

Beyond the Mosque Walls: AI, Social Media, and the Future of Digital Islamic Education for Global Religious Harmony

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Abstract

The rapid advancement of Artificial Intelligence (AI) and social media has transformed the landscape of education, communication, and religious engagement in contemporary society. This study explores the role of digital Islamic education in fostering global religious harmony beyond traditional institutional boundaries. The research examines how AI-powered learning platforms, social media mediation, and digital literacy contribute to the dissemination of inclusive Islamic values, intercultural dialogue, and peaceful coexistence in multicultural societies. Using a qualitative literature review approach, this study analyzes recent developments in digital pedagogy, AI integration, and online religious communication within Islamic education. The findings reveal that AI and social media can serve as transformative tools for strengthening religious moderation, promoting ethical digital behavior, and expanding access to Islamic learning across diverse communities. However, the study also identifies challenges such as misinformation, online radicalization, algorithmic bias, and the commercialization of religious content. Therefore, the future of digital Islamic education requires collaborative strategies involving educators, policymakers, religious leaders, and technology developers to ensure that digital transformation supports peace, tolerance, and global human solidarity. This study contributes to the growing discourse on the intersection of Islamic education, digital technology, and social harmony in the era of Society 5.0.

Keywords: Digital Islamic Education; Artificial Intelligence; Social Media; Religious Harmony; Digital Literacy; Society 5.0; Religious Moderation

Abstrak

Perkembangan pesat Artificial Intelligence (AI) dan media sosial telah mengubah lanskap pendidikan, komunikasi, serta interaksi keagamaan dalam masyarakat kontemporer. Penelitian ini mengkaji peran pendidikan Islam digital dalam membangun harmoni keagamaan global melampaui batas-batas institusi tradisional. Studi ini menganalisis bagaimana platform pembelajaran berbasis AI, mediasi media sosial, dan literasi digital berkontribusi terhadap penyebaran nilai-nilai Islam yang inklusif, dialog antarbudaya, dan kehidupan damai dalam masyarakat multikultural. Dengan menggunakan pendekatan kajian literatur kualitatif, penelitian ini menelaah perkembangan terbaru dalam pedagogi digital, integrasi AI, dan komunikasi keagamaan daring dalam pendidikan Islam. Hasil penelitian menunjukkan bahwa AI dan media sosial dapat menjadi instrumen transformasional untuk memperkuat moderasi beragama, mendorong etika digital, serta memperluas akses pembelajaran Islam kepada masyarakat yang lebih luas. Namun demikian, penelitian ini juga menemukan berbagai tantangan seperti penyebaran misinformasi, radikalisme daring, bias algoritma, dan komersialisasi konten keagamaan. Oleh karena itu, masa depan pendidikan Islam digital memerlukan strategi kolaboratif antara pendidik, pembuat kebijakan, tokoh agama, dan pengembang teknologi agar transformasi digital dapat mendukung perdamaian, toleransi, dan solidaritas kemanusiaan global. Penelitian ini memberikan kontribusi terhadap pengembangan kajian tentang persinggungan pendidikan Islam, teknologi digital, dan harmoni sosial di era Society 5.0.

Kata Kunci: Pendidikan Islam Digital; Artificial Intelligence; Media Sosial; Harmoni Keagamaan; Literasi Digital; Society 5.0; Moderasi Beragama

Introduction

The emergence of Artificial Intelligence (AI) and the rapid expansion of social media have significantly transformed nearly every aspect of human life, including education, communication, religion, and social interaction. In the twenty-first century, digital technology has become an inseparable component of global civilization, reshaping how individuals access information, construct knowledge, and engage with religious discourse. The digital revolution has particularly influenced the field of education, where online learning environments, AI-assisted teaching systems, and interactive social media platforms are redefining traditional pedagogical practices. Within this changing landscape, Islamic education is also undergoing a profound transformation. Religious learning is no longer confined to mosques, pesantren, madrasas, or formal classrooms; instead, it increasingly takes place within digital spaces mediated by algorithms, virtual communities, and social networking platforms.

