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Islamic Religious Education Learning Process Through the Utilization of *ChatGPT*

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Article Information	Abstract
Received: 13 November 2024	<i>This study aims to analyze the views of Islamic Education students on the use of ChatGPT in learning and review the Islamic perspective on the use of ChatGPT in the context of education. The approach used is qualitative with a case study method. Data were collected through a Google Forms survey, semi-structured interviews, and observations. Data validity with source triangulation techniques ensures information accuracy from various sources. Data analysis was carried out using the Miles and Huberman interactive approach, which includes data reduction, data presentation, and conclusion. The study results indicate that ChatGPT plays an essential role in supporting student learning, and it is used mainly to access information needed in every learning process of Islamic Education students, solve problems, and provide relevant answers to academic needs. From an Islamic perspective, students realize the importance of using ChatGPT wisely, referring to verses of the Qur'an such as QS. Al-Alaq verse 1 and QS. Az-Zumar verse 9 emphasizes good intentions in seeking knowledge and ensuring the truth of information. This finding strengthens the idea that the use of ChatGPT must pay attention to aspects of academic ethics taught by Islam. This research enriches the literature on technology integration in religious education, especially regarding using ChatGPT with an approach based on Islamic values.</i>
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Penelitian ini bertujuan menganalisis pandangan mahasiswa Pendidikan Agama Islam terhadap penggunaan *ChatGPT* dalam pembelajaran serta meninjau perspektif Islam mengenai penggunaan *ChatGPT* dalam konteks pendidikan. Pendekatan yang digunakan adalah kualitatif dengan

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metode studi kasus. Data dikumpulkan melalui survei menggunakan Google Formulir, wawancara semi terstruktur, dan observasi. Keabsahan data dengan teknik triangulasi sumber untuk memastikan keakuratan informasi dari berbagai sumber. Analisis data dilakukan menggunakan pendekatan interaktif Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa *ChatGPT* berperan penting dalam mendukung pembelajaran mahasiswa, digunakan terutama untuk mengakses informasi-informasi yang diperlukan dalam setiap proses pembelajaran Mahasiswa PAI, memecahkan masalah, dan menyediakan jawaban yang relevan bagi kebutuhan akademik. Dalam perspektif Islam, mahasiswa menyadari pentingnya penggunaan *ChatGPT* dengan bijak, mengacu pada ayat-ayat Al-Qur'an seperti QS. Al-Alaq ayat 1 dan QS. Az-Zumar ayat 9, yang menekankan niat baik dalam mencari ilmu dan memastikan kebenaran informasi. Temuan ini memperkuat bahwa penggunaan *ChatGPT* harus memperhatikan aspek etika akademik yang diajarkan oleh agama Islam. Penelitian ini berkontribusi dalam memperkaya literatur tentang integrasi teknologi dalam pendidikan agama, khususnya terkait pemanfaatan *ChatGPT* dengan pendekatan yang berlandaskan nilai-nilai Islam.

I. INTRODUCTION

Today's technological advances affect various areas of life, especially education (Wulandari & Syafitri, 2023). We can see technological advances in education through AI (Artificial Intelligence) in learning, especially when looking for answers when working on questions. AI has become part of students' daily lives in completing assignments and understanding lecture material. *ChatGPT*, for example, is widely used to help find additional references or explain concepts that are difficult to comprehend through interaction using text, providing information, help, and answering various questions (Mukarohmah et al., 2024).

Although *ChatGPT* is considered helpful for students, it also presents challenges primarily related to learning independence and depth of understanding. With such easy access, some students are less encouraged to find answers independently or dig deep into the material. This could reduce the quality of the learning process, where students rely more on technology than honing their critical and analytical thinking skills (Ningsih & Zulfitria, 2024).

