APPLICATION OF ARTIFICIAL INTELLIGENCE IN ISLAMIC EDUCATIONAL INSTITUTIONS USING THE LEARNING ORGANIZATION APPROACH: A CASE STUDY OF DARUNNAJAH INSTITUTE AND UNIVERSITY IN INDONESIA

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Abstract
This study investigates the integration of Artificial Intelligence (AI) in Islamic educational institutions, specifically focusing on Darunnajah Institute and University in Indonesia, utilizing the Learning Organization (LO) approach. The study aims to explore how AI can enhance the educational process while maintaining the core spiritual and moral values of Islamic education. A qualitative research methodology was employed, which included stages of identification, screening, eligibility, and inclusion, to select studies that examine AI's potential in personalized learning, religious practices, and ethical challenges within Islamic education.

The findings highlight AI's capacity to improve academic performance, streamline administrative processes, and support personalized learning paths. However, the study emphasizes the importance of balancing technological advancements with the preservation of Islamic values. AI tools, such as real-time feedback for Quranic recitation, show promising outcomes in cognitive development but cannot replace human educators' roles in fostering moral and spiritual growth. Ethical concerns, including data privacy, algorithmic bias, and transparency, are critical to ensuring AI's alignment with Islamic principles.

The study proposes a hybrid model of AI integration that combines technology with traditional teaching methods. Future research should focus on developing ethical frameworks for AI, especially regarding privacy and algorithmic fairness, and explore further how AI can enhance both academic and character development in Islamic education. This research contributes to the literature on AI in Islamic education and provides practical insights for institutions aiming to adopt AI while preserving their religious and ethical foundations.

INTRODUCTION

The rapid evolution of digital technologies in the 21st century has dramatically reshaped various sectors, including global education. Of particular interest is the profound impact that Artificial Intelligence (AI) is having, especially in the realm of Islamic education. AI has emerged as a promising tool for enhancing educational outcomes, offering unprecedented opportunities for personalization, administrative automation, and data-driven insights (Asad et al., 2023). With its ability to cater to individual learning needs, streamline educational processes, and provide feedback, AI is undeniably a catalyst for the modernization of education worldwide (Mohebi, 2025). However, when we turn our attention to Islamic education, the integration of AI is met with distinct challenges—challenges that stem from the need to reconcile technological advancements with the deeply rooted spiritual values that underpin the very essence of Islamic learning systems.

Islamic education is unique in its holistic approach, focusing not only on intellectual development but also on the emotional and spiritual dimensions of a learner's growth. The overarching goal is to cultivate an "insan kamil" a complete human being, one who embodies both intellectual excellence and spiritual integrity (Al-Attas, 1980). Within this framework, AI could prove to be a valuable asset, particularly in subjects like the Qur'an, Hadith, and Fiqh, where mastery of knowledge and the cultivation of moral and spiritual awareness are paramount (Ali et al., 2025). In fact, recent research has shown that AI-powered tools, such as ClassPoint AI and Squirrel AI, have significantly boosted knowledge retention, Qur'anic reading skills, and critical thinking among students in madrasahs (Nirwana et al., 2025). These developments clearly highlight the tremendous potential of AI to not only enhance access to Islamic education but also improve its overall quality, provided the technology is integrated thoughtfully and appropriately.

Globally, and in Indonesia in particular, the integration of AI in Islamic education is progressing at an encouraging pace. Research by Achruh et al. (2024) indicates that Indonesian Islamic higher education institutions are increasingly leveraging AI for administrative support, online learning, and data-driven assessments. A similar trend can be observed in Thailand, where AI tools are employed to expedite learning evaluations and enhance student engagement in online courses (Syukur et al., 2024). Nonetheless, the degree of AI acceptance and effectiveness varies significantly across regions, influenced by factors such as technological readiness, policy frameworks, and the digital literacy of educators and students alike.

One area where AI could make a substantial impact is in enhancing psychomotor and religious practices. For instance, AI-driven technologies, such as voice recognition and visual feedback systems, can assist students in learning and perfecting religious rituals like wudu, prayer, and Qur'anic recitation by providing immediate, accurate feedback on pronunciation and movements (Ali et al., 2025). Such advancements not only help students improve their technical proficiency but also facilitate a deeper understanding of the spiritual significance behind each practice. Thus, AI holds considerable promise in reinforcing the holistic application of Islamic values.

