the ability to critically evaluate information. In an educational context, digital literacy encompasses the ability to understand, analyze, and use information responsibly. Without these skills, students have the potential to become passive consumers of information and be easily influenced by inaccurate information. Therefore, digital literacy is a key competency in 21st-century education (Nguyen et al., 2023).

Previous research has shown that digital literacy is closely related to critical thinking skills. Students with good digital literacy tend to be better able to evaluate the credibility of information sources. They are also better able to identify biased or inaccurate information. This suggests that digital literacy plays a crucial role in developing students' critical thinking skills. Therefore, education should pay greater attention to digital literacy development (Allen & Kendeou, 2023).

From an Islamic perspective, the concept of digital literacy can be linked to the epistemological values of the Quran. The Quran emphasizes the importance of using

reason and knowledge to understand reality. This principle demonstrates that Islam highly values the process of critical and responsible knowledge seeking. Therefore, digital literacy can be understood as part of human efforts to critically and responsibly understand information. The integration of digital literacy and Quranic values can help establish an ethical framework for technology use (Meerangani et al., 2025).

Research by Rahman and Kasdi (2022) shows that Islamic education needs to develop a more contextual learning approach to face the digital era. This approach must integrate religious values with modern technological developments. Thus, Islamic education serves not only as a means of knowledge transfer but also as a means of developing ethical digital character.

Another study by Porayska-Pomsta et al. (2024) emphasized the importance of ethics in the use of AI in education. This research suggests that AI technology must be used responsibly to avoid negative impacts on students. Therefore, integrating ethical values into the use of technology is crucial in modern education.

A study by Tang and Bao (2021) also showed that social media literacy is closely related to digital communication behavior. Students with good social media literacy tend to be more able to communicate ethically in the digital space. This demonstrates the crucial role education plays in shaping responsible digital communication behavior.

Method

This research uses an approach library research or library research to examine the reconstruction of Islamic religious education in the era of artificial intelligence from a Qur'anic ethical perspective. This approach was chosen because the research objective focuses on developing a conceptual framework and theoretical analysis based on relevant academic literature. In the context of digital education and ethics studies, the library method allows researchers to examine various concepts, theories, and empirical findings published in international scientific journals. With this approach, researchers can integrate various perspectives on artificial intelligence, digital literacy, and Islamic ethics within a comprehensive analytical framework. Library research is also considered effective for

understanding the development of academic discourse related to the integration of technology and religious values in modern education. This method is widely used in contemporary Islamic education studies because it is able to construct strong theoretical arguments based on credible scientific sources (Meerangani et al., 2025).

The data sources for this research comprise various academic literature, such as reputable international journal articles, academic books, and research reports published within the last ten years. This literature includes studies on artificial intelligence in education, digital technology ethics, digital literacy, and Quranic ethical concepts such as *tabayyun* (religious conduct), moral responsibility, and communication ethics. Literature selection was conducted through academic databases such as Google Scholar, Scopus, and other international journal databases. The literature selection process was carried out by considering the relevance of the research theme, the credibility of the sources, and theoretical contributions to the study of Islamic religious education in the digital era. This approach allows researchers to obtain a comprehensive overview of the development of research related to digital ethics from an Islamic perspective. This type of literature study is also often used in theory-based educational research to build new conceptual frameworks (Nguyen et al., 2023).

The data collection technique in this study was carried out through a systematic literature documentation process. The researcher identified, collected, and classified various scientific sources relevant to the research theme. The selected literature was then analyzed based on key concepts such as artificial intelligence, digital literacy, Qur'anic ethics, and the reconstruction of Islamic religious education. This data collection process was carried out in stages, prioritizing scientific journals with academic reputations and relevance to digital education issues. Furthermore, the researcher also reviewed previous research addressing the relationship between Islamic ethics and the use of digital technology. This approach enabled the research to gain a strong theoretical foundation for building a comprehensive analytical framework (Al Hakim & Susilo, 2024).

