



## The Transformation of Islamic Religious Education Based on Artificial Intelligence and Digital Literacy in Building the Spirituality of the Muslim Generation in the Society 5.0 Era

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### Abstrak

Transformasi pendidikan di era Society 5.0 menuntut adanya integrasi antara teknologi digital, kecerdasan buatan (Artificial Intelligence/AI), dan nilai-nilai spiritual dalam proses pembelajaran. Pendidikan Agama Islam (PAI) tidak lagi hanya berfokus pada transfer pengetahuan keagamaan secara konvensional, tetapi juga harus mampu membentuk generasi Muslim yang adaptif, kritis, kreatif, serta memiliki spiritualitas yang kuat di tengah perkembangan teknologi modern. Penelitian ini bertujuan untuk menganalisis transformasi Pendidikan Agama Islam berbasis kecerdasan buatan dan literasi digital dalam membangun spiritualitas generasi Muslim di era Society 5.0. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka dan analisis konseptual terhadap berbagai literatur ilmiah terkait AI, literasi digital, pendidikan Islam, dan perkembangan masyarakat digital. Hasil penelitian menunjukkan bahwa integrasi AI dan literasi digital dalam pembelajaran PAI dapat meningkatkan efektivitas, interaktivitas, personalisasi pembelajaran, serta memperluas akses pendidikan Islam secara global. Namun demikian, transformasi tersebut harus tetap berlandaskan pada nilai-nilai akhlak, etika Islam, dan penguatan spiritualitas agar teknologi tidak menggeser esensi pendidikan Islam itu sendiri. Oleh karena itu, diperlukan model pendidikan Islam transformatif yang mampu mengintegrasikan kecanggihan teknologi dengan pembinaan karakter dan spiritualitas peserta didik secara seimbang.

**Kata Kunci:** Pendidikan Agama Islam, Artificial Intelligence, Literasi Digital, Spiritualitas, Society 5.0.

### Abstract

The transformation of education in the Society 5.0 era requires the integration of digital technology, Artificial Intelligence (AI), and spiritual values in the learning process. Islamic Religious Education (IRE) is no longer focused solely on the conventional transfer of religious knowledge, but must also be capable of developing a Muslim generation that is adaptive, critical, creative, and spiritually grounded amid the rapid advancement of modern technology. This study aims to analyze the transformation of Islamic Religious Education based on Artificial Intelligence and digital literacy in strengthening the spirituality of the Muslim generation in the Society 5.0 era. This research employs a qualitative approach through library

research and conceptual analysis of various scientific literature related to AI, digital literacy, Islamic education, and the development of digital society. The findings reveal that the integration of AI and digital literacy into Islamic Religious Education can enhance learning effectiveness, interactivity, personalization, and broader global access to Islamic education. However, this transformation must remain rooted in Islamic moral values, ethics, and spiritual development to ensure that technology does not diminish the essence of Islamic education itself. Therefore, a transformative Islamic education model is needed to balance technological advancement with character building and students' spiritual development.

**Keywords:** Islamic Religious Education, Artificial Intelligence, Digital Literacy, Spirituality, Society 5.0

## Introduction

The rapid advancement of science and technology in the twenty-first century has significantly transformed various aspects of human life, including education. The emergence of the digital era, followed by the development of the Society 5.0 concept, has encouraged educational institutions to adapt to technological innovation while maintaining humanistic and spiritual values. Society 5.0, first introduced by Japan, represents a human-centered society that integrates cyberspace and physical space through advanced technologies such as Artificial Intelligence (AI), big data, robotics, and the Internet of Things (IoT). In this era, technology is not merely used as a tool for industrial productivity but also as a medium to improve human welfare, quality of life, and social sustainability (Kassim, 2023).

In the educational context, the Society 5.0 era demands a transformation in learning systems, teaching methods, curriculum development, and educational management. Educational institutions are expected to produce graduates who are not only academically competent but also capable of critical thinking, creativity, collaboration, communication, and digital adaptability. Consequently, digital literacy and technological competence have become fundamental requirements for both educators and students in facing global challenges (Alvarez-Cedillo & Aguilar-Fernandez, 2019).

Islamic Religious Education (IRE) is one of the educational disciplines significantly

influenced by this transformation. Traditionally, Islamic education has focused on transmitting religious knowledge, moral values, and spiritual guidance through conventional teaching methods. However, the dynamics of modern society require Islamic education to move beyond traditional paradigms and embrace technological integration in learning processes. Islamic Religious Education must now respond to contemporary issues such as digital culture, information overload, moral degradation, cyber ethics, and the changing behavior of younger generations influenced by social media and digital technology (Wijayanti, 2024).