The phrase “Beyond the Mosque Walls” reflects the changing nature of Islamic education in the digital era. Historically, Islamic education relied heavily on face-to-face transmission of knowledge between teachers and students within physical institutions. Mosques served not only as places of worship but also as centers of learning, social cohesion, and moral development. However, the advancement of digital communication technologies has expanded the boundaries of religious learning beyond physical and geographical limitations. Today, millions of Muslims around the world access Islamic lectures, Qur’anic studies, fatwas, and religious discussions through YouTube, TikTok, Instagram, Facebook, podcasts, and AI-powered educational platforms. This digital transformation has created new opportunities for democratizing Islamic knowledge and promoting global religious engagement.

At the same time, the integration of AI into educational systems has accelerated the evolution of digital Islamic education. AI technologies such as machine learning, natural language processing, adaptive learning systems, and intelligent chatbots are increasingly being utilized to personalize learning experiences, facilitate multilingual communication, and provide instant access to religious information. AI-driven educational applications can assist learners in studying the Qur’an, understanding Islamic jurisprudence, improving Arabic pronunciation, and accessing religious references more efficiently than ever before. In addition, AI enables educators to analyze student learning patterns, develop customized instructional content, and improve digital pedagogical effectiveness. Consequently, AI is no longer viewed merely as a technological innovation but as a transformative force that has the potential to reshape the future of Islamic education globally.

The influence of social media in contemporary religious communication is equally significant. Social media platforms have become powerful tools for the dissemination of religious messages, interfaith dialogue, and public engagement. Muslim scholars, educators, preachers, and influencers now use digital platforms to reach audiences across cultural, linguistic, and national boundaries. Religious narratives that once circulated within local communities can now spread globally within seconds. This phenomenon has contributed to the emergence of digital da’wah, where Islamic teachings are communicated through creative multimedia content, livestream discussions, short-form videos, and interactive online communities. Social media has therefore transformed religious authority, allowing younger generations and independent content creators to participate actively in religious discourse.

In multicultural and pluralistic societies, digital Islamic education also has the potential to strengthen religious harmony and intercultural understanding. Religious harmony refers to peaceful coexistence among individuals and communities with different religious beliefs, values, and traditions. In an increasingly interconnected world, promoting tolerance, mutual respect, and dialogue has become essential for maintaining social stability and global peace. Islamic education grounded in moderation, compassion, and inclusivity can play a strategic role in countering extremism, hate speech, and religious polarization. Through AI-assisted learning and social media

mediation, inclusive Islamic values such as justice, mercy, tolerance, and humanity can be disseminated more widely to diverse audiences across the globe.

However, despite its transformative potential, the digitalization of Islamic education also presents serious challenges and ethical concerns. One of the most pressing issues is the spread of misinformation and disinformation related to religion on social media platforms. The open nature of digital communication enables unverified religious interpretations, misleading content, and extremist ideologies to circulate rapidly. Algorithms designed to maximize user engagement often amplify sensational or polarizing content, creating echo chambers that reinforce ideological divisions. As a result, social media can simultaneously become a space for religious harmony and

a platform for conflict, intolerance, and radicalization.

The rise of AI also introduces concerns regarding algorithmic bias, digital surveillance, and the commercialization of religious content. AI systems are not neutral technologies; they are shaped by the data, assumptions, and values embedded within them. In some cases, algorithmic recommendations may prioritize popular or emotionally provocative religious content over balanced and scholarly perspectives. Furthermore, the increasing commercialization of online religious platforms raises questions about authenticity, ethical responsibility, and the commodification of spirituality. Religious messages may become influenced by market-driven dynamics such as clicks, followers, monetization, and digital popularity rather than educational integrity and moral guidance.

Another important challenge relates to digital literacy and educational inequality. While digital technologies provide broader access to Islamic education, not all communities possess equal technological resources, internet access, or digital competencies. In many developing regions, disparities in infrastructure and technological literacy continue to limit participation in digital learning environments. Moreover, educators and religious institutions often struggle to adapt to rapidly evolving technologies due to limited training, institutional resistance, or lack of policy support. Therefore, the successful integration of AI and social media into Islamic education requires not only technological innovation but also the development of ethical frameworks, digital competencies, and inclusive educational strategies.