So far, research that examines the use of *ChatGPT* in the learning process of Islamic Religious Education Students is still rarely conducted, previous studies

have focused more on students as a whole (Husnaini & Madhani, 2024; Romlah et al., 2023; Syanzani et al., 2024) and also for students in high school (Hermila et al., 2024; M. J. Maulana et al., 2023; Setiawan & Luthfiyani, 2023). In addition, previous studies have rarely examined Islam's views on using *ChatGPT* in learning. Most research only focuses on the use of *ChatGPT* in student learning without relating it to the perspective of Islam. Therefore, this study aims to fill this gap by examining how Islam views the use of *ChatGPT* in the learning process, especially about the values and principles of Islamic teachings. This research will reveal students' understanding of the benefits, limitations, and use of *ChatGPT* from the perspective of Islam.

The Educational Technology Theory developed by Robert A. Reiser is very relevant in analyzing the role of *ChatGPT* among students in the perspective of Islamic Religious Education. Reiser & Dempsey (2013) in his book "Trends and Issues in Instructional Design and Technology" defines educational technology as "the theory and practice in the design, development, utilization, management, and assessment of learning processes and resources". This definition emphasizes that educational technology is not just the use of tools or media but also includes a systematic approach involving various processes and resources to facilitate learning effectively. In this context, *ChatGPT* can be used as an interactive medium that supports students in deepening their understanding of Islamic religious values. The app allows students to ask complex questions and get information-rich responses, which may be difficult to find in traditional learning materials. However, by Reiser's theory, the use of *ChatGPT* must still be directed and integrated with methods that support the goals of Islamic education, namely character formation and strong moral understanding. This is important so that technology is not only a tool but also in line with the principles of holistic education.

Thus, this research is expected to provide new insights into how artificial intelligence technology, especially *ChatGPT*, can be used wisely and by religious values in education. This study aims to analyze the views of Islamic religious education students on using *ChatGPT* in learning and how Islamic religious view

the use of *ChatGPT* in the learning process. This research seeks to explore students' understanding of the benefits, obstacles, and ethical implications of using *ChatGPT* as a learning tool from a religious perspective because at this time we meet many students who rely on *ChatGPT* as the primary source of the learning process (Risnina et al., 2023). Through this research, it is hoped that an in-depth view of how artificial intelligence technology can be used wisely in the context of Islamic religious education, thereby helping to strengthen students' religious attitudes and academic integrity.

This research is necessary because the widespread use of *ChatGPT* in educational environments, including among students, has a significant impact as a practical and effective learning tool. College students often utilize *ChatGPT* to understand lecture material, complete assignments, and develop critical thinking skills (Husnaini & Madhani, 2024; Siregar et al., 2024). However, in the context of Islamic Religious Education students, the use of *ChatGPT* raises highly relevant ethical and religious questions, especially related to the compatibility of this technology with Islamic values. Concerns that reliance on *ChatGPT* could obscure the essence of reflective and value-based religious learning underscores the importance of this research. By understanding how Islamic Religious Education students view the use of *ChatGPT*, this research is expected to provide insight into the extent to which they can integrate this technology with the principles of religious teachings. In addition, this research contributes to responding to technological developments in education that require a balance between the use of technology and the spiritual values adhered to, resulting in a deep understanding of the dynamics of the application of *ChatGPT* in the context of Islam among students.

II. METHOD

This study uses a qualitative and case study method to deeply explore Islamic religious education students' views on using *ChatGPT* in learning. The case study method is used in this study because it allows researchers to dig into in-depth and thorough information about a particular phenomenon to understand the

context and dynamics that affect the case more effectively (Nur’aini, 2020). The data in this study was obtained through various sources, both primary and secondary. Primary data sources include an online questionnaire survey using Google Forms involving 40 informants, where the questionnaire is distributed through social media to students of Islamic Religious Education at the Faculty of Tarbiyah and Teacher Training (FITK), Walisongo State Islamic University. In addition, primary data was also obtained through structured mandala interviews with 6 5th semester students of the Islamic Religious Education Study Program to explore their views and experiences in using *ChatGPT* to support college assignments. Observations were also made on 5th-semester students of class PAI 5C to observe their behavior in using *ChatGPT* and their academic activities.

