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Review Article

Artificial Intelligence in Islamic Education: A Systematic Review of Its Uses and Ethical Implications in Secondary Schools

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Abstract: This paper reviews the role of Artificial Intelligence (AI) in Islamic education within secondary schools, emphasizing both its practical uses and the ethical challenges it presents. The review looks into the current trends, tools, and the impact of AI on the learning experience, as well as its ethical implications from an Islamic perspective. The study follows a systematic literature review (SLR) approach based on the PRISMA guidelines and includes research from 2022 to 2025, sourced from platforms like Google Scholar. After a thorough selection process, 15 articles were included in the review, offering valuable insights into the technological and ethical aspects of AI in Islamic secondary education. The use of AI has notably enhanced learning outcomes in Islamic education by allowing personalized learning, boosting student engagement, and streamlining feedback mechanisms. Tools like intelligent tutoring systems and educational chatbots have been widely adopted. However, challenges around data privacy, algorithmic bias, and technology access persist. Additionally, incorporating Islamic ethical values into AI-driven educational platforms presents both opportunities and challenges. Addressing these ethical implications is vital, requiring frameworks that align with Islamic principles such as maṣlaḥa (public welfare), justice, and human dignity. Education policies and teacher training programs should concentrate on promoting the responsible use of AI, ensuring it improves educational experiences while preserving ethical and cultural integrity.

Keywords: Artificial Intelligence; Ethical; Islamic Education; Secondary School; User.

1. Introduction

The rapid growth of Artificial Intelligence (AI) in educational technology has brought significant changes to teaching and learning, presenting both new opportunities and challenges across various educational fields. However, when it comes to its use in Islamic education, especially in secondary schools, it remains relatively underexplored, particularly when considering the ethical concerns rooted in Islamic values. This research aims to explore how AI is being utilized in Islamic secondary education, the benefits it offers, the ethical challenges it poses, and how Islamic principles can address these challenges. Integrating AI with Islamic educational values presents an opportunity to enhance both the quality and accessibility of Islamic education while ensuring ethical standards are upheld (Blessing Funmi dkk., 2020; Hossain & Islam, 2024; Ritu Arya & Ashish Verma, 2024).

AI is increasingly being implemented in various educational settings through tools such as intelligent tutoring systems (ITS), learning analytics, and adaptive learning platforms. In Islamic secondary schools, however, AI needs to be used in a way that respects both religious and secular knowledge. Research has shown that AI can improve learning outcomes in Islamic education by providing personalized and accessible learning experiences for students (Mahmudulhassan dkk., 2024). Nonetheless, the integration of AI into these schools raises important ethical concerns, particularly regarding fairness, privacy, and religious integrity.

The benefits of AI in Islamic education are clear, especially in platforms that offer personalized learning experiences. Virtual tutors for Quranic learning and AI-driven

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assessment tools have been proven to improve the accessibility of Islamic education, providing tailored learning experiences for students (Hossain & Islam, 2024). These tools also offer real-time feedback, boosting student engagement and performance. However, the deployment of these tools must be carefully considered from an ethical perspective, as AI systems could unintentionally compromise core aspects of Islamic educational values, such as equity, justice, and respect for human dignity (Elmahjub, 2023).

AI's role in general education has been widely studied, with many research findings highlighting its effectiveness in improving learning outcomes, student motivation, and engagement. AI tools like ITS and adaptive learning platforms have shown promise in personalizing learning experiences, tailoring content to students' individual needs. These tools also provide real-time feedback and have been linked to better academic performance. However, there are still concerns about transparency, fairness, and data privacy, as AI systems can perpetuate biases and lack accountability if not carefully designed (Elmahjub, 2023).

In Islamic education, AI provides an opportunity to expand access to educational content and make learning more interactive. However, introducing AI into Islamic schools must be done with sensitivity to the cultural and ethical context. Emphasize that Islamic education systems, which balance both religious and secular knowledge, require AI tools that cater to these unique needs. Additionally, AI's potential to automate decision-making processes, such as grading and assessments, raises concerns about fairness and alignment with Islamic principles of equity and justice (Mahmudulhassan dkk., 2024)

The use of AI in Islamic education is still in its early stages, with a few initiatives exploring its potential (Airaj, 2024). One of the most promising applications is AI-driven e-learning systems, which facilitate Quranic learning and religious education. AI systems are also being considered for personalized assessments and learning pathways for students in Islamic studies. However, these technologies must be introduced with careful attention to Islamic educational values to ensure they do not conflict with core religious principles.

