



CHATGPT AS A MAIN SOURCE OF LEARNING ISLAMIC RELIGIOUS EDUCATION: TRANSFORMATION OR DISTORTION OF EDUCATION

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Received: 13-04-2026

Revised: 25-05-2026

Accepted: 16-07-2026

ABSTRACT

This study aims to analyze the use of AI ChatGPT as a learning resource in Islamic Religious Education (PAI) materials at SMA Terpadu Mathla'ul Anwar Bojong. Based on the development of artificial intelligence technology, this study focuses on three aspects, namely the use of ChatGPT as a learning resource, its advantages and disadvantages, and the level of students' understanding after using it. This research uses a descriptive qualitative research approach. Descriptive qualitative is an approach that is used systematically to study a phenomenon or event through data in the form of narratives or descriptions obtained in natural conditions, without manipulation by the researcher. Its main characteristic lies in the effort to deeply explore experiences, meanings, and patterns that emerge in real situations by utilizing interview, observation, and document review techniques. The data collection techniques through interviews, observation, and documentation, the research involved PAI teachers and students as subjects. The research results show that ChatGPT is utilized as a supportive learning medium, helping to explain the material, providing example questions, and facilitating interactive discussions. Its advantages include ease of access, speed of information, and explanations that are easy to understand, while its disadvantages include the potential for inaccurate information, limited in-depth Islamic values, and students' dependence on technology. The level of students' understanding of PAI material increased significantly after using ChatGPT, but teacher guidance is still needed so that the use of technology runs optimally.

Keywords: ChatGPT, Islamic Religious Education, Learning Resources

INTRODUCTION

Educational development in the era of globalization can be interpreted as the process of aligning the national education system with the dynamics and standards of education that apply globally (Purwowidodo & Zaini, 2024). Technological developments in the world of education have a very important meaning for the development of human resources for educators and students, because students are the young generation of future leaders of the nation (Ubaedullah & Suryono, 2025). Therefore, technology continues to open up great opportunities to create Islamic Religious Education learning that is more adaptive, interactive, and relevant to the needs of the current generation. The use of digital media can enrich the method of delivering religious material and build closer relationships between teachers and students (Huda, 2024; Masuwai et al., 2024; Wahab, 2024). Therefore, technological integration needs to be continuously encouraged by paying attention to aspects of training, mentoring, and the provision of equitable facilities.

The learning process by implementing technological media such as ChatGPT provides a way for educators to act as facilitators who are able to facilitate learning, no longer as a single provider of information (Palomino et al., 2019). Educators not only provide knowledge transfer but can also become partners (collaborators) with students so that it will be easy for students to share learning with educators. Educators can utilize technology that is linked to the subjects they teach so that the characteristics of learning that utilize technological media with the science being studied do not lose the essence of its science (Tamphu et al., 2024). The development of information and communication technology has brought significant changes in the world of education (Smith & Miller, 2025). One of the latest innovations is the use of artificial intelligence (AI), such as ChatGPT, which is starting to be used as an aid in the learning process (Bagchi, 2001). ChatGPT is an artificial intelligence-based language model developed by OpenAI, which can generate text automatically and interactively. Its ability to respond to questions and provide explanations makes it one of the learning resources that has the potential to support the learning process. The use of ChatGPT in Islamic Religious Education learning can also support independent learning, allowing students to learn at their own pace and style. This is crucial for developing student independence and responsibility for their learning.

In Islamic Religious Education (PAI) learning, students at Mathla'ul Anwar Integrated High School in Bojong often face difficulties in understanding contextual and conceptual material. This is because PAI material is not merely rote memorization but also requires an understanding of Islamic values and their application in everyday life. Topics such as morality, monotheism, and fiqh require a reflective approach so students can connect theory to real-life practice (Ikromi et

theology, holy Quran, religious values, and al-Islam (Nurhikmah, 2024). This condition indicates that academic discourse on the use of ChatGPT in the context of Islamic Religious Education (PAI) is still very limited .