The current generation of Muslim students belongs largely to Generation Z and Generation Alpha, who are deeply connected to digital environments. They interact with information rapidly, use technology intensively, and rely heavily on digital platforms in daily life. This condition creates both opportunities and challenges for Islamic education. On one hand, technology provides broader access to Islamic knowledge, interactive learning platforms, online religious communities, and innovative educational resources. On the other hand, uncontrolled digital exposure may lead to misinformation, moral decline, superficial religious understanding, and weakening spiritual awareness among young Muslims.

In this situation, Artificial Intelligence emerges as one of the most influential technological developments in modern education. AI has transformed educational practices through adaptive learning systems, intelligent tutoring, automated assessment,

personalized learning experiences, virtual assistants, and content generation tools. In Islamic Religious Education, AI can support the development of more engaging, efficient, and personalized learning models. AI-based applications can help students access Islamic references, understand Qur'anic interpretation, improve Arabic language skills, and interact with digital learning materials in more flexible ways (Putri, 2024).

Moreover, digital literacy becomes an essential component in Islamic education transformation. Digital literacy is not limited to the ability to use technology but also includes critical thinking, ethical communication, information evaluation, media awareness, and responsible digital participation. For Muslim students, digital literacy must be integrated with Islamic ethics and spiritual values to ensure that technological advancement contributes positively to character building and moral development. Therefore, Islamic education should not only teach religious doctrines but also guide students in navigating digital spaces wisely, ethically, and spiritually.

The integration of AI and digital literacy into Islamic Religious Education is not merely a technological adaptation but also a strategic effort to maintain the relevance of Islamic education in modern society. Educational transformation is necessary because conventional approaches may no longer effectively engage students who are accustomed to interactive and technology-driven learning environments. The use of digital platforms, smart learning applications, multimedia content, and AI-assisted instruction can increase students' motivation, engagement, and understanding of religious subjects.

However, the integration of technology into Islamic education also raises important concerns. Excessive dependence on technology may reduce direct human interaction, weaken emotional and spiritual connections, and shift educational orientation toward technical efficiency rather than moral

development. Islamic education fundamentally aims to nurture not only intellectual competence but also spiritual consciousness, moral integrity, and closeness to God. Therefore, technological innovation in education must always be balanced with ethical principles and spiritual objectives.

Spirituality plays a crucial role in shaping the identity and behavior of Muslim generations in the digital era. In Islamic perspectives, spirituality is closely related to faith (iman), worship ('ibadah), moral conduct (akhlak), and awareness of divine presence in everyday life. Modern technological civilization often emphasizes material progress, speed, and efficiency while neglecting inner peace, morality, and spiritual fulfillment. As a result, many young people experience identity crises, emotional instability, social alienation, and moral confusion despite living in technologically advanced societies (Harahap, 2024).

Islamic Religious Education has a strategic responsibility to address these challenges by developing educational models that combine technological innovation with spiritual strengthening. The integration of AI and digital literacy should not eliminate the essence of Islamic values but instead become a medium to reinforce spirituality, ethical awareness, and religious understanding. Educators are therefore required to possess not only pedagogical competence but also digital competence and spiritual leadership in guiding students through the complexities of modern life.

Furthermore, educational institutions, especially Islamic schools and universities, need to redesign curricula and learning strategies that align with Society 5.0 demands. Curriculum transformation should integrate digital skills, AI awareness, critical thinking, creativity, and Islamic ethics into learning processes. Teachers and lecturers should also receive continuous training in technology integration and digital pedagogy to effectively facilitate transformative Islamic education.

Several previous studies have discussed technology integration in education, digital literacy development, and the role of AI in learning environments. However, studies specifically focusing on the integration of Artificial Intelligence, digital literacy, and spirituality in Islamic Religious Education remain limited. Most discussions emphasize technological benefits without sufficiently addressing spiritual and ethical dimensions. Therefore, this study becomes important to explore how Islamic education can maintain its spiritual mission while embracing technological advancement in the Society 5.0 era.

Based on these considerations, this study aims to analyze the transformation of Islamic Religious Education based on Artificial Intelligence and digital literacy in building the spirituality of the Muslim generation in the Society 5.0 era. This research is expected to contribute conceptually to the development of transformative Islamic education models that balance technological innovation with moral and spiritual formation. In addition, this study seeks to provide practical insights for educators, policymakers, and Islamic educational institutions in responding to the challenges and opportunities of digital transformation in contemporary society.