For example, AI-based grading systems and virtual tutors in Islamic education must preserve the integrity of the content being taught. Elmahjub points out that AI tools must prioritize fairness and transparency, avoiding biases in automated decision-making. These tools should also respect student privacy and protect personal data, in line with Islam's emphasis on safeguarding individual dignity (Elmahjub, 2023). To address these concerns, it is essential to develop AI tools that are consistent with Islamic principles of equity, justice, and respect for human dignity (Mahmudulhassan dkk., 2024).

The ethical challenges of integrating AI into Islamic education, such as bias, fairness, privacy, and accountability, are significant. Elmahjub highlights that AI systems, such as automated grading tools or decision-making algorithms, may perpetuate biases if fairness is not carefully considered in their design. These issues are especially concerning in the context of Islamic education, where fairness and transparency are foundational values. Furthermore, the use of AI in education raises concerns about the privacy of students' data, as these systems often require access to sensitive personal information.

Ethical concerns surrounding AI in Islamic education are also complicated by the need to ensure that these technologies do not undermine the religious and moral teachings central to Islamic education. Islamic ethics stress the importance of maṣlaḥa (public welfare), equity, and the protection of human dignity, all of which must be integrated into AI system design and implementation in Islamic schools (Elmahjub, 2023; Hossain & Islam, 2024).

This review aims to address the gap in literature by focusing specifically on AI in Islamic secondary education and its associated ethical challenges. While previous research has explored AI in broader educational contexts, the application of AI within Islamic education systems has received less attention. This study calls for a systematic review of AI in Islamic education, highlighting the ethical considerations in Islamic settings. It also provides an opportunity to develop guidelines for the responsible integration of AI into Islamic educational frameworks, ensuring that technological advancements align with the core values of Islamic teaching.

2. Proposed Method

Artificial Intelligence (AI) is transforming various sectors, with its integration into education becoming a significant area of research. While AI has been extensively studied in general education, its application in Islamic education, especially in secondary schools, has been less explored. This study uses a systematic literature review (SLR) approach to analyze

existing research on AI in Islamic education, specifically focusing on studies published between 2022 and 2025 (Booth dkk., 2016).

The inclusion criteria for the review were quite strict. The study focused on publications from 2022 to 2025, with an emphasis on those that specifically addressed AI applications in Islamic education at the secondary school level. Empirical studies and literature reviews were considered, provided they discussed the ethical implications of AI in education. Papers that did not focus on Islamic education or secondary schools, or failed to address the ethical aspects of AI, were excluded. This narrowed the focus to research that directly relates to AI's integration into Islamic educational settings, ensuring that the study's findings would be relevant to the objectives (A. Samad dkk., 2023; Astuti, 2022).

The data selection process involved an extensive search across multiple academic databases, including Google Scholar. After initially screening around 50 articles, 15 studies were chosen based on their relevance and quality. These selected studies offered diverse perspectives on AI in Islamic education, covering its impact on student learning and the ethical issues it raises. This approach enabled the study to identify both the opportunities and challenges that AI presents in Islamic educational contexts.

The analysis of the data was conducted thematically, focusing on key themes that emerged from the selected studies. The first theme examined the types of AI applications used in Islamic education. The reviewed studies revealed that AI technologies such as intelligent tutoring systems, AI-based assessment tools, and e-learning platforms are being increasingly used in Islamic secondary schools to enhance the learning experience. These technologies provide personalized learning, enabling students to progress at their own pace, which is particularly valuable in the context of religious studies (Astuti et al., 2024). The second theme explored the benefits of using AI, which included improved student engagement, better accessibility to Islamic educational content, and enhanced management of educational resources. AI tools were found to increase student motivation by offering more interactive and dynamic learning experiences.

3. Results and Discussion

Types of AI Applications in Islamic Secondary Education

The integration of Artificial Intelligence (AI) into Islamic secondary education holds great promise for enhancing teaching and learning experiences. Various AI technologies, such as Intelligent Tutoring Systems (ITS), Islamic chatbots, and e-learning platforms, are being explored and implemented in Islamic educational contexts. These tools offer unique opportunities to address the educational needs of students, especially in Islamic studies, while also considering the ethical concerns that are crucial to Islamic educational values.