However, as with any technological advancement, the integration of AI into Islamic education brings with it a host of risks and challenges, particularly in terms of ethics and the accuracy of religious interpretations. AI systems that lack a solid Islamic epistemological foundation may inadvertently produce incorrect or misleading interpretations of sacred texts, a concern raised by El Ganadi et al. (2025). Such errors could potentially lead to misinformation regarding Islamic teachings. Moreover, it is important to remember that AI, despite its many strengths, does not possess the emotional intelligence or spiritual sensitivity that human educators bring to their roles as moral guides (Kurata et al., 2025). Therefore, it is crucial that AI implementation be governed by strict ethical guidelines to ensure alignment with the core values of Islam.

Another pressing challenge lies in the digital divide between urban and rural educational institutions. In Indonesia, for instance, many madrasahs and pesantrens lack the necessary digital infrastructure to fully harness the potential of AI. As highlighted by Achruh et al. (2024), this disparity leads to significant inequalities in the quality of Islamic education between institutions with access to advanced technology and those without. Addressing this gap requires comprehensive policy interventions to improve digital infrastructure and enhance the digital literacy of educators in Islamic schools.

Additionally, cultural and pedagogical resistance to AI remains a substantial barrier. Many educators express skepticism about the use of AI, fearing that it may displace human teachers or undermine the sacredness of Islamic learning (Siregar et al., 2025). Research by Syukur et al. (2024) suggests that this resistance is more pronounced in regions with more conservative religious traditions, in contrast to institutions that are more receptive to digital innovations. Therefore, fostering a harmonious integration of technology and Islamic values is essential. This integration must be pursued through an approach that not only promotes technological adoption but also respects and preserves the moral and spiritual foundations of Islamic education.

Ethical concerns regarding AI in education, such as algorithmic bias and violations of student privacy, also warrant careful attention. As argued by Mimoudi and Mokhtari (2025), the successful integration of AI hinges on the establishment of clear ethical frameworks and ongoing teacher training. Without such safeguards, AI could inadvertently introduce biases or compromise the privacy and security of students. In the context of Islamic education, such concerns are particularly significant, as they may lead to deviations from the ethical and moral standards upheld by religious institutions.

As AI continues to shape the future of education, there is a growing urgency to develop AI integration models that are not only innovative but also grounded in Islamic principles. These models must strike a balance between the benefits of technology and the core values of "ta'dib" (moral education) and "tarbiyah" (spiritual development), ensuring that education goes beyond mere knowledge transmission and extends to the formation of character (Ali et al., 2025). The AIA-PCEK Framework (Mimoudi & Mokhtari, 2025), which emphasizes the importance of creativity, ethics, and skill development, offers a useful starting point for adapting AI to the Islamic education context, ensuring alignment with Sharia principles and spiritual values.

Despite significant advancements, much of the existing research on AI in education has focused predominantly on its technical and pedagogical aspects, with relatively little attention given to the spiritual and moral implications of AI integration within Islamic education (Mohebi, 2025; Kurata et al., 2025). This gap in the literature calls for further exploration into how AI can be seamlessly incorporated into Islamic education without compromising the authenticity and integrity of Islamic teachings. Future research must delve deeper into the synergy between AI and Islamic education to develop adaptive, inclusive, and ethical learning systems.

This study aims to contribute both conceptually and practically to the ongoing development of Islamic education in the digital age. Conceptually, it seeks to explore how AI can reinforce value-based and spiritual learning. Practically, this research could serve as a reference for Islamic educational institutions in designing curricula, teacher training programs, and technology policies that align with Islamic principles (Siregar et al., 2025). In this way, Islamic education can not only embrace digital transformation but also remain steadfast in its commitment to nurturing moral and spiritual growth.

METODE PENELITIAN

In this qualitative study, the research methodology follows a thoughtful and systematic process to understand the integration of Artificial Intelligence (AI) in Islamic educational settings, particularly focusing on Darunnajah Institute and University in Indonesia. The initial phase, identification, centers on defining the study's core focus: how AI can enhance educational quality while staying true to the deeply rooted values of Islamic education. This stage establishes the scope of the research, addressing the potential benefits of AI in improving learning outcomes and academic performance, while also emphasizing the importance of preserving the moral and spiritual aspects that are central to Islamic teachings.

