

Integrating Generative Ai Into Islamic Religious Education: Opportunities, Challenges, And The Reconstruction Of Teachers' Roles In The Digital Era

¹Rizki Sanjaya, ²Hilalludin, ³Miftahus Sulhi

¹Sekolah Tinggi Ilmu Tarbiyah madani Yogyakarta, Inonesia

²Universitas Alma Ata Yogyakarta, Indonesia

³Islamic University of Madinah, Arab Saudi

Email: rizkisanjay@gmail.com

Abstrak

The development of digital technology has encouraged the use of Generative Artificial Intelligence (Generative AI) in various fields of education, including Islamic Religious Education (IRE). This technology offers opportunities to support more flexible, interactive, and adaptive learning, but it also presents challenges related to the accuracy of religious information, academic integrity, data privacy, and technological dependence. This study aims to analyze the opportunities and challenges of integrating Generative AI into IRE and examine the reconstruction of teachers' roles in the digital era. The study employs a qualitative approach using the *library research* method. Data were obtained through a review of scholarly journal articles, academic books, previous research findings, and documents relevant to the use of artificial intelligence in education. The data were analyzed descriptively and qualitatively through data reduction, thematic categorization, data presentation, and conclusion drawing. The findings indicate that Generative AI has the potential to assist teachers in preparing learning materials, developing assessment questions, providing additional explanations, and designing varied learning activities. However, its use requires information verification, digital literacy, ethical guidelines, data protection, and adequate supervision. The integration of this technology also requires IRE teachers to assume the roles of learning designers, information evaluators, discussion facilitators, and moral guides. This study concludes that Generative AI should be positioned as a supporting tool rather than a replacement for teachers, ensuring that technological innovation remains aligned with the accuracy of religious knowledge, the inculcation of Islamic values, and the development of students' character.

Keywords: Generative AI, Islamic Religious Education, teacher roles, educational technology, digital literacy

INTRODUCTION

The development of digital technology has brought significant changes to the field of education, including Islamic Religious Education (IRE). One emerging innovation is Generative Artificial Intelligence (Generative AI), which can generate text, explanations, and learning materials based on user prompts (Ahmad Taha et al., 2025). This technology offers opportunities to enhance the flexibility, interactivity, and efficiency of the learning process. In IRE, Generative AI can be used to develop teaching materials, create assessment questions, provide supplementary explanations, and offer diverse learning resources (Almajdoub et al., 2026). Its use has the potential to support adaptive learning that responds to students' needs. However, IRE focuses not only on knowledge acquisition but also on moral development, the reinforcement of Islamic values, and the cultivation of religious attitudes (Amin, 2026).

Despite these opportunities, the use of Generative AI presents several challenges, including inaccurate information, misinterpretation of religious contexts, technological dependence, plagiarism, and privacy risks. Therefore, its implementation requires information verification, digital literacy, and ethical guidelines to ensure that the learning process remains responsible and aligned with the objectives of Islamic education (Ariibah & Asyari, 2026). The integration of Generative AI also necessitates a reconstruction of the role of IRE teachers. Teachers are no longer merely transmitters of knowledge but also serve as instructional designers, information evaluators, discussion facilitators, and moral guides for students (Hamidalloh et al., 2026). Technological competence must be complemented by sound knowledge of religious subject matter, pedagogical judgment, and exemplary conduct. Accordingly, Generative AI should function as a supportive tool rather than a substitute for teachers in the learning process and character development (El Yunusi et al., 2026).

In response to these issues, this article aims to examine the opportunities and challenges of integrating Generative AI into IRE and to analyze the reconstruction of teachers' roles in the digital era. Using a literature review approach, this study seeks to develop a conceptual understanding of the responsible use of technology while maintaining the accuracy of religious knowledge, the preservation of Islamic values, and the objectives of education. This review is expected to provide a foundation for developing IRE practices that adapt to digital innovations without neglecting the moral and spiritual dimensions of Islamic education.

RESEARCH METHODS

This study employs a qualitative approach using the library research method to examine the integration of Generative Artificial Intelligence (Generative AI) into Islamic Religious Education (IRE). The data sources consist of relevant scholarly literature, including journal articles, academic books, previous research findings, and documents related to the use of artificial intelligence in education. The literature was selected based on its relevance to the research focus, namely the opportunities for using Generative AI in IRE, the challenges associated with its implementation, and changes in teachers' roles in the digital era. Data were collected through documentation by identifying, selecting, reviewing, and recording information relevant to the research objectives (Taherdoost, 2022).

