

Artificial Intelligence in Teaching Islamic Religious Education Courses: Opportunities, Challenges, and Students' Responses at STAI Hubbulwathan Duri

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ABSTRAK

Progress of Artificial Intelligence (AI) technology had a significant impact on the field of education, including Islamic Religious Education (IRE). This study aimed to examine the opportunities, challenges, and responses to AI in learning, particularly in the Islamic Religious Education (IRE) course for students at STAI Hubbulwathan Duri. The use of AI technologies, including ChatGPT, Gemini, Dola, and others, can support the improvement of learning quality by providing learning content tailored to students' needs. The research method employed was a descriptive survey of students. The results indicated that the opportunities for using Artificial Intelligence in learning fall into the moderate category, though they were accompanied by relatively high challenges. Nevertheless, students' responses to the use of AI indicate a positive attitude in the high category signaling their readiness to utilize AI as a learning support tool. Students tended to have a positive response to the use of AI, but they also recognized the importance of academic guidance in using this technology.

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Introduction

At STAI Hubbulwathan Duri, the use of AI is increasingly becoming part of students' academic activities. Various AI based applications such as ChatGPT, Gemini, Dola, and others are now being utilized by students to search for information, understanding course materials, and completing academic assignments. This phenomenon also impacts courses with normative and values based characteristics, one of which is the Islamic Religious Education (PAI) course.

The Islamic Religious Education course is not only oriented toward mastering Islamic knowledge but it also aimed at shaping students' attitudes, character, and moral awareness (Muhaimin, 2020). Therefore, the integration of AI into PAI learning presents both opportunities and challenges. On one hand, AI has the potential to support learning effectiveness through easier access to learning resources, be more personalized learning, and increased student engagement (Zawacki-Richter et al., 2022). On the other hand, however, there is concern that uncontrolled use of AI could reduce the process of internalizing Islamic values and weaken the role of educators in guiding students' spiritual and moral development (Rahman, 2020).

Islamic religious education gets a vital role in shaping character and religious values in a society that is becoming increasingly digitally connected. The use of technology in Islamic religious education is something that is accessible and can be enjoyed by everyone. However, in its application, each individual has the freedom to view technology as something that provides positive benefits or, conversely, causes negative impacts (Fauziyati, 2023).

Based on this discussion, this study aimed to examine the opportunities, challenges, and responses regarding the use of Artificial Intelligence in learning within the Islamic Religious Education course for students at STAI Hubbulwathan Duri regarding the use of this technology. The findings of this study were expected to contribute academically to the development of Islamic Religious Education in the digital era and serving as practical considerations for lecturers and institutions in designing of Islamic Religious Education course that was adaptive, value oriented, and remains humanistic.

Methods

This study used a descriptive survey design with a quantitative approach. The survey method was chosen to collect data on opportunities, challenges, and students' responses in a generalized manner through the completion of a structured instrument to obtain an accurate statistical overview. The population in this study consisted of active students at STAI Hubbulwathan Duri enrolled in the Islamic Religious Education course, totaling 326 students. The sample size was determined using the Slovin formula with a 10% significance level, resulting in a sample of 77 respondents. The sampling technique was proportionate stratified random sampling to ensure that each semester was proportionally represented (Sugiyono, 2022).

Data collection was conducted through the distribution of an online questionnaire using the Google Forms platform. The instrument consisted of a closed-ended questionnaire using a Likert scale (1–5) to measure students' responses levels. The statement items were

developed based on three main indicators: Opportunities of AI in learning efficiency, Challenges, and Students' responses toward the technology.

The tools used included Excel software and IBM SPSS Statistics version 27.0 for data processing, as well as a digital survey platform with automatic response validation features. The research materials consisted of a validated digital questionnaire that had undergone reliability testing using Cronbach's Alpha.

The collected data were analyzed using descriptive statistical analysis techniques. This involved checking the completeness of respondents' answers and assigning numerical codes, entering the data into frequency distribution tables, and calculating the mean and percentages to determine trends in students' responses regarding the opportunities, challenges, and their attitudes toward AI.

The research was conducted on the campus of STAI Hubbulwathan Duri. Field data collection took place over a one-month period in January 2026.

Result

1. Probability

The researchers analyzed the data to determine the probability of students using AI in Islamic Religious Education learning. The results are shown in Table 1:

peluang.hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rendah	14	18.2	18.2	18.2
	sedang	35	45.5	45.5	63.6
	tinggi	28	36.4	36.4	100.0
	Total	77	100.0	100.0	

The data analysis results Table 1 showed the students' proficiency in utilizing Artificial Intelligence (AI). The low proficiency category included 14 students (18.2%), the moderate category included 35 students (45.5%), and the high proficiency category included 28 students (36.4%). These results indicated that although AI has begun to be utilized in the learning process, its usage level was not yet fully optimal and still requires guidance and the strengthening of digital literacy.