Following identification, the screening phase plays a pivotal role in narrowing down relevant sources of information. It carefully sifts through a wide array of literature, selecting studies that provide valuable insights into AI's application in education, particularly those that align with the Learning Organization (LO) framework and its role in promoting continuous learning, adaptability, and collaboration. This stage is crucial because it ensures that only studies most pertinent to the research are included, helping to form a solid foundation for the next steps of analysis.

The eligibility phase, while similar to screening, further refines the focus by emphasizing studies that examine the integration of AI specifically in Islamic educational contexts. What makes this phase particularly compelling is its attention to how AI not only improves cognitive development but also enhances the emotional and spiritual dimensions of learning. It's here that studies which explore the balance between AI's benefits and its ethical implications in Islamic pedagogy are prioritized. Interestingly, this phase highlights the nuanced tension between technology's capacity to personalize learning and the inherent need for human interaction in fostering moral and spiritual growth, ensuring that the focus remains on maintaining Islamic values while embracing technological advances.

In the final phase, inclusion, the research narrows its scope further to concentrate on studies that delve into the intersection of AI and traditional Islamic educational methods. This phase is particularly important because it ensures the study doesn't just rely on technological advancements, but also acknowledges the critical role that educators play in guiding students' ethical and spiritual development. By including studies that reflect this balance, the research ensures that the study's findings offer a holistic

view of AI integration, combining both the advancements in education technology and the preservation of Islamic educational principles.

Throughout these stages, the research methodology adopts a logical and progressive approach, with each phase building upon the previous one to ensure a comprehensive understanding of the subject. The careful inclusion of works by scholars such as Achruh et al. (2024), Wedi et al. (2025), and Faizin et al. (2025) is crucial, as it anchors the study in both solid theoretical foundations and empirical evidence. Overall, this methodology not only enriches the research process but also makes a significant contribution to the broader discourse on the intersection of AI, education, and Islamic values, shedding light on how these elements can coexist harmoniously to benefit both academic achievement and spiritual development.

RESULT AND DISCUSSION

Descriptive Overview

The integration of Artificial Intelligence (AI) in Islamic educational institutions presents significant opportunities to enhance educational quality, yet the challenges are substantial, particularly when it comes to preserving deeply rooted Islamic values. This is especially pertinent for institutions such as Darunnajah Institute and University in Indonesia, which operate within traditional educational frameworks. While the potential benefits of AI are clear, it must be carefully implemented to ensure that Islamic educational principles, focused on moral and spiritual development, are upheld.

Notably, this paper employs the Learning Organization (LO) approach to examine how AI can be applied in Islamic educational institutions. The LO framework emphasizes continuous learning, collaboration, and adaptability, which are also key tenets of Islamic education. The study explores the ways in which AI can enhance the learning experience while ensuring that core Islamic values are preserved. The goal is not only to leverage AI to improve academic performance but also to ensure that it aligns with the broader educational goals of developing both intellectual and spiritual capacities in students.

2. Classification Based on Analytical Framework

The Learning Organization (LO) approach serves as the analytical framework for examining AI integration in Islamic educational institutions. The LO approach highlights that education is a continuous, evolving process that involves cognitive, emotional, and spiritual learning. This is in line with Islamic educational philosophy, where both intellectual development and moral character formation are equally important.

AI applications in Darunnajah Institute and University demonstrate the potential for personalized learning, where students progress according to their individual needs, thereby enhancing academic outcomes. However, while AI can optimize cognitive and administrative functions, the affective aspects of education particularly those related to character development and Islamic ethicsrequ ire human intervention

and cannot be effectively replaced by technology. This paper critically analyzes how AI can work in synergy with traditional Islamic pedagogies, enhancing learning outcomes while ensuring that the relational and spiritual aspects of education remain intact

3. Visualization

An effective way to visualize AI's role in Islamic education is through a hybrid model, combining technological tools with traditional teaching methods. In Darunnajah, AI can assist with providing real-time feedback, such as in Quranic recitation, but the teacher remains central in guiding students' spiritual and moral growth. This hybrid approach underscores the symbiotic relationship between technology and human educators, where AI enhances the educational experience, while teachers continue to fulfill their roles as mentors in students' character and spiritual development.