Intelligent Tutoring Systems (ITS) are one of the most transformative AI applications in education. In Islamic secondary education, ITS can act as personalized tutors for subjects like Quranic studies, Islamic history, and fiqh (Islamic jurisprudence). These systems provide individualized feedback, adapting to the student's pace and progress. Research has shown that ITS can significantly improve student engagement and learning outcomes by offering real-time, personalized guidance (Mahmudulhassan dkk., 2024). Similar to AI tutoring systems like MATHia, which adjust content to students' learning speeds in other subjects, ITS in Islamic education can tailor religious content based on a student's level of knowledge. However, there are concerns about ITS maintaining the integrity of religious teachings and aligning with Islamic educational values (Bakalyar, 2016).

ITS also boost cognitive engagement by offering dynamic learning experiences that evolve as a student's skills develop. In Islamic education, these systems could help students receive immediate feedback on Quranic memorization or their understanding of Islamic law, which not only supports self-paced learning but also reinforces knowledge retention in essential Islamic subjects (Aflaha dkk., 2022).

Another growing AI application in Islamic education is the use of Islamic chatbots. These AI-driven systems can instantly provide students with answers to their questions about Islamic teachings, ethics, and practices. Chatbots can serve as 24/7 assistants, offering personalized guidance on topics ranging from Quranic interpretations to ethical issues in daily life. The ability of chatbots like ChatGPT to facilitate on-demand learning is a significant advancement, making Islamic knowledge more accessible to students anytime, both inside and outside the classroom.

The benefits of Islamic chatbots are considerable, including scalability, allowing students to access vast amounts of knowledge without the limitations of time or location. However,

there are ethical concerns about the reliability of these AI systems, especially regarding their ability to accurately interpret Islamic texts. Studies, like those by Miftah et al, suggest that while chatbots can be valuable tools, their integration into Islamic education should be guided by ethical frameworks to maintain the integrity of Islamic teachings.

E-learning platforms powered by AI are increasingly being used in Islamic secondary schools to offer personalized, adaptive learning experiences (Fauzian & Fauzi, 2018). These platforms use AI to assess students' learning styles, identify knowledge gaps, and deliver tailored content suited to their individual needs (Elmahjub, 2023). For instance, platforms such as Google Classroom and Edmodo, equipped with AI features, can help Islamic education teachers organize content, provide assessments, and offer feedback aligned with students' progress.

AI-enhanced e-learning platforms create a responsive learning environment where students can engage with Islamic content at their own pace. Moreover, AI tools can track student progress, helping teachers identify areas where students need more support, especially in critical subjects like Quranic recitation and Islamic law (Katimin dkk., 2021; Sonafist, 2022). The flexibility of these AI platforms is particularly useful in Islamic education, where learning preferences and religious values must be taken into account. However, challenges remain in ensuring the accessibility of such tools, especially in underserved regions with limited technological infrastructure.

Despite the promising advantages, the use of AI in Islamic secondary education raises several ethical concerns. One major issue is the risk of AI systems misinterpreting or misrepresenting Islamic teachings. For instance, AI chatbots may struggle to fully grasp the nuances of Islamic theology, which often requires human interpretation. Additionally, privacy concerns are paramount, as Islamic education emphasizes the protection of personal data and confidentiality.

Furthermore, AI systems must align with Islamic ethical principles, such as maṣlaḥa (public welfare) and adl (justice), to avoid reinforcing biases or generating harmful content (Mahmudulhassan dkk., 2024). AI applications should be designed to avoid unfair judgments, particularly in assessment and grading, where Islamic education stresses fairness and equity (Mukarom et al., 2023). Moreover, the design of AI tools in Islamic education should ensure that they do not replace human teachers, who play a vital role in providing moral and spiritual guidance.

In summary, AI-based applications like Intelligent Tutoring Systems, Islamic chatbots, and e-learning platforms are transforming Islamic secondary education. These tools provide personalized, scalable, and efficient learning experiences that enhance student engagement and performance in Islamic subjects. However, the integration of AI into Islamic education requires careful attention to ethical issues, such as preserving the integrity of Islamic teachings, protecting privacy, and ensuring fairness in AI-driven assessments. By aligning AI tools with Islamic ethical principles, these technologies can effectively support and enhance Islamic education while respecting its core values.

Benefits of AI in Islamic Education

Integrating Artificial Intelligence (AI) into Islamic education brings several significant benefits, such as personalization, better access to resources, and enhanced efficiency. As AI continues to evolve, it has the potential to revolutionize the way Islamic education is delivered, making learning more tailored to each student's needs, expanding educational resources, and automating administrative tasks. This section delves into these benefits, particularly their impact on Islamic secondary education.