The following is a table that presents the profiles of students who were the resource persons in this research interview:

Table 1. Source profile data

No	Initials	Age	Gender
1	AR	21	Woman
2	AC	20	Woman
3	NAM	20	Man
4	AW	20	Man
5	SS	21	Woman

Meanwhile, secondary data sources are obtained through literature studies by studying previous scientific journals and referring to relevant verses of the Qur'an. This literature study provides a religious context while enriching the analysis of research results.

To ensure the validity of the data, this study uses the source triangulation technique (Alfansyur & Mariyani, 2020). Source triangulation was carried out by comparing data obtained from interviews with Islamic Religious Education students with other sources, such as observations made and relevant scientific journals and Qur'anic verses related to the research theme. This aims to strengthen the findings by looking at their suitability from various perspectives. Through this technique, the researcher ensures that student's views and perceptions have been interpreted appropriately, thereby reducing the possibility of bias and improving the accuracy of the research results.

In this study, data analysis was carried out using the Miles and Huberman interactive approach, which consisted of three main stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). At the data reduction stage, information obtained from surveys, interviews and observations with Islamic Religious Education students was selected and sorted to identify the relevant parts of the research focus, namely the Islamic religious view of using *ChatGPT* in learning. The filtered data is then presented systematically in a descriptive form making it easier to find significant patterns and themes. The last stage, concluding, is carried out reflectively, namely re-evaluating the data presented to gain a deep understanding of student's attitudes and perceptions towards using *ChatGPT* in the context of Islamic Religious Education.

III. FINDINGS AND DISCUSSION

Utilization of *ChatGPT* in Islamic Religious Education Learning at Walisongo State Islamic University

This research reveals that *ChatGPT* plays an essential role in supporting the learning of Islamic Religious Education students. Based on a survey conducted on 40 students, it was found that *ChatGPT* is often used to access information, help solve problems, and provide answers that suit the academic needs of students. *ChatGPT* makes it easier for students to understand lecture material more efficiently. In addition, the availability of *ChatGPT* which can be accessed at any time provides a great advantage, especially when students face assignment deadlines. From an Islamic perspective, students realize the importance of using *ChatGPT* wisely by referring to verses of the Qur'an such as QS. Al-Alaq verse 1 and QS. Az-Zumar verse 9 which emphasizes the importance of seeking knowledge with good intentions and ensuring the truth of information. Based on these results, the use of *ChatGPT* should not be used as a secondary source but also pay attention to guidance from trusted religious sources, besides that the use of *ChatGPT* must pay attention to the aspects of academic ethics taught by Islam.

To understand the role of *ChatGPT* in the learning experience of Islamic Religious Education students, the survey was conducted using the Likert scale, which presents the percentage score for each indicator. The Likert Scale assesses

the attitudes, views, and perceptions of individuals or groups toward a social phenomenon (Sugiyono, 2013). This survey was conducted through an online questionnaire using Google Forms, which involved 40 students of the Islamic Religious Education Study Program. In this survey, the scale used ranged from 1 to 5, with 1 meaning "never", 2 meaning "rarely", 3 meaning "sometimes", 4 meaning "often", and 5 meaning "very often". The following is the percentage of survey results for each indicator:

Table 2. Percentage score for each indicator

No	Indicators	Score	Category	%
1	Access to Information	4	Often	50%
2	Support in Resolving Problems	4	Often	47.5%
3	Creating an Interactive Learning Environment	3	Sometimes	55*
4	24-Hour Availability	4	Often	65%
5	Recommended Appropriate Answers	4	Often	47,5%

Access to information availability obtained a score of 4, which shows that most Islamic Religious Education students often use *ChatGPT* as a source in searching for material for courses. NAM (20) stated:

"I often use *ChatGPT*, not just often, but almost everything I ask *ChatGPT*. Whenever the lecturer asks me about opening a mobile phone, I ask *ChatGPT*. Then when doing a paper assignment I also ask *ChatGPT* for help with paraphrasing or tidying up sentences that are not easy to read, oh yes! If there is an essay or Multiple Choice question, I also ask *ChatGPT*. *ChatGPT* is beneficial for all my college work" (NAM, 2024).