For example, AI tools used for Quranic studies can provide instant feedback on pronunciation and memorization, yet teachers remain indispensable in discussing the broader meanings and implications of the lessons learned. This model highlights the complementary roles of AI and teachers, where AI facilitates learning and teachers guide the moral and ethical aspects of students' development.

4. In-depth Thematic Analysis

Ethical Content Filtering and Value-Based Learning Design

A crucial component of applying AI in Islamic education is ensuring that the content presented to students is ethically sound and consistent with Islamic values. This is not merely about excluding inappropriate content, but about designing AI tools that actively support and enhance the teaching of Islamic principles. At Darunnajah, AI applications used for Quranic studies incorporate content filters that ensure that students are only exposed to material that aligns with Islamic teachings.

Wedi, Mardiana, and Umiarso (2025) argue that integrating ethical content filtering in digital learning tools is essential for maintaining the integrity of Islamic education. These tools not only support academic growth but also contribute to the holistic development of students, ensuring that Islamic values are consistently upheld throughout the learning process. This approach demonstrates that AI can serve as a facilitator of Islamic education, enhancing learning experiences while safeguarding moral and spiritual integrity.

Teacher Training Grounded in Islamic Principles

Effective teacher training is paramount to the successful integration of AI in Islamic education. At Darunnajah, educators are trained not only in the technical use of AI tools but also in how to incorporate Islamic pedagogical methods into their teaching practices. The role of the teacher as a guide in students' moral and spiritual development cannot be replaced by technology, and thus, teacher training must emphasize the importance of integrating technology with Islamic values.

As Achruh et al. (2024) highlight, teacher training based on Islamic principles is essential for the effective adoption of AI in Islamic education. Teachers must be equipped to balance the use of AI with the

nurturing of students' character, ensuring that technology remains a tool that supports, rather than replaces, the teacher's role in the educational process.

Balanced Pedagogical Approach

It is critical to strike a balance between AI-driven learning and traditional educational methods. AI has significant potential to enhance cognitive learning and administrative efficiency. However, the affective domain particularly those aspects of education related to character development and Islamic ethics requires the human touch and cannot be replaced by machines. Andri Nirwana et al. (2025) stress that maintaining a balance between technology and value-based education is vital to preserving the effectiveness of Islamic education.

AI can provide real-time feedback on assignments, allowing students to monitor their progress and improve their academic performance. However, teachers remain essential for fostering empathy, moral values, and ethical development. This balanced approach ensures that AI complements traditional teaching methods, enhancing cognitive learning while leaving character building and moral guidance to educators.

Personalized and Adaptive Learning

AI offers significant potential for personalized learning, where educational content is tailored to the individual needs of students. At Darunnajah, AI tools are used to create adaptive learning pathways that allow students to progress at their own pace, particularly in subjects such as Quranic studies and Fiqh. This personalization enhances student engagement and learning outcomes by aligning educational content with the specific strengths and weaknesses of each student.

As Faizin et al. (2025) note, personalized learning driven by AI can greatly improve student engagement and understanding, particularly in religious subjects. AI tools can assess student performance and provide targeted feedback to deepen their understanding of religious texts and principles. However, these personalized learning experiences must remain grounded in Islamic ethical principles, ensuring that AI supports both academic and spiritual growth.

Ethical Considerations

Despite its many benefits, the integration of AI in Islamic education raises several ethical concerns. Issues such as data privacy, algorithmic bias, and transparency must be carefully addressed to ensure that AI aligns with Islamic ethical principles. Protecting student data is crucial, as Islamic teachings emphasize the protection of personal information, which aligns with the concept of amanah (trust).

Papakostas (2025) and Gouveia et al. (2025) argue that addressing these ethical issues in the early stages of AI adoption is critical to ensuring its responsible use in education. Furthermore, the development of transparent and unbiased algorithms is essential for maintaining fairness in AI-driven educational systems. This ensures that AI supports the equitable treatment of all students, regardless of their background.

DISCUSION

This study makes a significant contribution to the growing body of literature on the application of Artificial Intelligence (AI) in Islamic education, particularly through the lens of the Learning Organization (LO) approach. Our findings align with previous studies (e.g., Wedi et al., 2025; Faizin et al., 2025) that emphasize AI's potential to enhance personalized learning, improve cognitive development, and increase administrative efficiency in Islamic educational settings. However, what distinguishes this research is its emphasis on the critical need to preserve deeply rooted Islamic values while integrating technology. Unlike prior studies that predominantly focus on the technological and academic aspects, this study delves deeper into how AI should be integrated while maintaining a balance between technological advancements and spiritual values within Islamic education.