One of the most valuable benefits of AI in Islamic education is the ability to provide personalized learning experiences. AI systems can adjust to each student's learning pace and style, allowing for customized lesson plans and assessments. This is especially beneficial in subjects like Quranic memorization, Islamic history, and fiqh (Islamic law), where students progress at different rates. Research has shown that AI-powered systems, such as Intelligent Tutoring Systems (ITS), can improve student engagement and retention by offering real-time feedback and adjusting the difficulty of tasks based on a student's current understanding (Elmahjub, 2023). For example, AI algorithms can track a student's progress in Quranic memorization and offer targeted support when a student struggles with certain verses or recitation techniques, creating a more personalized learning experience (Mahmudulhassan dkk., 2024).

Additionally, personalized learning systems help foster student autonomy and self-regulation. By allowing students to learn at their own pace, AI reduces the pressure to keep up with the class, enabling students to explore topics in greater depth. In Islamic education, this flexibility is especially helpful in maintaining student motivation and interest, as students can engage with religious texts and concepts at a pace that suits their level of comprehension (AL-Sudani, 2017; Husin & Kamaruddin, 2024). Studies suggest that personalized, AI-driven education can improve learning outcomes by focusing on individual strengths and weaknesses (Elmahjub, 2023).

AI also improves access to educational resources, making Islamic education more inclusive. This is particularly important for students in remote or underserved areas where traditional access to quality educational materials may be limited. AI-powered tools like virtual tutors, e-learning platforms, and Islamic chatbots give students round-the-clock access to educational resources and support, no matter their geographical location (A. Samad dkk., 2023; Airaj, 2024). For example, Islamic chatbots can provide automated answers to questions about Islamic ethics, prayer rituals, and Quranic interpretations, enabling students to interact with learning materials whenever they need it, without requiring direct supervision.

Moreover, AI-based e-learning platforms democratize access to Islamic education by offering a wide range of resources, including Quranic texts, tafsir (interpretations), and hadith, along with interactive features like quizzes and video tutorials. These platforms ensure that students, regardless of where they are, have access to the same high-quality educational materials as those in traditional schools (Adams, 1976; Anjum, 2015). This can help bridge the gap in educational equity, particularly in regions with limited infrastructure.

Another important advantage of AI in Islamic education is its ability to improve the efficiency of administrative tasks. AI can automate routine processes like grading, attendance tracking, and scheduling, freeing up more time for teachers to focus on instruction and student engagement. AI-driven grading systems, for example, can offer instant feedback on assignments and exams, allowing students to learn from their mistakes in real time. This reduces the administrative load on educators, enabling them to concentrate on teaching and mentoring students instead of spending time on repetitive tasks.

In Islamic education, where the teacher-student relationship is highly valued, the time saved through automation can be used to build stronger academic and spiritual connections. Additionally, AI can provide teachers with data-driven insights into students' progress, helping them identify areas where students need more support. By automating administrative tasks and offering valuable insights into student performance, AI contributes to a more effective and efficient learning environment.

The integration of AI into Islamic education offers numerous benefits, such as personalized learning, expanded access to educational resources, and improved administrative efficiency. These advantages make AI a powerful tool for transforming Islamic education. However, as with any technology, it's crucial to consider the ethical implications of AI, particularly in ensuring that these systems align with Islamic values of fairness, privacy, and respect for human dignity. By using AI responsibly, Islamic education can become more inclusive, efficient, and better tailored to the needs of individual students, leading to a more engaging and equitable learning experience.

Ethical Challenges in AI Integration in Islamic Education

Integrating Artificial Intelligence (AI) into Islamic education offers several promising advancements but also brings a range of ethical challenges that must be carefully addressed. These challenges include issues like privacy, data security, algorithmic bias, fairness, and the evolving role of teachers. As Islamic educational institutions continue to adopt AI technologies, ensuring these tools are implemented in an ethically sound way that aligns with Islamic values becomes crucial. This section explores these ethical concerns and how they can be managed in the context of Islamic education.

One of the most urgent ethical issues in the integration of AI into education is the protection of students' personal data. As AI systems in Islamic education increasingly gather and analyze data to personalize learning, the risk of data breaches or misuse becomes a significant concern. The sensitive nature of educational data, especially in religious contexts, requires that institutions implement strong data protection measures. Islamic educational institutions must ensure that AI systems are secure and comply with global privacy standards, such as the General Data Protection Regulation (GDPR) in Europe (Elmahjub, 2023; Hossain & Islam, 2024). Failing to protect personal data could erode trust in AI technologies

and violate ethical principles in Islam that stress the protection of individual dignity and privacy.