The concept of Society 5.0 further highlights the urgency of integrating human-centered technology into educational and religious systems. Originating from Japan, Society 5.0 envisions a future society where digital technologies, AI, and human values coexist harmoniously to improve social welfare and quality of life. Within this framework, Islamic education must move beyond traditional paradigms and embrace technological transformation while preserving spiritual, ethical, and humanitarian values. The future of digital Islamic education should not merely focus on technological efficiency but also emphasize character formation, critical thinking, compassion, and intercultural understanding. In this regard, AI and social media should function as instruments for empowering humanity rather than deepening social fragmentation and ideological conflict.

Several recent studies have examined the relationship between technology and Islamic education. Previous research has explored topics such as online religious learning, digital da'wah, AI-assisted pedagogy, and social media influence on Muslim youth. Some scholars argue that digital technologies enhance educational accessibility and engagement, while others warn about the dangers of online radicalization, information overload, and declining religious authenticity. Nevertheless, there remains a significant gap in the literature concerning the integrated role of AI, social media mediation, and digital Islamic education in promoting global religious harmony. Many existing studies focus either on technological innovation or religious communication separately, without comprehensively addressing their interconnected implications for multicultural coexistence and peaceful global citizenship.

This study therefore seeks to contribute to the growing academic discourse on digital Islamic education by examining how AI and social media can be utilized to foster religious harmony in the contemporary world. Specifically, this research investigates the transformative role

of AI-powered educational platforms, digital literacy, and social media communication in disseminating inclusive Islamic values and strengthening intercultural dialogue. Furthermore, the study explores the challenges associated with misinformation, extremism, algorithmic bias, and ethical concerns in digital religious environments. Through a qualitative literature review approach, this research synthesizes contemporary scholarship related to Islamic education, AI integration, digital pedagogy, and online religious communication.

The significance of this study lies in its interdisciplinary perspective that connects Islamic education, digital technology, media studies, and peacebuilding discourse. In an era characterized by rapid technological disruption and growing social polarization, understanding the role of digital Islamic education in promoting global harmony has become increasingly important. The findings of this research are expected to provide insights for educators, policymakers, religious leaders, and technology developers regarding the development of ethical, inclusive, and transformative digital learning ecosystems. Ultimately, the future of Islamic education depends not only on its ability to adapt to technological change but also on its commitment to fostering peace, tolerance, and human solidarity in an increasingly interconnected world.

Research Method

This study employed a qualitative research design using a literature review approach to explore the intersection of Artificial Intelligence (AI), social media mediation, and digital Islamic education in promoting global religious harmony. A qualitative method was considered appropriate because the study sought to understand conceptual developments, social phenomena, educational transformations, and ethical challenges emerging from the integration of digital technologies into Islamic education. Rather than focusing on statistical measurement, this research emphasized interpretative analysis, critical reflection, and theoretical synthesis of contemporary scholarly discussions related to digital religion and educational transformation in the era of Society 5.0. The primary data sources in this study consisted of academic journal articles, conference proceedings, books, policy reports, and scholarly publications related to digital Islamic education, AI integration in learning systems, social media communication, religious moderation, and intercultural harmony. The literature was collected from reputable academic databases such as [Google Scholar](#), [Scopus](#), [Web of Science](#), [ScienceDirect](#), and [ERIC](#). Additional supporting sources were obtained from institutional reports, digital education policy documents, and publications discussing ethical and social implications of AI in education and religious communication.

The literature selection process was conducted systematically using several keywords and thematic combinations, including “Digital Islamic Education,” “Artificial Intelligence in Education,” “Social Media and Religion,” “Digital Da’wah,” “Religious Harmony,” “Religious Moderation,” “AI and Islamic Learning,” “Online Religious Communication,” and “Society 5.0.” The researcher focused primarily on publications published between 2019 and 2026 in order to capture recent developments in AI technology, digital pedagogy, and social media dynamics. However, several classical and foundational theoretical references were also included to strengthen the conceptual framework and historical understanding of Islamic education and religious communication (Sven et al., 2023).