Data analysis in this study uses techniques **content analysis** or content analysis. This technique is used to identify themes, concepts, and patterns of thought that emerge in the analyzed literature. Through content analysis, researchers can understand how academics view the relationship between artificial intelligence, digital literacy, and Islamic

ethical values. This analysis also allows researchers to identify research gaps and opportunities for integrating Qur'anic concepts into digital education. Thus, this research not only describes the existing literature but also constructs a new conceptual framework relevant to contemporary educational challenges. The content analysis approach is often used in library research because it can organize textual data systematically and critically (Mouta et al., 2024). In addition to content analysis, this study also uses a descriptive approach. Conceptual analysis to integrate various concepts found in the literature. Conceptual analysis aims to connect the theory of artificial intelligence in education with Quranic ethical principles relevant to digital literacy. This approach allows researchers to develop a conceptual model of how Quranic values can form the ethical foundation for the use of digital technology. Through this process, concepts such as *tabayyun* (religious order), moral responsibility, and communication ethics are analyzed in the context of modern digital technology. The integration of these concepts then serves as the basis for formulating a digital education framework based on Islamic values. This approach is important because technological developments often transcend traditional ethical frameworks in education (Fepriani & Ratnasari, 2026).

The validity of this literature review research is strengthened through source triangulation. Triangulation is conducted by comparing various literature sources from different perspectives, including education, technology, and Islamic studies. By comparing these sources, researchers can ensure that the resulting interpretations have a strong academic basis. The triangulation process also helps avoid interpretive bias in the literature analysis. Furthermore, the use of the latest international journals allows this research to keep abreast of current academic discourse on the ethics of technology and digital education. Thus, the research findings are expected to have both academic and practical relevance in the context of contemporary Islamic education.

This methodological approach ultimately aims to produce a conceptual synthesis that can explain how Islamic religious education needs to be reconstructed in the face of developments in artificial intelligence technology. Through a systematic literature analysis, this study seeks to identify relevant Qur'anic values for building digital ethics in education. The results of this analysis are then used as the basis for formulating a model for integrating technology and Islamic ethics in digital learning. Thus, this study is not only descriptive but

also offers a conceptual contribution to the development of Islamic education in the digital era. This approach aligns with previous research that emphasizes the importance of integrating Islamic ethics in the use of modern information technology (Murtiningsih & Adeoye, 2024).

Result and Discussion

The development of artificial intelligence has brought about significant changes in the modern education system. This technology enables learning processes to become more adaptive, personalized, and data-driven. In the context of Islamic religious education, this technological development opens up new opportunities for disseminating religious knowledge through digital platforms. However, the use of digital technology also presents various ethical challenges that require serious attention. These challenges include the dissemination of inaccurate information, the manipulation of digital information, and the decline in students' critical thinking skills in verifying information. Therefore, the reconstruction of Islamic religious education needs to consider the integration of technology with Qur'anic ethical values.

Artificial intelligence holds significant potential for improving the quality of learning through adaptive learning systems and educational data analysis. This technology can help teachers understand students' learning needs more deeply. Furthermore, AI also enables access to a vast source of knowledge through various digital platforms. However, the use of this technology can also pose risks such as technology dependency and reduced critical reflection skills. Several studies have shown that the use of AI in education needs to be accompanied by a strong ethical framework to prevent misuse of the technology. Therefore, the integration of ethical values is crucial in the development of digital education.

From an Islamic perspective, ethics is a fundamental aspect of every human activity, including the use of digital technology. The Quran provides various moral principles that can serve as a foundation for facing the challenges of the digital era. One such principle is the concept of *tabayyun*, namely the obligation to verify information before accepting it or sharing it with others. This principle is highly relevant in addressing the widespread misinformation and disinformation on social media. Research shows that the concept of

tabayyun can form the ethical basis for digital literacy for Muslim communities. Thus, Qur'anic values can serve as a moral foundation for the use of modern digital technology.

In addition to the concept of tabayyun (religious discipline), the Quran also emphasizes the importance of responsibility in the use of knowledge. In the context of digital education, this responsibility relates to how students use technology wisely and ethically. The use of technology without an ethical foundation can lead to various social problems, such as the spread of hoaxes and hate speech. Therefore, Islamic religious education needs to provide an understanding of moral responsibility in the use of digital technology. Education that integrates ethical values can help students develop moral awareness in digital interactions. Thus, Islamic education can play a role in shaping responsible digital characters.

