

THE FLUENCE OF USING ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL PROCESS AND LEARNING ACTIVITIES FOR ISLAMIC SENIOR HIGH SCHOOL

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Abstract: Artificial Intelligence (AI) has transformed methods of instruction and education in a variety of educational situations. AI presents specific opportunities for boosting learning efficiency in senior Islamic schools while upholding Islamic beliefs and pedagogical standards. This study looks into why AI use affects learning activities and the educational process in senior Islamic institutions. The study investigates how AI facilitates student engagement, instructional utility, and personalized education using a qualitative-descriptive method of research based on current academic literature. The results show that AI-based solutions have a beneficial effect on learning activities by assist teachers to manage learning processes, enabling adaptive instruction, and facilitating formative assessment. However, issues including ethical quandaries, teacher readiness, and conformity to Islamic principles of learning continue to be major obstacles. The study comes to the conclusion that, when used sensibly and in accordance with moral and religious rules, AI can effectively help senior Islamic education.

Keywords: Learning Activities, Educational Technology, Islamic Education, Artificial Intelligence, And Senior Islamic School

Introduction

Artificial Intelligence (AI) has emerged as a revolutionary tool in teaching and learning processes, and the rapid growth of digital technology has had a huge impact on the worldwide education system. Computational systems that can mimic human intellect, including learning, reasoning, and decision-making, are referred to as artificial intelligence (AI). AI is frequently used in educational settings through learning analytics, adaptive learning platforms, intelligent tutoring systems, and automated assessments.

Senior Islamic schools are essential for helping students develop their moral, spiritual, and religious values in addition to their academic skills. In order to ensure that technological progress is in line with Islamic educational goals, the use of AI in Islamic education must be carefully considered. AI has the ability to improve the efficacy of instruction, customize learning opportunities, assist educators, and bring up ethical, data privacy, and human-centered education issues.

The purpose of this essay is to examine how AI affects learning activities and the educational process in senior Islamic institutions, emphasizing both its advantages and disadvantages. The study aims to add to the expanding conversation about how AI might be responsibly and morally included into faith-based education.

Literature Review

According to recent research, AI greatly enhances personalized learning by tailoring course contents to individuals' aptitudes and learning preferences. According to Holmes et al. (2019), differentiated instruction is made possible by AI-driven systems and is especially advantageous in diverse classroom environments. Such customization can help with both general and religious subjects in Islamic education.

According to research by Zawacki-Richter et al. (2019), AI plays a key role in learning analytics, enabling teachers to track students' progress and offer prompt interventions. Furthermore, instantaneous feedback provided by AI-supported evaluation technologies enhances students' comprehension and motivation (Chen et al., 2020).

Several academics emphasize the significance of integrating technology with moral and spiritual principles from the standpoint of Islamic education. While AI increases productivity, an over-reliance on automation may diminish meaningful teacher-student relationships, according to Selwyn (2020). In order to maintain the importance of moral guidance and character education, AI in Islamic schools should serve as a supplementary tool rather than a substitute for teachers.

Method

This study uses a methodical literature review technique with a qualitative-descriptive research methodology. Reputable databases including Scopus, Web of Science, and Google Scholar were used to compile scholarly sources published between 2019 and 2024. The chosen studies concentrate on the use of AI in Islamic education, religious education, and secondary education.

Key trends pertaining to AI applications, learning activities, educational outcomes, and implementation issues were found through thematic analysis of the data. This approach makes it possible to fully comprehend how AI affects senior Islamic schools' educational processes.

Based on a thorough evaluation of the literature, this study uses a qualitative-descriptive research design. Reputable databases such as Scopus, Web of Science, and Google Scholar were used to gather academic publications from 2019 to 2024. To find pertinent materials, keywords like "educational process," "AI-supported learning," and "artificial intelligence in education" were employed.

To find recurrent themes on AI applications, learning activities, instructional impact, and obstacles, a thematic analysis of the chosen literature was conducted. This approach reduces the bias associated with single-study interpretations while enabling a thorough synthesis of recent findings

Result and Discussion

The results of this study show that learning activities and the educational process as a whole are greatly impacted by the use of artificial intelligence (AI) in senior Islamic institutions. Personalized learning outcomes, student engagement, instructional efficiency, assessment effectiveness, teacher roles, and ethical-religious issues are some of the primary result factors that were discovered based on the thematic analysis of contemporary scholarly research.

1. Improvement of Customized Education

The findings show that AI-based solutions significantly enhance personalized learning by tailoring course contents to each student's unique skills, learning preferences, and academic requirements. AI-powered adaptive learning solutions evaluate student performance data in real time and suggest personalized learning courses. This method enables senior Islamic school

students to interact with both general courses and Islamic studies in accordance with their comprehension level.