Therefore, this study aims to formulate strategies to maximize the use of ChatGPT in Islamic Religious Education (PAI) learning, including the development of relevant materials and the implementation of appropriate teaching methods. By exploring students' experiences using ChatGPT, it is hoped that understanding will emerge that can improve the quality of Islamic Religious Education (PAI) learning through the integration of artificial intelligence technology. The findings of this study are expected to contribute to the formulation of educational policies and practices that encourage the optimal use of AI and align with ethical values in the context of religious learning.

METHOD

This study uses a descriptive qualitative research approach (Lichtman, 2023). Descriptive qualitative is an approach used in a structured manner to study a phenomenon or event through data in the form of narratives or descriptions obtained in natural conditions, without any manipulation by the researcher. Its main characteristic lies in the effort to deeply explore experiences, meanings, and patterns that emerge in real situations by utilizing interview techniques, observation, and document review (Creswell & Creswell, 2017). This approach was chosen to understand more deeply the process, experiences that occur, and the use of AI ChatGPT in religious education materials.

The data collection techniques are as follows: first, observations conducted by researchers at the MA Bojong Integrated High School, namely observing the driving factors of the problem. The observation method is very important to observe what is the focus of the research to obtain accurate data. Second, interviews in qualitative research are purposeful conversations and are preceded by several informal questions. Research interviews are more than just conversations and range from informal to formal. Researchers tend to direct interviews to discover the feelings, perceptions, and thoughts of participants. Third, documentation techniques are used to explore data in the form of documents or notes related to the problem to be studied. Researchers can also directly see the image of the research location, photo shoots, and other supporting documents for the research data.

RESULTS AND DISCUSSION

The use of AI ChatGPT as a learning resource for students in Islamic Religious Education material at Mathla'ul Anwar Integrated High School

This study aims to explore the use of artificial intelligence technology, specifically ChatGPT, as a learning resource in Islamic Religious Education (PAI) materials at Mathla'ul Anwar Bojong Integrated High School. Through interviews with the principal, vice principal for curriculum, PAI teachers, and students in grades X to XII, this is in line with Supriyono & Prihandono (2024) research which found that ChatGPT can be an effective tool in PAI learning, although it still requires guidance from educators.

Based on the research conducted, Mr. Ridwan, an Islamic Religious Education teacher at the school, stated that ChatGPT was able to provide easy-to-understand explanations, present diverse references, and help students find examples relevant to everyday life. However, he emphasized the importance of guidance and direction so that the information from AI is filtered and aligned with Islamic values and the applicable curriculum. A similar statement was made by Mr. Budi, the vice principal for curriculum, who assessed that ChatGPT can help students obtain information quickly and broaden their horizons regarding Islamic Religious Education material. However, he also emphasized the importance of teacher supervision and direction to ensure the information absorbed by students remains accurate, relevant to the curriculum, and in line with the Islamic values taught at the school. Mr. Iin Fauzi, the school principal, added that using ChatGPT can help students understand the material quickly and relevantly, but the role of teachers remains crucial in ensuring the information aligns with Islamic teachings and the school curriculum.

Interviews with nine students in grades 10 through 12 revealed that the majority of them found ChatGPT to be significantly beneficial in their Islamic Religious Education (PAI) learning. They felt that ChatGPT provided clear, concise, and easy-to-understand explanations, presented information quickly, and provided examples relevant to everyday life. They also considered the technology to facilitate assignments, exam preparation, and provide flexibility in study time. However, all students agreed that ChatGPT served only as a supplementary learning resource. They emphasized the importance of teacher guidance and cross-checking information to ensure the material was accurate, aligned with the curriculum, and aligned with Islamic teachings.

This is in line with previous research showing that ChatGPT technology can be an effective tool in supporting Islamic Religious Education (PAI) learning by facilitating responsive interactions between students and information sources. ChatGPT enables students to learn independently and actively, rather than passively

receiving information from teachers. However, several obstacles and challenges exist, such as varying levels of technological understanding among students, as well as potential information bias and Islamic contextual limitations, which pose challenges in themselves. Therefore, the use of ChatGPT in Islamic Religious Education (PAI) learning needs to be accompanied by policies, innovations, and implications that take into account aspects of policy, infrastructure, human resources, funding, and the need for a human-performance technology approach.