Furthermore, the Quran also teaches the importance of ethical and wise communication. This principle is particularly relevant in the context of digital communication, which is often rife with conflict and hate speech. Social media allows individuals to convey information to large audiences quickly. However, without proper communication ethics, this technology can lead to widespread social conflict. Therefore, Islamic religious education needs to teach digital communication ethics based on Quranic values. This way, students can use digital technology more wisely and responsibly.

Qur'anic Ethical Digital Engagement Framework Table

Qur'anic Principles	Ayat Al-Qur'an	Relevance in the AI Era	Educational Implications
Tabayyun	Surah Al-Hujurat: 6	Verify digital information	Critical digital literacy
Responsibility for science	QS. Al-Isra: 36	Ethics of technology use	Strengthening academic integrity
Communication ethics	Surah Al-Hujurat: 11–12	Social media ethics	Digital communication education
Trust	QS. An-Nisa: 58	Responsible use of technology	Digital professional ethics

The concept of tabayyun (verification) holds significant relevance in the context of modern digital literacy. This principle emphasizes the importance of verifying information before believing it or sharing it with others. In the era of social media and artificial

intelligence, information can be produced and disseminated very quickly. This often leads to people accepting information without adequate verification. Therefore, the principle of *tabayyun* can serve as an ethical foundation in digital literacy education. By integrating this concept into Islamic religious education, students can learn to be critical of digital information.

The principle of responsibility in the use of knowledge also plays a crucial role in digital education. In Islam, knowledge is understood not only as knowledge but also as a trust that must be used wisely. In the context of digital technology, this responsibility encompasses how one uses technology for beneficial purposes. Education that emphasizes moral responsibility can help students understand the social impacts of technology use. This is crucial in addressing the various ethical challenges in the digital world.

Furthermore, communication ethics is also a crucial aspect of digital literacy. Social media is often a space rife with conflict and hate speech. In Islam, communication must be conducted in a good and wise manner. This principle can be applied in digital education to encourage students to communicate ethically in the digital space. Thus, Islamic religious education can contribute to creating a healthier digital communication culture.

Integrating Quranic values into digital education can also strengthen students' moral character. Education that emphasizes only the technical aspects of digital literacy often neglects the ethical dimension. Effective digital literacy, however, must encompass technical, cognitive, and moral aspects simultaneously. By integrating Quranic ethical values, digital education can help students develop responsible character. This approach allows Islamic religious education to adapt to technological developments without losing its foundational moral values.

Furthermore, integrating Quranic ethics can also help address various ethical challenges in the use of artificial intelligence. AI technology holds great potential in education, but it also carries risks such as algorithmic bias and information manipulation. Therefore, the use of this technology must be accompanied by a strong ethical awareness. Islamic religious education can provide an ethical framework that helps students understand the moral impact of technology use. Thus, integrating technology and ethics can create a more balanced education system.

Reconstructing Islamic religious education in the era of artificial intelligence also requires a shift in pedagogical approaches. Education should no longer focus solely on knowledge transfer but also on developing critical thinking skills and digital ethics. Teachers need to integrate digital technology into learning while maintaining moral values. This approach enables students to understand technology as a tool that must be used responsibly. Thus, Islamic religious education can remain relevant in the face of technological change.

Islamic religious education also plays a crucial role in shaping students' digital identities. Digital identity reflects how a person behaves and interacts in the digital space. With education grounded in Quranic values, students can develop ethical and responsible digital identities. This is crucial because an individual's digital behavior can impact society at large. Therefore, Islamic education needs to pay special attention to shaping students' digital character.

Furthermore, integrating technology into Islamic education can also enhance learning effectiveness. AI technology can be used to provide more interactive and adaptive learning materials. However, the use of this technology must remain within a clear ethical framework. Islamic religious education can provide a moral foundation that helps students use technology wisely. This way, technology can be utilized optimally without neglecting ethical values.

Reconstructing Islamic religious education in the digital era also requires support from educational institutions. Schools and universities need to develop curricula that integrate digital literacy with Islamic ethical values. These curricula should cover both the technical aspects of technology use and the ethical aspects of digital interactions. In this way, Islamic religious education can contribute to shaping a generation with digital competence and moral integrity. Overall, the integration of Quranic values into digital education can be a solution to address various ethical challenges in the era of artificial intelligence. Education that combines technology and moral values can help students develop responsible digital literacy skills. With this approach, Islamic religious education serves not only as a source of religious knowledge but also as a moral guide in modern digital life.