The inclusion criteria for selecting literature were based on relevance, academic credibility, recency, and thematic contribution to the research objectives. Sources were included if they discussed at least one of the following areas: (1) the implementation of AI in educational environments, (2) social media mediation in religious communication, (3) digital transformation of Islamic education, (4) online religious engagement and moderation, or (5) technology and intercultural harmony. Meanwhile, sources lacking scholarly credibility, containing unclear methodologies, or unrelated to the research focus were excluded from the analysis. Through this process, the researcher ensured that the selected literature provided comprehensive and balanced perspectives regarding opportunities and challenges within digital Islamic education.

Data analysis in this study utilized thematic content analysis. This method involved identifying, categorizing, and interpreting recurring themes and conceptual patterns within the selected literature. The analysis process was conducted through several stages. First, the researcher carefully read and reviewed the collected literature to understand the central arguments and findings of each source. Second, important concepts related to AI integration, social media mediation, religious harmony, digital literacy, ethical concerns, and educational transformation were coded systematically. Third, these codes were grouped into broader thematic categories to identify relationships, similarities, and contradictions among previous studies. Finally, the researcher synthesized the findings into an integrated analytical framework that explains how digital Islamic education can contribute to global religious harmony while addressing technological and ethical challenges.

To ensure the validity and reliability of the findings, this study applied source triangulation and critical comparative analysis. The researcher compared findings from multiple academic disciplines, including education, media studies, Islamic studies, communication, sociology, and technology studies, to obtain a multidimensional understanding of the phenomenon. In addition, peer-reviewed publications and high-impact scholarly references were prioritized to maintain academic rigor and credibility. The study also employed reflective interpretation to avoid one-dimensional conclusions and to critically examine both the positive potential and the possible risks associated with AI and social media in religious education.

From a theoretical perspective, this study was grounded in the interdisciplinary framework of digital pedagogy, media mediation theory, and religious moderation discourse. Digital pedagogy theory was used to analyze how technology transforms learning processes and educational interaction in Islamic contexts. Media mediation theory helped explain the role of social media platforms in shaping religious narratives, authority, and communication patterns. Meanwhile, the concept of religious moderation provided a normative framework for understanding how Islamic educational values can support peace, tolerance, inclusivity, and intercultural dialogue within digitally connected societies (Suci & Chandra, 2024).

This study did not involve human participants, experiments, or direct field observations because it relied entirely on secondary data obtained from scholarly literature and digital documents. Therefore, ethical concerns related to participant confidentiality and informed consent were not applicable. Nevertheless, the researcher maintained academic integrity by ensuring accurate citation practices, avoiding plagiarism, and critically evaluating the credibility of all sources used in the study (Salsabila, 2019).

The qualitative literature review approach offered several advantages for this research. First, it enabled the researcher to explore a broad range of interdisciplinary perspectives regarding AI, social media, and Islamic education. Second, it allowed for critical examination of emerging global trends and conceptual developments that may not yet be fully represented through quantitative studies. Third, the method provided flexibility in synthesizing complex social, technological, and religious issues into a coherent analytical discussion. However, this study also recognized certain limitations. Because it relied primarily on secondary sources, the findings may not fully represent the practical realities experienced by educators, students, or religious communities in specific local contexts (Elihami, 2022). Future studies are therefore encouraged to employ empirical approaches such as interviews, surveys, ethnographic research, or case studies to investigate the direct experiences of digital Islamic education users and practitioners.

Global, this research method was designed to provide a comprehensive, critical, and interdisciplinary understanding of how AI and social media are reshaping the future of Islamic education and contributing to the development of global religious harmony. By synthesizing contemporary scholarship and analyzing emerging digital trends, this study aims to generate meaningful insights into the opportunities, challenges, and ethical implications of digital Islamic education in the rapidly evolving technological era (Wakhidah, 2022).

Results and Discussion

The findings of this study reveal that the integration of Artificial Intelligence (AI) and social media has significantly transformed the landscape of Islamic education, creating new opportunities for global religious harmony while simultaneously introducing complex ethical and social challenges. Based on the thematic analysis of contemporary literature, the results are categorized into five major themes: (1) the transformation of Islamic education through AI technologies, (2) social media as a medium for digital da'wah and intercultural dialogue, (3) digital Islamic education and religious moderation, (4) ethical and social challenges in AI-mediated religious communication, and (5) the future direction of human-centered digital Islamic education in the Society 5.0 era (Abubakari, 2024b).