Based on the research results and literature review, it can be concluded that the use of ChatGPT in Islamic Religious Education (PAI) learning at Mathla'ul Anwar Integrated High School in Bojong has great potential to support the learning process. ChatGPT can help students obtain information quickly, provide easy-to-understand explanations, and broaden their knowledge of Islamic Religious Education (PAI) material. However, its use still requires guidance and direction from teachers to ensure the information obtained aligns with Islamic teachings and the applicable curriculum. Thus, ChatGPT can be an effective additional learning resource in Islamic Religious Education (PAI) learning, provided it is used wisely and with direction.

Advantages and disadvantages of using AI ChatGPT as a learning resource for Islamic Religious Education material at Mathla'ul Anwar Integrated High School, Bojong

Based on interviews with various parties at Mathla'ul Anwar Integrated High School in Bojong, the use of ChatGPT in Islamic Religious Education (PAI) learning has both positive impacts and challenges that require attention. The use of ChatGPT in PAI learning has had a significant positive impact. One of the main benefits is ease of access and learning flexibility, allowing students to access information anytime and anywhere without being tied to time or place. This allows them to learn independently at their own pace and according to their individual needs.

This explanation is similar to the findings of Hastasari et al. (2022) who stated that the use of ChatGPT in Islamic Religious Education learning has a significant positive impact. One of the main benefits is ease of access and learning flexibility, where students can obtain information anytime and from anywhere without being bound by time or place. This allows them to learn independently according to their own pace and needs. In addition, ChatGPT presents concise, clear, and easy-to-understand explanations, often accompanied by examples relevant to everyday life, so that Islamic Religious Education material feels more lively and interesting. Furthermore, the use of ChatGPT also makes the learning process more efficient and practical because students can get answers directly without having to

search through various time-consuming sources. Thus, ChatGPT is able to increase student interest, motivation, and learning effectiveness.

The use of ChatGPT in Islamic Religious Education (PAI) learning also faces several challenges. First, the religious content provided by ChatGPT is not always accurate or in accordance with Islamic teachings, thus risking misunderstandings if not guided by teachers or referring to authentic sources. Second, there is the potential for students to become overly reliant on ChatGPT and ignore primary sources such as the Quran, hadith, and Islamic scriptures, even though understanding religion requires reference to original texts. Third, ChatGPT has limitations in conveying the spiritual context and deeper meaning of religious teachings, so it cannot replace a more contextual, direct learning experience. This explanation is similar to the findings of Sabarudin et al. (2023) who stated that the use of ChatGPT has a positive effect on student learning outcomes in Islamic Religious Education (PAI) and Character Education at SMA Negeri 6 Takalar. However, the study also emphasized the importance of content validation and teacher guidance in the use of ChatGPT. More to be clear use chatgpt explained on picture following This.