Furthermore, support in solving problems also received an assessment with the same score of 4. According to AC (20), he opined:

"The explanation from *ChatGPT* is mostly easy to understand; for example, even if it is difficult to ask for a re-explanation, it will be explained until we understand. Trs also sometimes gives me suggestions that I think are useful" (AC, 2024).

This is in accordance with the results of observations on December 11, 2024 of PAI Semester 5 students who are making presentations in the Political and Criminal Fiqh course. When the question and answer session began, the students who presented received questions about the *hudud jarimah*. The students then accessed *ChatGPT* through their devices to get a more in-depth explanation of the

topic. *ChatGPT* provides fairly clear and structured answers, as well as additional suggestions that are relevant to answering the questions asked.

This indicates that *ChatGPT's* response to situations that require a solution or assistance in solving a problem often satisfies its users. Students feel helped in finding relevant and quick solutions to solve their difficulties in the learning process.

The next indicator is creating an interactive learning environment, which scored 3, with a percentage of 55%. This means that as many as 55% of respondents feel that this learning environment is entirely interactive. However, they consider that *ChatGPT* cannot provide interactive responses because the language used by *ChatGPT* feels standard. This is by what AR (21) said, which states:

"*ChatGPT's* response to interaction is quite varied, but this depends on the commands. I always give orders clearly according to my will. But sometimes even though I have given clear orders, the response is still not according to my wishes, it seems that I am chatting with a rigid robot. Sometimes I push and give repeated orders to suit my will" (AR, 2024).

The 24-hour support also received a score of 4, showing that this round-the-clock service is easy for its users, especially students. This fact can be seen from 65% of respondents who stated that this indicator benefits them, a higher number than other indicators scoring 4.

This is to the results of observations made on December 12, 2024 of PAI Semester 5 students who are facing UAS assignment deadlines, showing that students seem to be actively using *ChatGPT* to complete their assignments, especially related to lecture materials that require quick references and assistance in making arguments. Many of them access *ChatGPT* during the implementation of UAS which is done outside the classroom or at home, either through smartphones or laptops, to find solutions to problems faced in working on UAS assignments. In addition, some students revealed that the presence of the 24-hour *ChatGPT* service provides additional convenience, as they can work on assignments at any time, especially when the deadline for collecting assignments is getting closer. as said by AW (20):

"The benefits of *ChatGPT* are quite big for me, especially for students who need to do assignments that are tight with deadlines, of course. So this 24-hour *ChatGPT* service allows me to do tasks at any time" (AW, 2024).

The last indicator is the answer recommendations provided by *ChatGPT*. These answer recommendations are often based on what students want, reflected in the indicator that obtained a score of 4 with a percentage of 47.5%. This percentage shows that nearly half of respondents are satisfied with the answers provided by *ChatGPT* due to the matching of the answers to their questions or goals. This is also felt by AW (20):

"*ChatGPT* is quite satisfying because *ChatGPT* provides answers according to the needs or orders I order and usually gives short or in-depth answers according to what we want" (AW, 2024).

Based on the survey indicators, interview results, and observations above, *ChatGPT* plays a significant role in supporting the academic needs of Islamic Religious Education students. High scores on indicators of access to information, problem-solving support, 24-hour service, and relevant answer recommendations show that most students find it helpful to find materials and solutions that support their learning process. 24-hour access is the most appreciated aspect, allowing students to complete assignments anytime, especially when approaching deadlines. However, although interactions with *ChatGPT* are pretty varied, some students feel that this interaction still needs to be improved. Direct communication with humans could be more precise, especially when user instructions are unclear. GPS is seen as an efficient and valuable tool, although there is still room for improvement in interactivity.

Then referring to verses of the Qur'an such as QS. Al-Alaq verse 1 and QS. Az-Zumar verse 9, the use of *ChatGPT* in the learning process can be allowed as long as it is used wisely for valuable purposes, supports learning, and does not deviate from religious teachings. If used correctly, students' understanding of science will be improved without violating Islamic principles. Therefore, *ChatGPT*, especially in learning Islamic Religious Education, must be accompanied by other sources, either a religious expert (ulama) or books that discuss the material. This is the opinion of SS (21) which states:

"Even though chat GPT knows everything, it's better to ask pious people who know more about these issues, especially in fiqh" (SS, 2024).

