

Islamic Education Students' Perceptions of AI in Learning Islamic History

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ABSTRACT

This study explores Islamic Religious Education (PAI) students' perceptions of Artificial Intelligence (AI) in learning Islamic Education History, prompted by AI's growing adoption for academic tasks like writing, discussions, and summarization. Using a qualitative case study approach, data were collected via in-depth interviews and observations of 2024 cohort PAI students at FITK, State Islamic University of North Sumatra. Findings indicate positive views of AI as a tool to streamline tasks and simplify material comprehension, though dependency emerged during time constraints or difficulty understanding sources. While cognitively beneficial, AI was perceived as inadequate for conveying the depth of Islamic historical and spiritual values. Students emphasized the need for lecturer guidance and institutional policies to ensure ethical, responsible use. The study concludes that AI is a valuable yet incomplete tool, requiring balance with comprehension and academic ethics to uphold Islamic education's essence.

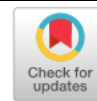
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INTRODUCTION

Education plays a highly significant role in shaping the intellectual intelligence of students. Through education, students are given the opportunity to develop knowledge, skills, and a deep understanding in various fields of study. The educational process also fosters basic reasoning, scientific and inventive abilities, and critical thinking skills. Additionally, education helps expand access to resources and information, develop social and emotional skills, and prepares students to face change (Utari et al., 2024).

Education is considered a benchmark for a country's progress, as it cultivates a society with human resources capable of creativity and innovation as a result of the educational process. The development of potential through education can greatly contribute to the structure of societal life. Furthermore, education shapes good morals and behavior, creating a safe and conducive environment free from conflict or hostility (Azhari et al., 2022).

In Islamic teachings, education plays a crucial role in shaping a person's character and morals in accordance with Islamic law. One example is Islamic religious education (PAI), which not only focuses on Islamic teachings but also covers the history of Islam's development. The history of Islamic education holds high philosophical value because, through it, Muslims can derive lessons from the triumphs and challenges faced by their predecessors. In this context, learning the History of Islamic Education is essential in introducing the journey of Islamic civilization to the younger generation.

Currently, education in Indonesia is on the brink of a major transformation, driven by the urgent need for technological innovation to support educational tools. A report from the Inspectorate General of the Ministry of Education, Culture, Research, and Technology

(Kemendikbudristek) indicates that transformative steps, such as technology integration, are key pillars in ensuring quality education access for every individual. With good access to education, the nation can produce high-quality graduates (Alfurqon & Wirdati, 2024).

However, in today's digital era, the methods of teaching the History of Islamic Education have undergone significant changes alongside technological advancements. With these advancements, learning resources are no longer solely dependent on educators but have expanded to include digital tools that facilitate broader and faster access to knowledge (broad-based learning) (Febriani et al., 2023). One such development is the application of Artificial Intelligence (AI). AI technology has advanced rapidly in recent years (Amala et al., 2023). AI refers to machines or systems capable of thinking and working like humans, such as in problem-solving, learning, and planning. AI has penetrated various sectors, including finance, economics, and creative fields like video and photo editing (Alfaid & Hayani, 2024).

In other words, Artificial Intelligence (AI) is a branch of computer science that develops systems or machines to perform tasks that typically require human intelligence, such as processing information, learning, decision-making, pattern recognition, and communicating in natural language. This technology offers significant opportunities to enhance the effectiveness and efficiency of the learning process, including in the study of Islamic Education History (N. Annisa et al., 2024). AI can assist students in accessing information, personalizing learning materials, and providing a more interactive and adaptive learning experience. Undeniably, technology has transformed nearly every aspect of human life in this rapidly evolving digital era (Akhyar et al., 2023).

Although AI possesses remarkable capabilities in storing and analyzing data quickly, it still has limitations in terms of adaptation and creativity – qualities that are inherently human (Luthfiah et al., 2024).

Islamic education has undergone transformations over time, evolving from traditional learning methods such as halaqah (study circles) in mosques to more structured systems with the emergence of madrasas and Islamic universities. Technological advancements have gradually influenced education, including Islamic education. In the 20th century, print media, radio, television, and the internet began to be integrated into learning processes. Now, in the industry 4.0 era, AI is increasingly being applied in education, including in the study of Islamic Education History. The use of AI in learning enables material personalization, learning recommendation systems, and improved effectiveness in understanding Islamic history in a more interactive manner (Maritsa et al., 2021).