1. The Transformation of Islamic Education through Artificial Intelligence

One of the most significant findings of this study is that AI has become a transformative force in the modernization of Islamic education. The literature demonstrates that AI technologies are increasingly integrated into educational environments through adaptive learning systems, intelligent tutoring applications, virtual classrooms, automated translation tools, and AI-powered religious learning platforms. These innovations have expanded educational accessibility and enabled learners from diverse geographical and cultural backgrounds to access Islamic knowledge more efficiently (Suyadi, 2022).

AI-based educational systems facilitate personalized learning experiences that accommodate different learning styles, linguistic needs, and educational capacities. For example, AI-powered Qur'anic learning applications can assist users in improving recitation accuracy through voice recognition technologies, while intelligent chatbots can provide immediate responses to basic religious questions. The use of natural language processing has also enabled the translation of Islamic educational materials into multiple languages, thereby promoting broader intercultural understanding and reducing barriers to religious learning (Arif, 2025).

The findings further indicate that AI contributes to the democratization of Islamic education. Historically, access to religious knowledge was often dependent upon physical proximity to scholars, Islamic institutions, or formal educational environments. In contrast, digital technologies have decentralized educational authority by enabling individuals to access religious resources independently through online platforms. This transformation reflects the emergence of a more open and interconnected model of Islamic learning that transcends national and institutional boundaries.

From the perspective of digital pedagogy theory, this transformation signifies a shift from teacher-centered instruction toward learner-centered educational interaction. AI technologies support flexible, interactive, and collaborative learning environments that encourage active engagement rather than passive reception of information. Consequently, Islamic education in the digital era increasingly emphasizes accessibility, personalization, and continuous learning within global digital communities (Parker, 2011).

However, the findings also reveal concerns regarding the overdependence on technology in religious education. Several scholars argue that Islamic learning traditionally involves spiritual mentorship, ethical guidance, and emotional connection between teachers and students—elements that cannot be fully replicated by AI systems. While AI can enhance educational efficiency, it cannot replace the moral authority, wisdom, and spiritual experience embodied by qualified religious scholars. Therefore, the integration of AI into Islamic education should complement rather than replace human-centered educational relationships.

2. Social Media as a Medium for Digital Da'wah and Intercultural Dialogue

Another important finding of this study concerns the growing role of social media as a platform for digital da'wah and intercultural communication. Social media platforms such as

YouTube, Instagram, TikTok, Facebook, and podcasts have become central spaces for the dissemination of Islamic teachings, religious discussions, and public engagement. The literature shows that Muslim scholars, educators, and digital influencers increasingly utilize multimedia content to communicate religious messages in accessible and creative ways.

The rise of digital da'wah has transformed traditional models of religious communication. Previously, religious teachings were often confined to sermons delivered within mosques or educational institutions. In the digital era, however, Islamic messages can reach global audiences instantly through livestreams, short videos, webinars, and social networking platforms. This development has contributed to the emergence of transnational religious communities that transcend cultural and geographical limitations (Shah, 2015).

Importantly, the findings suggest that social media can function as a medium for promoting intercultural understanding and religious harmony. Through online dialogue and collaborative interaction, individuals from different religious and cultural backgrounds can engage in discussions concerning ethics, spirituality, peace, and humanitarian values. Digital platforms therefore create opportunities for interfaith communication and mutual understanding in increasingly pluralistic societies.

The literature also highlights that younger generations are particularly influenced by digital religious communication. Muslim youth actively consume and produce religious content through social media, shaping new forms of religious identity and participation. In many cases, social media encourages creative engagement with Islamic values through visual storytelling, motivational content, and educational campaigns promoting tolerance and social responsibility.

Nevertheless, the study reveals that social media simultaneously produces challenges related to the fragmentation of religious authority. In the digital environment, anyone can potentially become a religious influencer regardless of educational background or scholarly competence. This condition has led to the circulation of oversimplified religious interpretations, emotional preaching, and ideologically biased content. Algorithms designed to maximize engagement may prioritize sensational or controversial narratives rather than balanced and scholarly discussions.