Another resource person, AW (20) added:

"It's okay to ask *ChatGPT* about religion, but for Islamic law, I personally usually think of it as an initial reference. For important things, I still need to double-check or confirm with people who understand better or match books related to religion. So, *ChatGPT* is more of basic information" (AW, 2024).

***ChatGPT* in Islamic Religious Education Student Learning**

The findings of this study show that the use of *ChatGPT* in the learning of Islamic Religious Education students from the perspective of Islamic religion. Therefore, this study reveals that *ChatGPT* has a significant role in supporting the learning process of Islamic Religious Education students. Based on a survey conducted with 40 students, the results show that *ChatGPT* is often used to access information, support problem-solving, and provide relevant answers according to student needs. *ChatGPT* helps students understand lecture material more effectively. In addition, the availability of *ChatGPT* for 24 hours also offers excellent benefits for students, especially when doing assignments close to the deadline.

The benefits of using *ChatGPT* in this learning can be seen through access to the availability of information provided by *ChatGPT* and support in solving problems. Most Islamic Religious Education students often use *ChatGPT* to find material for courses, including in times of urgency such as during a question-and-answer session on a percentage that requires a quick time to answer questions. This reflects how *ChatGPT* can serve as an effective tool in providing relevant learning materials for students. *ChatGPT* helps students access information quickly and efficiently, thus supporting their learning process anytime and anywhere (Sholihatin et al., 2023). Students can also ask *ChatGPT* questions about lecture materials, get advice, and help solve complex problems (Suharmawan, 2023).

Then in terms of an interactive learning environment, although *ChatGPT* is felt to be able to answer and help in solving various problems in learning, according to *ChatGPT* students are felt to be lacking in this regard, they consider that interaction with *ChatGPT* seems rigid and does not easily understand what the student meant. Nathania et al. (2023) in her research revealed that *ChatGPT*

can only provide limited responses without matching the quality of human interaction. Sometimes *ChatGPT* is considered to lack understanding of the user's intentions, so it cannot provide the desired answer, *ChatGPT* only responds according to what is instructed without understanding what is meant (Kumboro et al., 2023). This situation can occur if the user is not used to or proficient in using *ChatGPT*, such as when giving inappropriate command sentences. As a result, the answers generated may not match the student's expectations or requests.

Furthermore, the availability of 24-hour services by *ChatGPT* makes it easier for students who only have a short time to do assignments. *ChatGPT* provides easy access, saves effort, and provides convenience in seeking help whenever needed (Sihite et al., 2024). This statement shows that the 24-hour *ChatGPT* service strongly supports the needs of students in completing assignments with time flexibility, especially when facing a close deadline for collecting assignments.

The last point of the benefits of *ChatGPT* is in terms of the accuracy and appropriateness of answer recommendations, with the accuracy and suitability of the material provided by *ChatGPT* in answering questions and solving problems posed by students, it further emphasizes the role of *ChatGPT* as an effective tool in helping students get the information they are looking for. Pontjowulan (2023) stated that *ChatGPT* is useful for learning supporters because the answers are given according to the questions asked or for the purpose intended by students.

Based on the Social Learning Theory by Albert Bandura (Patton, 2021), the analysis of this study reveals the significant role of *ChatGPT* in supporting the learning process of Islamic Religious Education students. Bandura argues, "Learning occurs through observation, imitation, and social interaction" (Wahyuni & Fitriani, 2022). In this context, students can use *ChatGPT* as a form of social learning, where students observe and rely on the information provided by *ChatGPT* as a model or source of relevant information. The results show that *ChatGPT* is often used to access information and help solve problems, reflecting the process of Modeling where students learn through observation of the answers given by *ChatGPT*. The availability of *ChatGPT* for 24 hours also supports the

principle of social learning because students can continue to learn even without direct guidance from teachers.