Additionally, AI systems are designed to store vast amounts of personal data, so Islamic institutions need to find a balance between leveraging data for personalized learning and safeguarding student privacy. The ethical approach to data security in Islamic education should align with Islamic values, which emphasize the protection of personal rights (Mahmudulhassan dkk., 2024). This involves a thorough review of data-handling practices, such as informed consent, data anonymization, and the development of clear privacy policies that protect students' rights while ensuring responsible data use (Achmad, 2020).

AI systems can also unintentionally perpetuate biases, especially when they are trained on biased data, leading to discriminatory outcomes. In Islamic education, where fairness is central, AI systems must be designed to avoid reinforcing biases related to gender, ethnicity, socioeconomic status, or academic ability (Farooqi dkk., 2024). For example, if biased training data is used, AI-driven assessment tools could favor certain groups of students over others, thus worsening inequalities in Islamic educational institutions.

Algorithmic fairness is especially important in Islamic education, where the principles of equity and justice are foundational. To address biases, AI systems should be developed using a diverse range of data that represents all students fairly. Additionally, continuous monitoring of AI systems is necessary to assess their impact on society and ensure they support inclusivity and justice in Islamic educational settings. Islamic scholars and educators should collaborate in designing and evaluating AI tools to ensure they reflect Islamic values of fairness and inclusivity (A. Samad dkk., 2023). This collaborative effort will help ensure AI contributes to reducing educational disparities rather than exacerbating them.

Another concern with AI in classrooms is the potential diminishing role of teachers, especially in Islamic education, where educators are not only responsible for teaching but also for providing moral and spiritual guidance. Some worry that AI could replace teachers in certain aspects of instruction, reducing the human element of teaching (Santoso dkk., 2015). However, it's essential to recognize that AI should complement, not replace, teachers. AI tools can handle routine tasks like grading and administrative duties, giving teachers more time to focus on their relationships with students and their role as moral guides (Mubarak & Syamsi, 2019).

Islamic education emphasizes the holistic development of students, including their spiritual, moral, and intellectual growth. AI must be integrated in a way that supports and enhances the role of teachers, not diminishes it. Teachers should be seen as facilitators who use AI tools to enrich their teaching and provide a more personalized learning experience, while still maintaining their key role as mentors and moral guides. Ensuring proper teacher training is essential to help educators effectively integrate AI into their classrooms without losing their traditional roles.

The ethical challenges posed by AI in Islamic education are significant, but they are not insurmountable. By addressing concerns related to privacy, algorithmic bias, and the evolving role of teachers, AI can be thoughtfully integrated in a way that aligns with Islamic values of fairness, equity, and respect for human dignity. By adopting ethical frameworks that protect student data, ensure fairness in AI decision-making, and preserve the central role of teachers, Islamic educational institutions can use AI to enhance learning while upholding the moral and spiritual values that define their mission. Ongoing research and dialogue will be crucial to ensuring that AI continues to benefit all stakeholders in Islamic education ethically and equitably.

4. Conclusions

The integration of Artificial Intelligence (AI) into Islamic education presents exciting opportunities for enhancing the learning experience and improving accessibility. AI technologies such as intelligent tutoring systems, e-learning platforms, and chatbots offer personalized learning, help automate administrative tasks, and provide students with greater flexibility, particularly in remote or underserved areas. These tools can revolutionize the way students engage with subjects like Quranic memorization, Islamic history, and fiqh, by adapting the learning process to each student's individual pace and needs. However, introducing AI into Islamic education requires careful consideration, especially when it comes to ethical issues. Privacy and data security are major concerns, as AI systems rely on collecting sensitive student data. There is also the risk of algorithmic bias, which could unintentionally reinforce existing inequalities unless the systems are designed with care. Additionally, the

evolving role of teachers in an AI-powered classroom is an important issue. While AI can boost efficiency and improve learning, it should not replace the essential role of teachers as moral guides and mentors, which is especially critical in Islamic education, where spiritual and ethical development is key. Aligning AI technologies with Islamic ethical principles such as maṣlaḥa (public welfare), justice, and human dignity is crucial. This alignment ensures that AI not only contributes to academic achievement but also supports the holistic development of students in line with Islamic values. Ongoing research and the development of appropriate policies are needed to create ethical frameworks that guide the responsible and beneficial integration of AI into Islamic education.

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