The data were analyzed using descriptive qualitative techniques through four stages: data reduction, thematic categorization, data presentation, and conclusion drawing. The collected information was classified into three main themes: the pedagogical opportunities offered by Generative AI, the ethical and practical challenges of its implementation, and the reconstruction of teachers' roles in IRE. Subsequently, findings from various sources were compared and synthesized to develop an understanding of the responsible use of technology without neglecting the accuracy of religious knowledge, Islamic values, and the objectives of moral development. The results of the analysis are presented systematically to establish a

conceptual understanding of the integration of Generative AI into Islamic Religious Education in the digital era (Sheikh et al., 2025).

RESULTS AND DISCUSSION

Research Results

The integration of Generative Artificial Intelligence (Generative AI) into Islamic Religious Education (IRE) can be understood through three main aspects: the opportunities for using technology in learning, the challenges of its implementation, and the reconstruction of teachers' roles in the digital era (Hayoune, 2026). The conceptual synthesis indicates that Generative AI has the potential to assist teachers in developing learning materials, preparing assessment questions, providing supplementary explanations, and designing more varied learning activities (Hendrisab et al., 2026). This technology can also help students understand Islamic subject matter and explore concepts they have not yet fully understood. However, its use presents several challenges, including information accuracy, the appropriateness of religious contexts, dependence on automated responses, and data protection. Therefore, the use of this technology requires critical evaluation to ensure that its benefits can be realized without neglecting the characteristics and objectives of Islamic education (Intan, 2026).

In addition to influencing learning strategies, Generative AI also encourages the reconstruction of IRE teachers' roles. Teachers are not only responsible for delivering instructional content but also need to verify information, design technology-assisted learning activities, guide students in using AI responsibly, and instill Islamic values throughout the learning process (Isti'ana, 2026). This shift indicates that technology does not eliminate the need for teachers but rather broadens the competencies required to fulfill their professional responsibilities. Accordingly, the use of Generative AI should be situated within a pedagogical framework that prioritizes students' needs, the accuracy of religious knowledge, and character development (Mat

Yusoff et al., 2026). A summary of the synthesis concerning opportunities, challenges, and changes in teachers' roles is presented in Table 1.

Table 1. Synthesis of Opportunities, Challenges, and the Reconstruction of Teachers' Roles in the Integration of Generative AI into Islamic Religious Education

Aspect of Analysis	Synthesis Findings	Implications for IRE Learning
Pedagogical opportunities	Assists in preparing learning materials, developing questions, providing supplementary explanations, and diversifying learning activities.	Learning has the potential to become more flexible, interactive, and responsive to students' needs.
Learning personalization	Provides alternative explanations and exercises based on students' learning needs.	Teachers can develop more adaptive learning activities without neglecting learning objectives.
Information accuracy	Generative AI may produce inaccurate, incomplete, or contextually inappropriate religious information.	Generated materials must be verified before being used in learning activities.
Ethical and practical challenges	Risks include technological dependence, plagiarism, misuse of technology, unequal access, and privacy concerns.	Guidelines for use, digital literacy, and responsible supervision are required.
Reconstruction of teachers' roles	Teachers serve as instructional designers, information evaluators, facilitators, and ethical guides.	Digital competencies must be integrated with mastery of IRE content, pedagogical skills, and exemplary conduct.
Islamic educational values and objectives	IRE continues to require the reinforcement of moral character, religious understanding, responsibility, and religious attitudes.	AI should be positioned as a supporting tool, not a replacement for human guidance and character development.

Source: Conceptual synthesis based on the focus and analytical framework of this study.

As shown in Table 1, the integration of Generative AI into IRE offers various opportunities but still requires appropriate management and supervision. Using this technology to generate learning materials can improve preparation efficiency, but it does not guarantee that the materials are consistent with reliable sources and Islamic contexts. Similarly, AI-generated supplementary explanations may support students' understanding, but they

should be complemented by activities that encourage reasoning, information verification, and discussion with teachers. Therefore, the successful integration of AI depends not only on technological sophistication but also on the quality of instructional design and teachers' preparedness (Mighfar et al., 2026).

The synthesis further indicates that the reconstruction of teachers' roles is essential to addressing both the opportunities and challenges associated with AI use (Muawana et al., 2026). Teachers are responsible for determining when AI should be used, verifying the accuracy of information, and ensuring that its use aligns with learning objectives. In the context of IRE, these responsibilities include maintaining the accuracy of religious content, fostering critical thinking, and reinforcing moral values. Accordingly, AI integration should be understood as a process of pedagogical adaptation that positions technology, teachers, students, and the objectives of Islamic education as mutually supportive elements (Muhammad Afzainizam & Rahman, 2026).