However, while *ChatGPT* effectively provides information, the results show that it has yet to entirely create an interactive learning environment, which is one of the essential elements in Bandura's social learning theory. The lack of direct interaction between students and teachers or peers shows that technology-based learning such as *ChatGPT* can be less than optimal without in-depth social interaction (Salamah, 2022). From an Islamic perspective, students who use *ChatGPT* wisely and refer to Qur'anic verses show that they consider ethical aspects and values in learning, combining technology with religious principles. Thus, while *ChatGPT* can be an effective tool, Bandura's social learning theory emphasizes the importance of social interaction and ethical considerations in creating a more holistic and practical learning experience.

This research shows that *ChatGPT* has a vital role in supporting student learning, especially Islamic Religious Education students; this is in line with previous research, which revealed that *ChatGPT* contributes to improving student learning efficiency, especially in terms of finding information relevant to lecture materials (Syanzani et al., 2024). Other research also strengthens this research by stating that *ChatGPT* as a virtual assistant in the student learning process shows that this very significant result can be seen through how *ChatGPT* can support students in finding references, understanding materials, and increasing their learning productivity. Other research confirms that *ChatGPT* provides time-effectiveness by providing up-to-date information from various relevant reference sources per students' needs, accessible through one common platform (Risnina et al., 2023). In this study, it can be seen that the source provided by *ChatGPT* cannot be accounted for because there is no clear data source, this is in line with research that states that *ChatGPT* still has shortcomings in terms of unclear data sources provided (Husnaini & Madhani, 2024). In terms of interactivity, this study shows that *ChatGPT* is less interactive in giving responses to its user students unlike interactions with direct teachers, this is not in line with research that reveals that *ChatGPT* provides an interactive and enjoyable experience in the

learning process so that it is a concern for the world of education (M. S. Maulana et al., 2023).

Islamic Perspectives on the Use of *ChatGPT* in Student Learning

In today's digital era, access to information has become very easy, including finding references to religious teachings (Fadillah & Alfarizy, 2024). A person who needs answers about religious problems no longer has to ask the Ulama directly. This is because religious information is now not only sourced from scholars but can be accessed through the search for information available on the internet (Ikhwan, 2022). Various technology platforms, one of which is *ChatGPT*, allow students to get quick answers and complete information just by typing a question. In education, especially for students, this convenience opens up new opportunities in the learning process, especially when delving into religious science. However, this convenience also poses challenges in ensuring accuracy and Islamic values by the principles of religious teachings. Therefore, an Islamic perspective is needed to assess the use of *ChatGPT* in the learning process and understand how this technology can be used wisely and by religious values.

The Islamic religious perspective regarding using AI (Artificial Intelligence), especially *ChatGPT*, in learning is not explicitly listed in the Qur'an. However, this can be reviewed through several surahs in the Qur'an, one of which is QS. Al-Alaq verse 1:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read it with the name of your Creator God!" (Shihab, 2002).

The first meaning of the term *iqra'* is to gather. This word encompasses a variety of concepts, such as conveying, studying, investigating, understanding the characteristics of something, and reading, both in text and non-text form. Interestingly, this verse does not mention a specific object to read, suggesting that the Qur'an encourages people to read anything in the context of *bismi rabbik* (in the name of your Lord) (Shihab, 2002).

So, in the context of using AI, especially *ChatGPT*, in learning, the principles contained in the term *iqra'* can be used as a reference. The Qur'an encourages its people to access, understand, and investigate various forms of knowledge as long

as it is done with the intention of Allah or in a framework based on Islamic values. The Qur'an emphasizes the importance of balancing technological advances with Islamic ethics. Technology development must be directed for the good of humanity while still paying attention to environmental sustainability and social welfare. Thus, the use of *ChatGPT* in the learning process can be allowed as long as it is used wisely for valuable purposes, supports learning, and does not deviate from religious teachings. If used correctly, this technology enriches students' understanding of science without violating Islamic principles.