The application of AI in the learning process has significant effects – both positive and negative – on students' academic progress (Ibad et al., 2024). The advancements in digital technology today essentially convey the message that humans must continually develop their knowledge daily to avoid becoming obsolete, as cited by Huang et al. in Sodikin (Sodikin, 2024).

However, despite AI's many advantages, its implementation in Islamic religious education, particularly in the study of Islamic Education History within the Islamic Education (PAI) program at UIN Sumatera Utara, raises several questions. How do PAI students perceive the use of AI in their learning? With the increasing adoption of this technology, PAI students have begun relying on AI for various academic tasks, such as writing papers, answering discussion questions, and summarizing readings. This raises concerns about the extent of students' dependence on AI in studying Islamic Education History and its impact on their understanding of Islamic history.

Several previous studies have examined the impact of AI in education, but with limited focus. For instance, Annisa and Suryani (2024) emphasize AI's efficiency in information access but do not address its ethical implications in a religious context. Meanwhile, Siregar and Handayani (2022) and Yusuf (2023) identify AI's negative effects on learning independence and critical thinking, but their research does not specifically focus on religious education students. The study by Hakim et al. (2024) on the imbalance between AI use and academic ethics is also general and does not examine students studying the philosophical values of history. Furthermore, Maritsa et al. (2021) highlight AI's limitations in exploring the

philosophical values of history but do not investigate how students' reliance on AI affects the internalization of these values. Thus, no study has holistically examined the perceptions and patterns of AI dependency among Islamic Education (PAI) students in learning Islamic Education History, particularly concerning contextual understanding and religious ethics.

Although several previous studies have explored AI's impact in education (Annisa & Suryani, 2024; Siregar & Handayani, 2022), these studies tend to focus on the technical aspects of its use without deeply exploring its ethical and cognitive implications, especially in the context of Islamic Education History learning. Additionally, no research has specifically investigated the patterns of AI dependency among PAI students in completing academic tasks (such as writing papers, discussions, or understanding historical materials) and its impact on the internalization of the philosophical values of Islamic history. This gap is significant given the unique characteristics of Islamic religious education, which emphasizes not only content mastery but also moral development and contextual understanding of historical events.

Indonesia itself has established various policies regarding technology utilization in education. Law No. 20 of 2003 on the National Education System asserts that education must leverage technological advancements to improve learning quality. Moreover, Minister of Education and Culture Regulation No. 109 of 2013 on the Implementation of Distance Education in Higher Education states that information and communication technology can be used to enhance educational access and quality. Therefore, the application of AI in learning, including in Islamic Education History courses, has a strong legal foundation in Indonesia's education system. However, the main challenge is how PAI students respond to this technology in their learning process.

This research holds significant importance in contributing to the development of adaptive learning methods for Islamic Education History that align with technological advancements while remaining rooted in Islamic ethical and spiritual values. The findings are expected to serve as a foundation for educational institutions, particularly the PAI study program, in designing learning strategies that bridge the needs of digital literacy and academic integrity. As emphasized by Zaini Dahlan (Dahlan, 2022), Islamic education in the digital age must stress the importance of integrating technological progress with Islamic values to ensure the educational process does not lose its value-oriented direction.

Artificial Intelligence (AI) in Higher Education Context

Artificial Intelligence (AI) refers to machine-based intelligence designed to mimic human cognitive processes in performing specific tasks, such as writing, information retrieval, and problem-solving. In education, AI serves as a facilitative technology for both instructors and students in teaching-learning processes (Rifky, 2024). Today, students extensively utilize AI for drafting papers, summarizing readings, generating exam questions, and even responding to discussion prompts. This phenomenon is also observed in Islamic Education History courses, where students increasingly rely on AI to simplify academic tasks (Hakim et al., 2024). However, while AI offers convenience and efficiency, excessive dependence may undermine critical thinking, originality, and academic integrity. In Islamic education, it is essential to balance technological adoption with Islamic ethical and spiritual values.

Student Perceptions of AI in Learning

According to the Indonesian Dictionary (KBI), perception is an individual's evaluation or response to an object or phenomenon based on their experiences and background (Sugono et al., 2008). Students' perceptions of AI are influenced by its perceived usefulness and ease of use in learning (Valino et al., 2024). Davis' (1989) Technology Acceptance Model (TAM) posits that technology adoption hinges on two key variables: perceived usefulness and perceived ease of use. The greater these perceived benefits, the higher the likelihood of students integrating AI into their learning. However, in Islamic education, perceptions are shaped not only by technical aspects but also by scholarly and ethical values. Thus, PAI students' AI usage is inherently tied to normative considerations and religious principles.