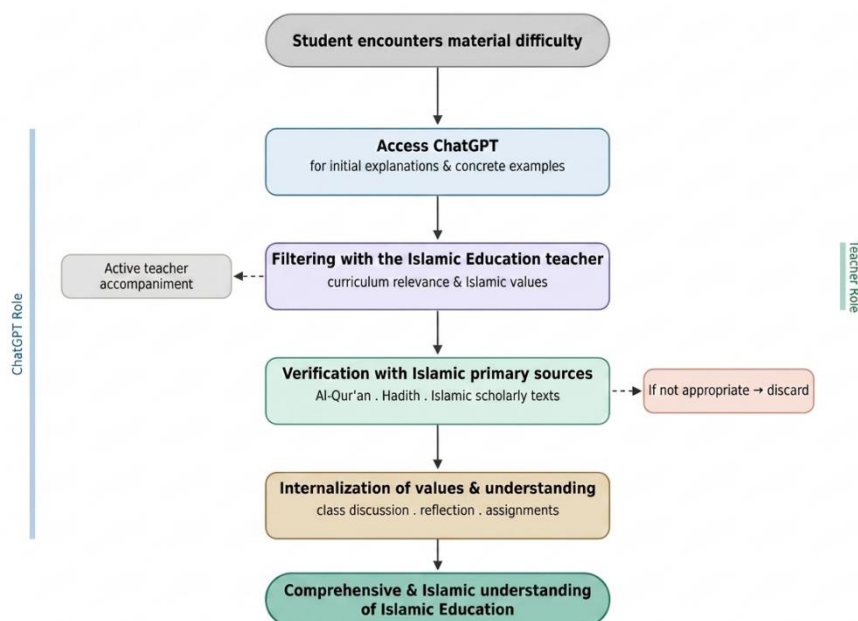


Figure 2. Usage Model ChatGPT As Source Study Addition in Islamic Education

This ideal model for using ChatGPT in Islamic Religious Education (PAI) illustrates an integrated learning process involving technology, educator guidance, and religious authority. The learning process begins with students seeking initial explanations in ChatGPT when facing material difficulties. This process then

undergoes a screening process with the teacher and rigorous verification against primary sources such as the Quran and Hadith. If the AI information proves inaccurate, it must be disregarded. However, if it is valid, students will proceed to the internalization stage through discussion and reflection to achieve a comprehensive, authentic, and Islamic understanding of PAI.

The level of students' understanding of Islamic Religious Education (PAI) material after using ChatGPT as a learning resource at Mathla'ul Anwar Bojong Integrated High School

Based on the research results, the level of students' understanding of Islamic Religious Education (PAI) material at Mathla'ul Anwar Bojong Integrated High School shows quite significant variations. Based on the results of interviews with Mr. Ridwan, an Islamic Religious Education (PAI) teacher, Mr. Iin Fauzi, the principal, and Mr. Budi, the vice principal for curriculum at Mathla'ul Anwar Bojong Integrated High School, it can be concluded that the level of students' understanding of PAI material varies. Some students are able to grasp basic concepts such as faith, worship, and morals quickly, while others require more time, especially on abstract material.

In this context, the use of technology like ChatGPT can help students obtain simpler explanations and examples relevant to everyday life. However, educators emphasize the importance of teachers' role in guiding students to avoid relying entirely on AI and to remain actively engaged in classroom learning activities. This explanation echoes the findings of Hernawati et al. (2024), who stated that AI ChatGPT can enrich Islamic Religious Education (PAI) learning processes, but also faces challenges such as technology dependency and privacy concerns. With judicious implementation, AI can significantly support and improve Islamic religious education.

From the results of interviews with students in grades X to XII, it was found that the use of ChatGPT had a positive impact on their understanding of Islamic Religious Education (PAI) material. Students found it easier to understand difficult concepts, obtain clear definitions, and obtain examples and illustrations that are relevant to everyday life. This makes material that previously felt abstract become easier to understand and apply. This explanation is similar to the findings of Djazilan et al. (2024) who stated that showing that the application of ChatGPT media in Islamic Religious Education learning can improve students' understanding of the material, because ChatGPT can provide simpler and easier to understand explanations. Thus, it can be concluded, the use of ChatGPT as an additional learning resource has the potential to improve students' understanding of Islamic Religious

Education (PAI) material, as long as it is used wisely and in balance with learning activities in the classroom.

CONCLUSION

ChatGPT is used as a supporting medium for Islamic Religious Education (PAI) learning at Mathla'ul Anwar Integrated High School in Bojong. This application helps students understand the material through simpler explanations, example questions, and direct question-and-answer interactions, making the learning process more effective and engaging. The advantages of ChatGPT include easy access, speed of information acquisition, and easy-to-understand material explanations. However, there are several disadvantages, such as the potential for inaccurate information, limitations in conveying Islamic values in depth, and the risk of student dependence on technology. The use of ChatGPT has a positive impact on improving students' understanding of PAI material. However, teacher guidance is still needed to ensure the information obtained is accurate and in accordance with the context of Islamic Religious Education values.

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