Another verse that encourages Muslims to seek knowledge from various sources is QS. Az-Zumar verse 9:

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ
وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

"(Is it the more fortunate polytheist) or the one who worships at night in a state of prostration, standing, fearing the Hereafter, and hoping for the mercy of his Lord? Say (Prophet Muhammad), "Are those who know (Allah's rights) the same as those who do not know (Allah's rights)?" Indeed, only the *ulul albab* (a sensible person) can receive lessons" (Shihab, 2002).

This verse invites believers to seek knowledge and understand the surrounding environment, including technological developments such as artificial intelligence, especially in this discussion, namely *ChatGPT*. Although the Qur'an does not mention artificial intelligence or AI bots, Islamic scholars support the use of technological advances for the benefit of humanity as long as they are based on Islamic principles and values (Mu'minin et al., 2024).

However, *ChatGPT* cannot be used as a reference or as the primary source of learning, especially in Islamic Religious Education materials. Because the information provided cannot be held accountable, there needs to be a clear source of where the information comes from (Ramli, 2023).

Thus, *ChatGPT* in Islamic Religious Education learning should be positioned as a source of support that still requires verification from more authoritative sources. This is important so that the understanding of religious material can remain deep and accurate, as well as by Islam's actual values and rules.

In 2019, the United Arab Emirates launched the Virtual Mufti technology through the institution *Dairatu as-Syu'un al-Islamiyyah wa al-'Amal al-Khairii* or Islamic Affairs & Charitable Activities Department (IACAD). This artificial intelligence-based technology is claimed to be the world's first AI-based fatwa service. With this virtual mufti, people no longer need to wait for days to get answers from ulama. Simply by clicking the "chat with us" icon on the iacad.gov.ae site, users can ask questions and receive answers in real-time, as long as the answers are available in the app's database. Thus, hundreds of thousands of questions that come in every year can be answered efficiently (L. Hakim & Azizi, 2023).

The fact that the United Arab Emirates has successfully utilized artificial intelligence technology in the field of fatwa opens up opportunities for the world of education, especially for students, to use AI as an innovative learning resource. The application of AI technology in fatwa services shows that artificial intelligence has great potential to provide quick and practical access to religious information. Students, especially those who study Islamic studies, can use this AI-based platform as an initial reference for understanding religious issues. However, they still need guidance from more reliable sources (F. Hakim et al., 2024). AI in Islamic religious education can provide significant advantages in terms of time efficiency and accessibility, allowing students to gain fundamental understanding more easily and deepen that knowledge through discussions with experts or a more in-depth literature review.

The use of artificial intelligence, especially *ChatGPT*, in learning Islam presents both opportunities and challenges. On the one hand, this technology makes it easier for students to access religious information quickly and efficiently, in line with the demands of the digital era which emphasizes access speed and flexibility in learning (Al-Faid & Lismawati, 2024). However, its use must still be accompanied by caution, especially regarding the accuracy and authority of the information presented. *ChatGPT* can be used as a starting reference or a source of support, but verification through more authoritative sources, such as religious books and scholarly guidance, remains crucial. With this approach, students can

utilize artificial intelligence to enrich their understanding of religion while maintaining the integrity of Islamic values, as expected by the principles of Islamic education.

IV. CONCLUSION

ChatGPT has a vital role in supporting Islamic Religious Education (PAI) learning by providing access to information, problem-solving, and answers relevant to student's academic needs. From an Islamic perspective, *ChatGPT* must be used with good intentions and ensure the accuracy of the information, as emphasized in QS. Al-Alaq verse 1 and QS. Az-Zumar verse 9. Therefore, *ChatGPT* is recommended as an initial reference while referring to trusted religious sources. The practical implication is that educators can use *ChatGPT* as a learning tool to support students' understanding of Islamic topics. In contrast, students are taught to be critical and verify the information obtained. Educational institutions must also prepare ethical guidelines for using technology in religious learning to comply with Islamic principles. The weakness of this study lies in the limited and homogeneous number of informants, which can affect the variation of the results. Further research needs to involve more informants from various backgrounds to gain a more comprehensive understanding of the use of *ChatGPT* in religious education.

V. BIBLIOGRAPHY

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