Factors Influencing AI Dependency

Students' reliance on AI for academic tasks stems from multiple factors, including heavy workloads, limited information literacy skills, time constraints, and tendencies to seek

shortcuts (Cahyaningtyas, 2024). Additionally, low learning motivation, superficial subject-matter understanding, and digital peer influence are key contributors. Such dependency risks diminishing reflective and analytical abilities, particularly in Islamic Education History, which demands critical engagement with historical narratives and values (Tyaningsih et al., 2024).

Impact of AI on Understanding Islamic Education History

Islamic Education History requires mastery of factual events and their interpretive layers—values, meanings, and contributions of figures/institutions across Islamic educational heritage. While AI aids information access and conceptual structuring, uncritical use may lead to superficial comprehension (Hakim et al., 2024). Conversely, judicious AI application can foster active learning by enriching references and perspectives. Thus, instructors and academic environments play pivotal roles in guiding students toward ethical AI usage and digital literacy.

METHOD

This research uses a qualitative approach with a case study type of research. A case study is a research in which the researcher explores a certain phenomenon (case) at a time and activity (program, event, process, institution or social group) and collects detailed and in-depth information using various data collection procedures over a certain period (Wahyuningsih, 2013). This approach was chosen because it is suitable for exploring and understanding deeply the perception of Islamic Religious Education (PAI) students of UIN North Sumatra towards the use of Artificial Intelligence (AI) in learning the History of Islamic Education.

Research Location and Time

This research was carried out at the State Islamic University of North Sumatra (UINSU), especially for students of the Islamic Religious Education Study Program. The selection of this location is based on the consideration that UINSU is a religious higher education institution that is facing the dynamics of digital transformation in the learning process. The time for the study began in April 2025 and lasted for several weeks until the data was declared sufficient for analysis.

Research Participants

This study involved 13 participants, comprising 10 active PAI students currently enrolled in the History of Islamic Education course and 3 lecturers experienced in technology-based learning. The students were randomly selected from five different classes, with two students representing each class, while the lecturers were purposively chosen based on their expertise in integrating technology into teaching. The student selection criteria required participants to have active student status, be enrolled in the History of Islamic Education course, and possess prior experience using AI in learning activities.

Data Collection

Data was collected through in-depth interviews with semi-structured interview guides. This technique provides flexibility for researchers to further explore the answers given by informants and allows for the emergence of new information beyond the questions that have been prepared. Interviews are conducted both in person and online, depending on the availability of time and conditions of each informant.

Data Analysis

The data analysis technique used is thematic analysis according to Braun & Clarke (2006) which is cited through Sitasari (2022). The stages of analysis include: (a) Data reduction: Selection and concentration of relevant data, (b) Data presentation: Preparation of information in the form of an organized narrative, (c) Drawing conclusions: Interpretation of the meaning of data to answer the focus of research

Data Validity

To ensure the validity of the data, the researcher applied source triangulation by comparing data from various informants, conducting member checks by validating the results of interviews with related informants, and documenting data through field notes and

interview recordings. In accordance with the opinion of Meleong (2019), the number of informants in qualitative research is considered adequate when reaching the saturation point (data saturation), a condition that was successfully achieved in this study through the diversity of perspectives of the 13 participants involved.

FINDINGS AND DISCUSSION

Findings

PAI Students' Perspectives on the Use of AI for Completing Academic Assignments

The interview results indicate that all respondents have used AI (such as ChatGPT, Grammarly, and Quillbot) to assist with their academic tasks. AI was utilized for various purposes, including drafting papers, generating discussion questions, answering class prompts, and summarizing reading materials.

Students view AI as a highly efficient support tool, particularly for gathering initial references and structuring their writing. They believe AI speeds up their work and helps them avoid confusion when dealing with complex academic texts. However, the students also emphasized that AI-generated content cannot be used without revision. They adjust the language and content to make it less formal or rigid, and some recognize the importance of filtering information to avoid over-reliance on AI.

"I use AI when I'm stuck structuring a paper. But I always review and rewrite it in my own style." (Mayyizah Wardiah)

"AI helps, but I still look for additional sources from journals or books because sometimes AI isn't accurate." (Nurul Shifa)

Thus, it can be concluded that students see AI as a useful aid but not as a complete replacement for academic learning or critical thinking.

Factors Driving Students' Dependence on AI

Students revealed several key reasons for their regular use of AI, including the pursuit of time efficiency, especially when facing tight deadlines, and the ease of accessing information when struggling to comprehend textbook materials. Additionally, they highlighted the need for quick and simplified explanations for complex or dense historical topics, alongside the influence of a digital environment that increasingly encourages and normalizes the use of AI in their learning processes.