Consequently, while social media provides opportunities for inclusive religious communication, it also creates risks associated with misinformation, ideological polarization, and online radicalization (Abubakari, 2024a). These findings demonstrate that digital literacy and ethical awareness are essential components of contemporary Islamic education.

3. Digital Islamic Education and Religious Moderation

The findings further reveal that digital Islamic education can contribute significantly to strengthening religious moderation and peaceful coexistence. Religious moderation refers to an inclusive and balanced understanding of religion that emphasizes tolerance, justice, compassion, and respect for diversity. The literature indicates that AI-assisted educational platforms and social media campaigns can disseminate moderate Islamic values more broadly and effectively than traditional communication models alone.

Digital Islamic education enables the promotion of universal Islamic principles such as rahmatan lil 'alamin (mercy to all creation), social justice, humanity, and peaceful coexistence. Through multimedia learning materials and interactive online discussions, educators can encourage critical thinking, intercultural empathy, and constructive dialogue among learners from diverse backgrounds (Aşlamacı, 2017).

In multicultural societies, digital platforms also help counter religious prejudice and stereotypes by facilitating direct communication between communities. The findings show that online educational initiatives promoting interfaith dialogue and digital peace campaigns have positively contributed to reducing intolerance and strengthening social cohesion in various contexts.

The integration of religious moderation into digital pedagogy is especially important in the context of increasing global polarization and identity-based conflicts. Several studies emphasize that extremist groups frequently exploit social media to disseminate hate speech and radical ideologies. Therefore, Islamic educational institutions must actively engage in digital spaces to provide alternative narratives grounded in moderation, inclusivity, and ethical responsibility.

The findings suggest that AI technologies may assist this effort by identifying harmful online content, supporting fact-checking mechanisms, and promoting reliable educational resources. However, technological solutions alone are insufficient without strong ethical and educational foundations. Religious moderation must be cultivated through critical digital literacy, ethical awareness, and the active participation of educators, families, religious leaders, and communities.

4. Ethical and Social Challenges in AI-Mediated Religious Communication

Despite the positive potential of AI and social media, this study identifies several ethical and social challenges associated with digital Islamic education. One major concern involves algorithmic bias and the commercialization of religious content. AI systems often operate according to data-driven algorithms designed to maximize user engagement and platform profitability. As a result, emotionally provocative or polarizing content may receive greater visibility than educationally valuable material (Suyadi, 2022).

The findings indicate that religious communication within digital platforms is increasingly influenced by market-oriented dynamics such as monetization, popularity metrics, and audience engagement. This commercialization risks reducing religion to consumable digital content rather than a source of ethical and spiritual guidance. Some scholars warn that online religious influencers may prioritize entertainment value and personal branding over scholarly depth and moral responsibility.

Another critical challenge concerns misinformation and disinformation. The rapid spread of unverified religious content through social media contributes to confusion, ideological extremism, and social division. AI-generated content, including deepfakes and automated religious narratives, further complicates the verification of authenticity and credibility in digital environments.

Additionally, the literature highlights concerns regarding digital inequality. While AI and online learning platforms expand educational access, many communities still face technological limitations related to internet connectivity, digital infrastructure, and technological literacy. These disparities create unequal participation in digital Islamic education and may reinforce existing educational inequalities between urban and rural communities or between developed and developing regions.

Privacy and surveillance also emerge as ethical concerns in AI-mediated education. Educational platforms frequently collect large amounts of user data to personalize learning experiences. Without adequate ethical regulations, this data collection may threaten individual privacy and digital autonomy. Therefore, the future development of digital Islamic education requires transparent governance, ethical technological design, and responsible data management practices.

5. Toward Human-Centered Digital Islamic Education in Society 5.0

The final finding of this study emphasizes the importance of developing a human-centered approach to digital Islamic education within the framework of Society 5.0. The literature consistently argues that technological innovation should remain aligned with ethical, spiritual, and humanitarian values. AI and social media should not merely serve economic or technological

objectives but should contribute to human empowerment, social justice, and global peace (Supriyatno, 2020).