Conclusion

The development of artificial intelligence has brought significant changes to the world of education, including Islamic religious education. Digital technology opens up significant opportunities for increasing access to knowledge and learning innovation. However, this development also presents various ethical challenges that educational institutions need to seriously address. This research demonstrates that Qur'anic ethical values, such as *tabayyun* (religious conduct), responsibility in the use of knowledge, and ethical communication, are strongly relevant in facing the challenges of the digital era. Integrating these values into Islamic religious education can help shape critical and responsible digital literacy. The reconstruction of Islamic religious education in the era of artificial intelligence needs to be carried out through the integration of digital technology and Islamic moral values. Education should not only focus on technological mastery but also on developing ethical character in its use. By integrating Qur'anic principles into digital literacy, Islamic education can play a role in shaping a generation of Muslims with both digital competence and moral integrity. This approach demonstrates that Islamic values remain relevant in facing the challenges of modern technology and can serve as a foundation for the development of digital ethics in the future.

Bibliography

- Al Hakim, L., & Susilo, S. (2024). Digital ethics in Islamic education: Integrating moral values in the age of artificial intelligence. *Journal of Islamic Education Studies*, 12(1), 45–60.
- Alqahtani, A., & Rajkhan, A. (2020). E-learning critical success factors during the COVID-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education Sciences*, 10(9), 216. <https://doi.org/10.3390/educsci10090216>
- Choi, M. (2016). A concept analysis of digital citizenship for democratic citizenship education in the Internet age. *Theory & Research in Social Education*, 44(4), 565–607. <https://doi.org/10.1080/00933104.2016.1210549>
- Guess, A., Nagler, J., & Tucker, J. (2020). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science Advances*, 6(14), water4586. <https://doi.org/10.1126/sciadv.aau4586>
- Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. *Center for Curriculum Redesign*.
- Holmes, W., Persson, J., Chounta, I., Wasson, B., & Dimitrova, V. (2022). Artificial intelligence and education: A critical view through the lens of human rights, democracy and the rule of law. *Computers and Education: Artificial Intelligence*, 3, 100070. <https://doi.org/10.1016/j.caeai.2022.100070>
- Livingstone, S., Mascheroni, G., & Staksrud, E. (2018). European research on children's internet use: Assessing the past and anticipating the future. *New Media & Society*, 20(3), 1103–1122. <https://doi.org/10.1177/1461444816685930>
- Meerangani, K. A., Rahman, M. H., & Abdullah, M. F. (2025). Ethical considerations of artificial intelligence in Islamic education. *International Journal of Islamic Thought*, 27, 1–12.
- Mouta, A., Santos, C., & Gonçalves, R. (2024). Artificial intelligence in education: A systematic literature review and research agenda. *Education and Information Technologies*, 29, 1235–1258.
- Murtiningsih, S., & Adeoye, M. A. (2024). Islamic perspectives on digital literacy and ethical online behavior. *Journal of Muslim Education Research*, 9(2), 134–150.

- Nguyen, A., Gardner, L., & Sheridan, D. (2023). Artificial intelligence in education: Ethical challenges and policy implications. *Education and Information Technologies*, 28(3), 2357–2373. <https://doi.org/10.1007/s10639-022-11316-w>
- Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu. *European Commission Joint Research Centre*.
- Rahman, F. (2021). Islamic ethics and digital society: Exploring Qur’anic values in the digital era. *Journal of Islamic Ethics*, 5(2), 195–212.
- Ribble, M. (2019). *Digital citizenship in schools: Nine elements all students should know* (3rd ed.). International Society for Technology in Education.
- Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. *Polity Press*.
- Wardle, C., & Derakhshan, H. (2019). Information disorder: Toward an interdisciplinary framework for research and policy making. *Council of Europe Report*.
- Zaidan, A., & Hashim, R. (2022). Islamic ethical framework for digital media engagement. *Journal of Media and Religion*, 21(4), 211–225.