2. Challenges

The researcher processed the data to examine the level of challenges faced by 77 students in using Artificial Intelligence (AI), as shown in the following table:

Table 2
Challenges.Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rendah	13	16.9	16.9	16.9
	sedang	30	39.0	39.0	55.8
	tinggi	34	44.2	44.2	100.0
	Total	77	100.0	100.0	

Based on showed that students' challenges in utilizing Artificial Intelligence (AI) fall into the low category for 13 students (16.9%), the moderate category for 30 students (39%), and the high category for 34 students (34%). This indicated that students still face various obstacles in using AI, such as limited critical thinking, dependency, plagiarism, and doubts regarding the accuracy and alignment of AI-generated content with Islamic ethics and values. Therefore, faculty guidance and clear academic policies were necessary for the use of AI in the learning process.

3. Response

The researcher analyzed the data to examine the responses of 77 students regarding the use of Artificial Intelligence (AI) in learning, as shown in the following table:

Table 3
Response Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rendah	17	22.1	22.1	22.1
	sedang	21	27.3	27.3	49.4
	tinggi	39	50.6	50.6	100.0
	Total	77	100.0	100.0	

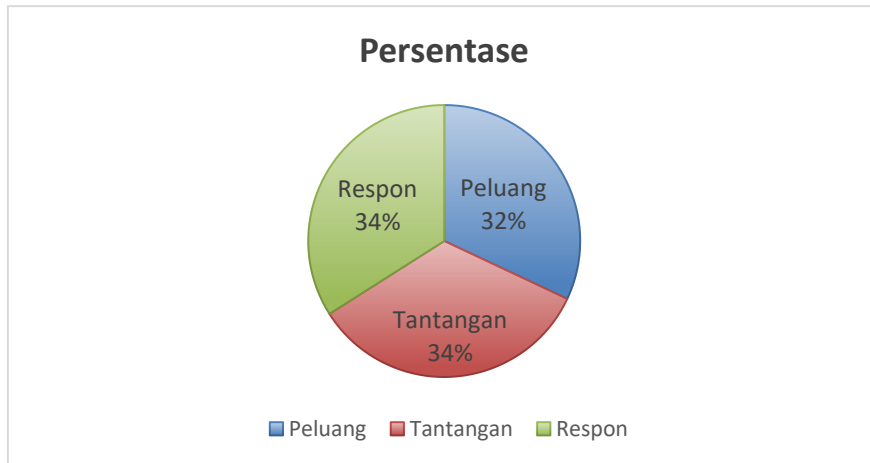
Based on table above showed that student responses to the use of Artificial Intelligence (AI) in the low category for 17 students (22.1%), the moderate category for 21 students (27.3%), and the high category for 39 students (50.5%). This indicates that students responded positively to the use of AI in learning, in terms of interest, eased of use, and its benefits in helping to understand the material, although guidance and supervision from lecturers were still needed to ensure that the use of AI aligns with learning objectives and academic values.

Then, the researcher processed the data to determine the percentages of the three variables described above using Excel software. The percentage table was as follows:

Table 4

Percentage of each variable

Variabel	Persentase
Peluang	32%
Tantangan	34%
Respon	34%



Based on Table 4 and the pie chart above, it was evident that challenges in the use of Artificial Intelligence (AI) in learning account for the highest percentage, at 34%, followed by students' responses, which also stand at 34%, while opportunities for AI utilization account for 32%. This distribution indicated a relative balance among the three aspects studied, although challenges and students' responses appear slightly be more dominant than opportunities.

Discussion

In general, the research results indicated that the opportunities for using Artificial Intelligence in learning fall into the moderate category, though they were accompanied by relatively high challenges. Nevertheless, students' responses to AI usage demonstrate a positive attitude in the high category which signifies students' readiness to utilize AI as a learning support tool.

The dominant 34% responses rate indicated that students still face a number of obstacles in effectively integrating AI into the learning process. These obstacles were not only technical in nature but also related to pedagogical and ethical aspects, such as students' ability to use AI critically, the risk of dependence on technology, and the need to strengthen digital literacy grounded in academic and moral values.

Meanwhile, the percentage of students' responses equivalent to the challenges (34%) reflects a fairly active and responsive attitude toward the presence of AI in learning. This indicates that students do not entirely reject the use of AI but were in an adaptive position that still requires guidance and support. As for the 32% of responses indicating opportunities,

this signifies that AI's potential as a learning support tool is actually quite significant, though it had not yet been fully and systematically utilized.

Conclusion

Based on these findings, the application of AI in learning had the potential for further development if supported by appropriate instructional planning. Therefore, strategic steps that need to be taken include improving students' digital literacy, developing guidelines for the ethical use of AI, and strengthening the role of instructors in guiding the use of AI to align with learning objectives and academic values.

This study provided implications for future research to develop more systematic AI based learning models, test the impact of AI use on student learning outcomes, and examine the long term effects of AI used on the development of students' character and learning independence.

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