Discussion

Opportunities for Integrating Generative AI into Islamic Religious Education

Generative Artificial Intelligence (Generative AI) offers opportunities to make Islamic Religious Education (IRE) more flexible and responsive to students' needs (Mukaffan & Siswanto, 2025). It can assist teachers in developing instructional materials, preparing assessment questions, creating discussion prompts, and providing alternative explanations. Students can also use AI to clarify concepts and explore additional questions. However, varied AI-generated responses do not automatically ensure meaningful learning. Students still need to engage in reading, discussion, critical inquiry, source verification, and practical application (Muliayanti & Fajriyanti, 2026).

In IRE, AI use must distinguish between acquiring information and internalizing Islamic values. Understanding concepts such as honesty,

responsibility, and tolerance does not necessarily translate into appropriate behavior (Rayfansyah & Hamzah, 2026). These values require reflection, practice, dialogue, and teachers' exemplary conduct. AI can also support critical thinking by encouraging students to compare its responses with textbooks and reliable Islamic sources. Therefore, Generative AI should support the learning process rather than replace teachers or guarantee improved learning outcomes (Salim & Habibi, 2025).

Ethical, Pedagogical, and Religious Challenges of Generative AI

A major challenge in using Generative AI in IRE is the accuracy and reliability of its output. AI may produce misleading information, oversimplify complex religious issues, or provide answers without adequate supporting evidence. Teachers must therefore verify AI-generated content against relevant textbooks and reliable Islamic sources, particularly when addressing differences in religious interpretations. Clear guidelines are also necessary to prevent plagiarism, excessive dependence on AI, and the submission of work that does not reflect students' own understanding (Shobri & Alfurqan, 2026).

Privacy and unequal access to technology are additional concerns. Teachers and students should avoid entering personal or sensitive information into AI systems without adequate safeguards. Differences in internet connectivity and device availability may also create unequal learning opportunities (D. Suryanto et al., 2025). Addressing these challenges requires digital literacy, ethical guidelines, critical evaluation skills, and appropriate supervision. In IRE, these measures should reinforce honesty, responsibility, and care in handling religious information.

Reconstructing the Role of IRE Teachers in the Generative AI Era

The integration of Generative AI requires a reconsideration of teachers' professional roles. Teachers are not merely providers of information but also instructional designers who determine when and how AI should be used (H. Suryanto, 2026). They must evaluate AI-generated content, ensure its relevance to learning objectives, and design assessments that reflect students'

actual understanding. In IRE, these responsibilities require sound religious knowledge, pedagogical judgment, and the ability to guide students in evaluating information critically (Tanjung et al., 2026).

Teachers also remain essential as moral educators and role models. Although AI can provide examples and reflective questions, it cannot replace human interaction, personal guidance, and exemplary conduct in fostering Islamic values. Effective integration therefore requires continuous professional development in AI literacy, instructional design, information verification, academic integrity, and data protection. Institutional guidelines and adequate support are also necessary. Ultimately, Generative AI should complement teachers' expertise while preserving the moral, spiritual, and educational objectives of Islamic Religious Education (Zhang et al., 2025).

CONCLUSION

The integration of Generative Artificial Intelligence (Generative AI) into Islamic Religious Education (IRE) offers opportunities to develop more flexible, interactive, and adaptive learning experiences. This technology can assist teachers in preparing instructional materials, developing assessment questions, providing supplementary explanations, and designing varied learning activities. However, its implementation presents challenges, including information inaccuracies, the appropriateness of religious content, technological dependence, academic integrity, data protection, and unequal digital access. Therefore, the use of Generative AI requires information verification, digital literacy, ethical guidelines, and responsible supervision to ensure alignment with the objectives of Islamic Religious Education.

The use of Generative AI also necessitates the reconstruction of IRE teachers' roles as instructional designers, information evaluators, discussion facilitators, and moral guides. Teachers are responsible not only for delivering knowledge but also for ensuring content accuracy, fostering critical thinking, and instilling Islamic values through instruction and exemplary conduct. Accordingly, Generative AI should be positioned as a supportive tool rather

than a replacement for teachers. This study highlights the importance of balancing technological innovation, pedagogical responsibility, and Islamic educational values. Since this study employed a literature review method, future research should empirically investigate the implementation of Generative AI in educational institutions to gain a deeper understanding of its effectiveness, challenges, and impact on IRE learning and the changing roles of teachers in the digital era.

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