## Research Method

This study employed a qualitative research approach using a library research method combined with conceptual analysis. The qualitative approach was chosen because the study aims to explore, interpret, and analyze the transformation of Islamic Religious Education (IRE) through the integration of Artificial Intelligence (AI) and digital literacy in developing the spirituality of the Muslim generation in the Society 5.0 era. Qualitative research is considered appropriate for examining educational phenomena, technological developments,

and spiritual values comprehensively and contextually.

The primary data sources in this study were obtained from various academic references, including scientific journal articles, books, conference proceedings, policy documents, and relevant international and national publications discussing Islamic education, digital literacy, Artificial Intelligence, spirituality, and Society 5.0. In addition, supporting literature related to educational transformation, digital pedagogy, and Islamic ethical perspectives on technology was also analyzed to strengthen the conceptual framework of the study (Hidayatin & Susanti, 2023).

The data collection technique used in this research was documentation. Relevant literature was systematically identified, selected, and reviewed based on its relevance to the research objectives. The researcher categorized the collected data into several themes, including: (1) the concept of Society 5.0 in education, (2) Artificial Intelligence in learning processes, (3) digital literacy in Islamic education, (4) spirituality in Muslim generations, and (5) transformative models of Islamic Religious Education (Maqsood et al., 2024).

Data analysis was conducted using descriptive and content analysis techniques. The researcher critically analyzed the collected literature to identify relationships, patterns, opportunities, and challenges related to the implementation of AI and digital literacy in Islamic Religious Education. Furthermore, an interpretative analysis was employed to understand how technological integration can contribute to strengthening students' spirituality without neglecting Islamic ethical and moral values.

To ensure the validity and reliability of the findings, the study applied source triangulation by comparing information from multiple academic references and scholarly perspectives. Through this method, the research seeks to provide a comprehensive

conceptual understanding of transformative Islamic education in the Society 5.0 era.

### **Findings and Discussion**

The findings of this study reveal that the transformation of Islamic Religious Education (IRE) in the Society 5.0 era is not only influenced by technological development but also shaped by the urgent need to maintain spiritual, moral, and ethical values amid rapid digitalization. The integration of Artificial Intelligence (AI) and digital literacy into Islamic education presents significant opportunities for improving educational quality, accessibility, and relevance. At the same time, it creates new challenges related to spirituality, ethics, identity, and human interaction in educational environments.

#### **1. The Transformation of Islamic Religious Education in the Society 5.0 Era**

One of the major findings of this research is that Islamic Religious Education is currently undergoing a paradigm shift from traditional and teacher-centered learning toward digital, interactive, and student-centered learning systems. In the past, Islamic education primarily relied on face-to-face lectures, textual learning, memorization methods, and conventional classroom instruction. However, technological advancements have transformed educational practices into more flexible and technology-based learning environments.

The Society 5.0 era emphasizes the integration of technology with human-centered values. This concept aligns with the principles of Islamic education, which fundamentally seek to develop balanced human beings intellectually, emotionally, socially, and spiritually. Therefore, Islamic education institutions are increasingly encouraged to integrate digital technology into learning processes while preserving Islamic ethical principles.

The findings indicate that digital transformation in Islamic education has become unavoidable because Muslim students today belong to generations that are highly connected to digital ecosystems. Generation Z and Generation Alpha interact intensively with smartphones, social media, online learning platforms, digital applications, and virtual communication systems. As a result, traditional teaching methods alone are often insufficient to maintain students' engagement and interest in learning religious subjects.

Consequently, educators are increasingly utilizing multimedia learning resources, online discussions, interactive videos, educational applications, virtual classrooms, and AI-supported learning tools to enhance students' participation and understanding. This transformation demonstrates that Islamic Religious Education is gradually adapting to global educational changes while attempting to maintain its spiritual identity (Odo, 2022).

#### **2. Artificial Intelligence as an Educational Innovation in Islamic Learning**

Another important finding is that Artificial Intelligence has significant potential to improve the effectiveness and efficiency of Islamic Religious Education. AI-based technologies provide adaptive learning experiences that can personalize educational content according to students' abilities, interests, and learning styles.

The study found several important contributions of AI in Islamic education, including:

- a) personalized learning systems,
- b) intelligent tutoring applications,
- c) automated assessments,
- d) AI-based educational chatbots,
- e) digital Qur'anic learning platforms,
- f) Arabic language learning applications,
- g) and virtual learning assistants.

These technologies help students access Islamic educational materials more easily and interactively. For example, AI can assist students in understanding Qur'anic interpretation, improving tajwid pronunciation, translating Arabic texts, and exploring Islamic history through interactive multimedia platforms.

In addition, AI enables teachers to provide more individualized guidance for students. Adaptive learning systems can identify students' strengths and weaknesses, allowing educators to develop appropriate instructional strategies. This condition improves learning effectiveness and increases students' motivation in studying Islamic subjects.