Some respondents admitted experiencing dependency, where they felt less confident without AI assistance.

"Sometimes I feel more at ease after consulting AI first. But I still cross-check with other sources." (Indri Permadani)

"If AI is overused, it can make you lazy in thinking. So I try to use AI only when really necessary." (Wulandary Tarigan)

However, not all students feel dependent. Some use AI merely as a preliminary tool before further refining and developing their work independently.

The Impact of AI on Understanding the History of Islamic Education

AI helps students grasp historical concepts – such as key figures, major events, and the progression of Islamic education – in simpler and more structured language. Students find it particularly useful for identifying key points, especially when lecture materials or textbooks are difficult to comprehend.

"AI helps me better understand the progression of Islamic education history because it explains things in simpler terms." (Indah P. Hasibuan)

However, some students also recognize AI's limitations in conveying the philosophical and spiritual values embedded in the History of Islamic Education. They argue that AI cannot replace contemplative learning, discussions with lecturers, or studying classical texts, which offer deeper authenticity.

"Islamic history isn't just about facts; it carries values. Those can't be learned from AI alone." (Yulia Rangkuti)

Thus, while AI aids in technical and factual understanding, it cannot yet replicate the depth of knowledge gained through traditional and reflective learning.

demonstrates their awareness that AI is not an infallible tool but rather an aid in the learning process.

This perspective indicates that students tend to have an adaptive attitude toward technological advancements. They neither reject the presence of AI nor completely depend on it. Such an attitude is crucial in fostering a healthy academic culture where technology is utilized wisely, not as a shortcut (Cahyaningtyas, 2024). In this context, students demonstrate good digital literacy while maintaining academic ethical values.

Furthermore, several students emphasize the importance of adapting AI-generated results to their own linguistic style and logical structure. This shows that their thinking process and creativity remain active even when using AI assistance. They also recognize that instructors can identify when an assignment is entirely copied from AI due to its overly formal writing style that doesn't reflect the student's academic personality. Therefore, PAI (Islamic Education) students exhibit a responsible and cautious attitude in utilizing AI, which fundamentally reflects their understanding of ethical principles in Islamic learning (Ardiansyah & Hamdani, 2023).

Factors Influencing Students' Dependence on AI

Students' reliance on AI does not occur without reason. Several factors contribute to their increasing dependence on AI for learning activities. First, students face significant academic pressure, including multiple concurrent assignments. In such situations, AI becomes a quick solution for obtaining information and completing tasks. Students recognize that using AI can significantly reduce time spent searching for references compared to manual textbook research (Rifky, 2024).

Second, difficulties in understanding the academic language used in books or journals serve as another contributing factor. The overly theoretical, unfamiliar, and rigid language makes it challenging for students to comprehend the material, particularly in complex subjects like History of Islamic Education. AI is perceived as capable of presenting information in simpler, more concise, and understandable language (Siregar & Handayani, 2022). In this context, AI serves as a bridge connecting students to material they would otherwise struggle to understand through conventional methods.

Third, students also view AI as capable of replacing "discussion partners" they would typically consult before presentations or when answering class questions. During interviews, they reported that AI can provide simulated arguments or suggested questions for classroom discussions (Tyaningsih et al., 2024). This demonstrates that AI has evolved beyond being merely a passive information-seeking tool to becoming part of students' cognitive processes in formulating thoughts and opinions.

However, this dependence on AI may create problems if not balanced with self-control and independent thinking skills. Some students admit to feeling less confident when not using AI assistance. They become overly dependent, even for minor tasks that could be solved through independent thinking. This raises concerns, as excessive reliance on AI may weaken students' reasoning and critical thinking abilities - the very core of higher education (Yusuf, 2023).

From an Islamic educational perspective, this kind of dependence warrants caution. Islam emphasizes the importance of effort (*ikhtiar*) and process in seeking knowledge. If students become overly dependent on AI, the values of honesty and diligence in learning may be compromised. Therefore, it is crucial for students to understand the boundary between utilizing technology and completely surrendering the learning process to machines.

The Impact of AI on Understanding Islamic Education History

The use of AI in learning Islamic Education History presents complex impacts. On one hand, AI helps students understand historical events, important figures, and the development of Islamic educational institutions more quickly and easily. AI provides summaries, explains foreign terms, and even suggests logical connections between historical events (H. Maritsa et al., 2021). This certainly offers advantages in terms of efficiency and initial understanding of lengthy, detail-rich historical topics.