2. Enhanced Learning Motivation and Student Involvement

The increase in student participation in educational activities is another noteworthy outcome. More dynamic and interactive learning environments are produced by AI-powered educational tools including chatbots, intelligent tutoring systems, and interactive learning platforms. These resources promote self-directed learning, problem-solving, and active engagement.

3. Enhancement of Feedback and Assessment Procedures

The results also show that formative and summative assessments are more successful when using AI-based assessment systems. Student replies can be analyzed by automated assessment systems, which can also spot learning trends and offer quick feedback. This improves learning outcomes by enabling students to quickly see their strengths and limitations.

Several significant conclusions are shown by the analysis:

- By adjusting information delivery to students' academic levels and learning speeds, AI facilitates individualized learning.
- AI-enhanced learning activities show higher levels of student participation and engagement.
- AI-based evaluation tools offer prompt feedback, enhancing comprehension and learning effectiveness.
- The acceptability of AI in senior Islamic institutions is heavily influenced by ethical and religious issues; teachers gain from AI through less administrative labor and better instructional planning.

Notwithstanding these advantages, the results also point to difficulties, such as inadequate technology infrastructure, inadequate teacher preparation, and worries about data privacy and value alignment.

Discussion

Studies show that AI has a positive impact on learning activities and the educational process in senior Islamic institutions when applied appropriately. AI-supported individualized learning, which allows students to engage more actively in both academic and religious studies, is consistent with learner-centered educational approaches.

However, moral precepts derived from Islamic values—such as accountability, justice, and respect for human dignity—must serve as a guide for integrating AI into Islamic education. In order to keep education socially and spiritually grounded, teachers are essential in moderating the usage of AI. Implementing AI without sufficient training and ethical guidelines might result in an excessive reliance on technology and a decrease in social contact.

By offering a variety of educational tactics that may be used for both religious and general education courses, AI improves learning activities. AI-based learning exercises at senior Islamic schools could consist of:

1. Adaptive Learning Systems for the Qur'an

AI programs are able to evaluate the accuracy of pupils' recitations and offer immediate remedial feedback on fluency, memorizing patterns, and pronunciation (tajwid).

2. Intelligent Academic Subject Tutoring Systems

AI tutors that offer formative feedback and step-by-step instruction are beneficial for subjects like physics, math, and languages.

3. Monitoring Students with Learning Analytics

Teachers may monitor student progress, attendance, and engagement with the use of AI-driven data, allowing for early interventions for behavioral or academic issues.

4. Digital Learning Environments for Collaboration

By suggesting peer collaboration based on students' learning profiles and competencies, AI can support group learning activities

While keeping structured guidance from educators, these learning activities encourage active engagement and independent learning.

Conclusion

According to the study's findings, artificial intelligence has great promise for improving learning activities and the educational process in senior Islamic institutions. AI helps with more effective learning management, better evaluation, and individualized education. However, thorough examination of ethical, educational, and religious aspects is necessary for its successful implementation.

Stakeholders in education are urged to create policies that support infrastructural development, ethical governance, and teacher preparedness. Empirical studies looking at the long-term effects of integrating AI in Islamic educational environments should be the main emphasis of future study.

Future research should concentrate on empirical studies that look at the long-term effects of AI on Islamic school students' academic performance, moral growth, and spiritual development. Deeper insights into learning outcomes and stakeholder perceptions may be obtained using quantitative and mixed-method approaches.

Comparative research across Islamic and non-Islamic secondary schools may also highlight contextual variations in the uptake and efficacy of AI. The field would benefit from more research on AI-supported ethical reasoning and character education within Islamic contexts.

Islamic schools to improve learning efficacy and quality. When used carefully, AI upholds the fundamental principles of Islamic education while promoting individualized learning, effective evaluation, and data-driven instruction.

The significance of pedagogical alignment, teacher preparedness, and ethical governance in AI integration is emphasized by this thorough analysis. Islamic schools can use AI as a potent teaching tool that promotes moral integrity and intellectual achievement by using a human-centered, values-based approach.

According to the article's conclusion, artificial intelligence significantly improves learning activities and the educational process. AI facilitates data-driven decision-making, enhances learning engagement, and promotes individualized training. However, educational alignment, teacher preparedness, and ethical concerns are necessary for its successful incorporation.

Longitudinal studies, empirical classroom-based investigations, and the creation of ethical AI frameworks should be the main areas of future research. AI can be a potent instrument for improving educational fairness and quality if it is used in a balanced and human-centered manner.

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