The findings also indicate that AI-based learning environments encourage independent learning habits among students. Learners can access educational content anytime and anywhere without depending entirely on classroom settings. This flexibility is particularly relevant in modern educational systems where digital accessibility has become essential.

However, despite its benefits, AI implementation in Islamic education also raises concerns regarding excessive technological dependence. Some studies analyzed in this research highlight that overreliance on AI may reduce students' critical reflection, emotional interaction, and spiritual contemplation if technology is used without proper ethical guidance. Therefore, AI should function as a supportive educational tool rather than replacing the essential role of teachers in spiritual and moral development (Elihami et al., 2022).

### **3. The Importance of Digital Literacy in Islamic Religious Education**

The findings further reveal that digital literacy is one of the most important competencies required in the Society 5.0 era. Digital literacy in Islamic education is not

merely technical competence in using digital devices but also involves critical thinking, ethical awareness, responsible communication, information verification, and moral engagement in digital spaces (Nurjan et al., 2025).

The study found that Muslim students are exposed to enormous amounts of digital information through social media, websites, online videos, and virtual communities. While digital technology offers access to valuable Islamic knowledge, it also exposes students to misinformation, radicalism, hate speech, religious extremism, moral degradation, and unethical online behavior.

As a result, Islamic Religious Education must actively teach students how to critically evaluate digital information and use technology responsibly according to Islamic ethical values. Digital literacy should therefore include:

- a) media literacy,
- b) information literacy,
- c) cyber ethics,
- d) communication ethics,
- e) and spiritual responsibility in digital interaction.

The findings indicate that many Islamic educational institutions have started integrating digital literacy into their curricula through online learning activities, digital content creation, collaborative projects, and educational technology training. Students are encouraged not only to consume digital information but also to produce positive, ethical, and educational content that reflects Islamic values.

Furthermore, educators play a central role in guiding students to become responsible digital citizens. Teachers are expected to help students balance technological engagement with spiritual awareness and moral behavior. In this context, Islamic education serves as a moral foundation that shapes students' attitudes toward digital technology.

#### 4. Spiritual Challenges in the Digital Era

One of the most critical findings of this research is that rapid technological development has created serious spiritual challenges for Muslim generations. Modern digital culture often emphasizes speed, instant gratification, entertainment, consumerism, and virtual interaction while reducing opportunities for deep reflection, spiritual contemplation, and meaningful human relationships.

The findings suggest that many young Muslims experience spiritual disconnection despite being technologically connected. Excessive use of social media, online gaming, digital entertainment, and virtual communication may lead to:

- a) emotional isolation,
- b) reduced empathy,
- c) superficial religious understanding,
- d) decreased concentration in worship,
- e) and weakening spiritual consciousness.

In some cases, students become more dependent on digital validation through likes, followers, and online recognition than on inner spiritual fulfillment and religious values. This condition contributes to identity confusion and moral instability among young generations.

Islamic Religious Education therefore has an important responsibility to address these spiritual challenges. The findings emphasize that spirituality should remain the core foundation of Islamic education even when integrating advanced technologies into learning processes.

Spiritual education in the digital era should focus on:

- a) strengthening faith (iman),
- b) developing moral character (akhlaq),
- c) nurturing self-awareness,
- d) promoting emotional balance,
- e) encouraging ethical digital behavior,

- f) and fostering closeness to God.

The study also found that educators who combine technological innovation with spiritual mentoring tend to create more balanced and meaningful learning experiences. Students require not only intellectual knowledge but also emotional and spiritual guidance to navigate modern life responsibly.

#### 5. The Changing Role of Teachers in the AI Era

The findings reveal that the role of Islamic educators is undergoing significant transformation in the Society 5.0 era. Teachers are no longer viewed solely as sources of information because students can easily access knowledge through digital technology and AI systems.

Instead, educators are increasingly expected to function as:

- a) facilitators,
- b) mentors,
- c) spiritual guides,
- d) motivators,
- e) and ethical role models.

This transformation requires teachers to develop new competencies, including digital competence, technological adaptability, communication skills, and spiritual leadership. Teachers who resist technological change may struggle to engage modern students effectively.

At the same time, the study emphasizes that AI cannot replace the human dimensions of education. Islamic education fundamentally involves emotional connection, moral example, empathy, compassion, and spiritual influence that cannot be replicated by machines or automated systems.

Therefore, the integration of AI should strengthen teachers' educational roles rather than diminish them. Technology should

support educators in delivering more creative, efficient, and personalized instruction while teachers continue to guide students spiritually and morally.