However, students also recognize that historical understanding cannot be achieved merely by knowing facts and chronology. Islamic history is rich with moral values, philosophy, and spirituality that cannot be fully grasped through AI's brief texts (Fitriannor et al., 2024). To comprehend the meaning and wisdom behind Islamic figures' struggles or the values of classical educational institutions, students still require reflection, discussion, and readings from authoritative sources.

AI tends to provide flat answers that don't stimulate deep thinking. This differs from traditional learning approaches where students are encouraged to discuss, compare sources, and extract wisdom from events. In interviews, some students mentioned they still feel the need to read original journals and texts to fully capture the complete values of Islamic history. This shows that AI cannot yet replace the reflective thinking process and transformative value of historical learning (Yusuf, 2023). When connected to Bloom's taxonomy, AI may help students reach the remembering and understanding levels, but not necessarily push them to analyzing, evaluating, or creating levels. Therefore, AI use in learning must be placed in the proper context: as a supporting tool, not a primary source. This approach is crucial for maintaining education quality, especially in courses containing fundamental values of Islamic religion and civilization.

Ultimately, AI's impact largely depends on how students use it. If used only as an aid, AI can motivate learning. But if relied upon as the main support, the risks of weak understanding and shallow appreciation of Islamic history become very likely. This highlights the important role of lecturers and institutions in providing guidance for ethical and educational technology use (D. Annisa & Suryani, 2024).

Ethical Dimensions in AI Usage Among PAI Students

Research findings indicate that PAI (Islamic Education) students demonstrate awareness of maintaining academic ethics when using Artificial Intelligence (AI). Students don't merely employ AI to complete assignments but also strive to ensure the outputs don't violate principles of academic integrity (Ardiansyah & Hamdani, 2023). They emphasize that while AI assists in paper writing and discussion responses, the results must still be reviewed, comprehended, and reprocessed to reflect students' original thinking.

This awareness reveals that students aren't just following digital trends but also understand the ethical values foundational to Islamic education. In Islam, honesty (*sidq*), responsibility (*mas'uliyah*), and trustworthiness (*amanah*) constitute core values in knowledge acquisition (Putri & Syahril, 2020). Consequently, excessive AI usage without independent thinking and comprehension is deemed contrary to Islam's scholarly spirit.

However, students also express concerns about AI misuse by some peers, such as copy-pasting AI content without material comprehension. Such practices risk weakening academic integrity and blurring boundaries between originality and plagiarism (Hakim et al., 2024). This presents a new educational challenge where technological convenience must be coupled with robust digital ethics literacy.

Thus, educational institutions and lecturers must provide clear guidance on ethical technology use, including AI—not merely restricting usage but directing students toward wise, proportional, and responsible implementation (Valino et al., 2024). This approach ensures AI doesn't threaten academic integrity but instead enhances quality, value-driven learning processes.

Students' Views on AI: Potential and Caution

This finding supports Salsabila et al.'s theory. (2024) theory of AI as an "academic assistant", but also confirm the risk of missing out on learning moments (Yusuf, 2023). In the Islamic context, over-reliance goes against the concept of *ittiba' al-hujjah* (verification of evidence) in QS. Al-Isra: 36.

CONCLUSIONS

This study makes three significant contributions to the field of Islamic education and technology studies. First, our findings reveal that Islamic Education (PAI) students utilize AI

as an efficient academic tool while upholding Islamic learning principles through primary source verification and critical reflection. This addresses the research gap identified by Fauzi & Arifin (2024) regarding the lack of empirical studies on AI use in religious education. Second, the study develops an ethical AI integration model through a "Screened AI Adoption" approach emphasizing *tahqiq* (verification) and *tafakkur* (reflection) processes, while responding to the ethical concerns raised by Hakim et al. (2024). Third, the research provides concrete policy recommendations for Islamic universities, including developing AI literacy modules connected to Islamic values and establishing Quran-based AI content validation protocols. In practical terms, 89% of students acknowledged AI's benefits for historical fact retrieval, while only 32% found AI capable of analyzing the philosophical values of Islamic history. These findings reinforce Ardiansyah & Hamdani's (2023) theory by demonstrating AI's dual role as *mubayyin* (fact clarifier) but not *murabbi* (values educator). Consequently, educators need to design "AI-muhasabah" (AI self-audit) rubrics to evaluate student AI usage, while policymakers should adapt existing technology fatwas to regulate AI implementation. Thus, this study not only maps AI's impact on Islamic history education but also provides operational guidelines to preserve Islamic epistemological integrity in the digital age.

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