Human-centered digital Islamic education prioritizes moral development, compassion, critical thinking, and intercultural dialogue alongside technological competence. The findings suggest that future educational models should integrate AI technologies with Islamic ethical principles to ensure balanced and responsible digital transformation.

Educational institutions, governments, technology developers, and religious organizations therefore share collective responsibility in shaping inclusive digital ecosystems. Curriculum development should incorporate digital literacy, media ethics, AI awareness, and religious moderation to prepare learners for responsible participation in digital society. Likewise, educators must be equipped with technological competencies and pedagogical strategies that support ethical and transformative learning experiences (Nakissa, 2020).

Ultimately, the results of this study demonstrate that the future of Islamic education extends far beyond the physical walls of mosques and traditional classrooms. AI and social media have redefined how religious knowledge is produced, communicated, and experienced in contemporary society. While these technologies present significant risks related to misinformation, radicalization, and commercialization, they also offer extraordinary opportunities for promoting inclusive Islamic values, intercultural understanding, and global religious harmony.

Therefore, the challenge facing contemporary Islamic education is not whether technology should be adopted, but how it can be utilized ethically and responsibly to strengthen humanity, tolerance, and peaceful coexistence in an increasingly interconnected digital world.

Conclusion

The rapid advancement of Artificial Intelligence (AI) and social media has fundamentally transformed the landscape of Islamic education in the contemporary digital era. This study demonstrates that digital Islamic education has moved beyond the traditional boundaries of mosques, madrasas, and formal religious institutions into dynamic virtual environments characterized by global connectivity, interactive communication, and AI-assisted learning systems. Through the integration of AI technologies and social media mediation, Islamic education now possesses unprecedented opportunities to expand educational accessibility, promote intercultural dialogue, and strengthen global religious harmony.

The findings reveal that AI contributes significantly to the modernization of Islamic learning through personalized educational systems, intelligent tutoring applications, multilingual translation technologies, and adaptive digital platforms. These innovations enable broader dissemination of Islamic knowledge across cultural and geographical boundaries, supporting more inclusive and accessible learning environments. At the same time, social media has emerged as a powerful medium for digital da'wah, allowing religious educators, scholars, and communities to engage with global audiences through creative and interactive communication models. Consequently, digital technology has redefined the production, transmission, and consumption of religious knowledge in the era of Society 5.0.

Furthermore, this study highlights the important role of digital Islamic education in promoting religious moderation, tolerance, and peaceful coexistence within multicultural societies. AI-assisted learning and social media platforms can facilitate the dissemination of inclusive Islamic values such as compassion, justice, humanity, and intercultural respect. Digital educational initiatives also provide opportunities for interfaith dialogue and collaborative understanding, helping to reduce prejudice, social polarization, and religious misunderstanding in increasingly interconnected societies.

However, despite these transformative opportunities, the study also identifies several significant ethical and social challenges associated with AI-mediated religious communication. Issues such as misinformation, online radicalization, algorithmic bias, commercialization of religious content, digital inequality, and privacy concerns represent serious risks that may

undermine the positive potential of digital Islamic education. The open and algorithm-driven nature of social media platforms often amplifies sensational or polarizing narratives, while unequal access to technology continues to create disparities in digital participation and educational opportunities. Therefore, the future of digital Islamic education requires a human-centered and ethically grounded approach that integrates technological innovation with spiritual, moral, and humanitarian values. AI and social media should not merely function as tools for efficiency or popularity but should serve as instruments for fostering wisdom, empathy, critical thinking, and social harmony. Educational institutions, policymakers, technology developers, religious scholars, and communities must collaborate in designing inclusive digital ecosystems that prioritize ethical responsibility, digital literacy, and religious moderation.

In conclusion, the future of Islamic education lies not in rejecting technological transformation but in guiding it responsibly and constructively. The challenge facing contemporary Muslim societies is how to ensure that AI and social media become forces for peace rather than division, for enlightenment rather than misinformation, and for global solidarity rather than ideological conflict. By embracing ethical digital transformation grounded in inclusive Islamic values, digital Islamic education can play a strategic role in building a more tolerant, harmonious, and humane global civilization beyond the mosque walls.

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