## 6. Toward a Transformative Model of Islamic Religious Education

Based on the findings, this study proposes the development of a transformative Islamic education model that integrates:

- a) Artificial Intelligence,
- b) digital literacy,
- c) ethical values,
- d) and spirituality.

This model seeks to balance technological advancement with humanistic and spiritual development. The study found that successful educational transformation requires a holistic approach involving curriculum redesign, teacher training, institutional support, and value-based learning strategies.

The proposed transformative model includes several important principles:

### a. Human-Centered Technology

Technology should serve human welfare and spiritual growth rather than dominate educational processes.

### b. Integration of Islamic Ethics

Digital literacy and AI usage must be guided by Islamic ethical principles such as honesty, responsibility, moderation, respect, and compassion.

### c. Spiritual Reinforcement

Learning activities should continuously strengthen students' spiritual awareness, moral behavior, and connection with Islamic teachings.

### d. Critical and Creative Thinking

Students should be encouraged to think critically about technology while using it creatively for positive and educational purposes.

### e. Lifelong Learning Orientation

Islamic education should cultivate adaptive learners who are capable of continuous self-development in changing technological environments.

## 7. Implications for Islamic Educational Institutions

The findings indicate that Islamic schools, universities, and educational organizations need to redesign their educational systems to remain relevant in the Society 5.0 era. Curriculum transformation should integrate technological literacy, AI awareness, ethical education, and spiritual formation simultaneously.

Educational institutions should also:

- a) provide digital infrastructure,
- b) develop AI-supported learning systems,
- c) conduct teacher training programs,
- d) strengthen Islamic character education,
- e) and encourage responsible digital culture.

Furthermore, policymakers should formulate educational policies that support ethical technology integration while preserving cultural and religious values. Collaboration between educators, researchers, Islamic scholars, and technology developers is necessary to create balanced educational innovations. Complete, the findings demonstrate that the transformation of Islamic Religious Education through Artificial Intelligence and digital literacy provides both opportunities and challenges in the Society 5.0 era. Technology can improve learning effectiveness, accessibility, and innovation, but it may also weaken

spirituality and moral awareness if not guided properly (Bishop, 2021).

Therefore, Islamic education must develop transformative learning models that integrate technological competence with spiritual intelligence, ethical awareness, and moral character. The future of Islamic education depends not only on technological adaptation but also on its ability to preserve the spiritual essence of education in the midst of digital civilization.

## Conclusion

The transformation of Islamic Religious Education (IRE) in the Society 5.0 era represents a significant shift in the educational paradigm, where technological advancement, particularly Artificial Intelligence (AI) and digital literacy, has become an inseparable part of learning processes. This study concludes that the integration of AI and digital literacy into Islamic education provides substantial opportunities to improve educational effectiveness, accessibility, interactivity, and learning personalization. Through AI-based educational systems, students are able to access Islamic knowledge more flexibly, interactively, and efficiently, while educators can provide more adaptive and student-centered learning experiences.

However, this transformation is not solely a matter of technological adaptation. The findings reveal that the rapid expansion of digital culture also creates serious challenges related to spirituality, morality, ethics, identity, and human interaction. Excessive dependence on digital technology may weaken students' spiritual awareness, reduce emotional and social sensitivity, and encourage superficial understanding of religious values. Therefore, Islamic education cannot merely focus on technological competence but must continue

to prioritize the development of faith, moral character, spiritual consciousness, and ethical responsibility.

This study further emphasizes that digital literacy in Islamic education should go beyond technical skills. It must include critical thinking, ethical communication, media awareness, information verification, and responsible participation in digital environments based on Islamic values. In this context, educators play a crucial role not only as facilitators of knowledge but also as mentors, spiritual guides, and moral role models who help students navigate the complexities of digital civilization wisely and ethically.

Furthermore, the study highlights that AI should function as a supportive educational tool rather than a replacement for teachers. Although technology can assist learning processes, it cannot replace the human dimensions of Islamic education, such as empathy, compassion, moral example, emotional connection, and spiritual influence. Therefore, successful educational transformation requires a balanced integration between technological innovation and humanistic-spiritual development.

Finally, this research concludes that Islamic educational institutions need to develop transformative educational models that integrate Artificial Intelligence, digital literacy, Islamic ethics, and spirituality simultaneously. Curriculum redesign, teacher competency development, digital infrastructure, and ethical educational policies are essential for preparing Muslim generations to face the challenges of Society 5.0. The future of Islamic Religious Education depends not only on its ability to adapt to technological change but also on its commitment to preserving the spiritual essence of education in an increasingly digital world.

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