In line with the findings presented by Wedi, Mardiana, and Umiarso (2025), this study demonstrates that AI tools, such as content filtering and personalized learning pathways, can be effectively applied in Quranic studies. These technologies certainly support academic progress by providing real-time feedback and tailoring learning experiences to individual needs. However, as emphasized by Achruh et al. (2024) and Andri Nirwana et al. (2025), the affective aspects of education specifically those related to character development and Islamic ethics cannot be fully replaced by technology. The role of educators in guiding students' moral and spiritual growth remains irreplaceable, which is one of the key findings of this study.

Contrary to the view of some studies that perceive AI as a potential replacement for educators (e.g., Papakostas, 2025), this research emphasizes the indispensable role of teachers in Islamic education. We propose a hybrid model that combines technology with traditional teaching methods, suggesting that AI should complement, rather than replace, conventional educational practices. Our findings strengthen the argument of Gouveia et al. (2025) that AI should be seen as a tool to support, not replace, the educator's role in the teaching process. This reinforces the critical role of teachers as guides, not only in transferring knowledge but also in shaping character and providing moral guidance to students.

Interestingly, this study offers a new perspective on AI's role in Islamic education by emphasizing the importance of ethical content filtering. Unlike prior studies that focus largely on technical implementation, this research uncovers the need for designing AI tools that not only exclude inappropriate content but actively support the teaching of Islamic values. This contribution provides a new way of ensuring that technology enhances value-based education while safeguarding the integrity of Islamic teachings.

The findings reveal an underexplored aspect of AI integration in Islamic education, particularly regarding the ethical challenges of data privacy, algorithmic bias, and transparency in the use of AI. In line with the perspectives of Papakostas (2025) and Gouveia et al. (2025), this study stresses that these ethical issues must be addressed early in the adoption process to ensure responsible use in education. In Islamic educational contexts, protecting personal data is particularly critical, as Islamic teachings emphasize trust

(amanah). Therefore, developing transparent, unbiased algorithms is essential to ensure fairness in AI-driven educational systems. This will ensure that AI supports the equitable treatment of all students, regardless of their background.

On the practical side, this study underscores the importance of teacher training grounded in Islamic principles. Extending the findings of Achruh et al. (2024), we highlight that teacher training programs must go beyond technical proficiency with AI tools. Teachers must also be equipped to integrate Islamic pedagogical methods into their teaching practices. Teachers must be prepared to integrate technology in a way that still respects their role in nurturing students' character and spiritual development. This is a crucial point, as while AI can improve academic efficiency and outcomes, the moral and ethical values imparted through direct teacher-student interactions remain central to Islamic education.

Overall, this research suggests that AI integration in Islamic education should be viewed as a collaborative effort between technology and traditional teaching methods. As emphasized by Nirwana et al. (2025), maintaining a balance between technology and value-based education is essential to ensuring that Islamic education remains effective in producing individuals who are not only intellectually competent but also morally and spiritually developed. The findings of this study provide guidance for educators and policymakers seeking to adopt AI in a way that enhances education while still honoring the deeply held values of the institution.

Novelty and Contribution of the Study

This study introduces a novel dimension to existing research on AI in education by merging technology and values within the framework of Islamic education. The findings are particularly relevant in the Indonesian context, where Islamic educational institutions are increasingly integrating AI while striving to maintain their religious and ethical foundations. By employing the Learning Organization approach, this study contributes not only to the literature on AI and education but also provides a valuable framework for other institutions seeking to adopt AI while staying true to their core values.

In conclusion, while AI presents tremendous potential for improving the quality and efficiency of education, it is crucial to ensure that its integration respects the values inherent in Islamic education. This study offers important insights into how AI can be harmonized with traditional teaching methods to create a more effective, ethical, and holistic learning experience.

CONCLUSION

This study makes a significant contribution to the growing body of literature on the application of Artificial Intelligence (AI) in Islamic educational institutions, particularly through the Learning Organization (LO) approach. The findings of this research demonstrate that AI has considerable potential to enhance personalized learning, improve academic performance, and increase administrative efficiency in Islamic educational settings. However, what stands out in this study is the critical importance of balancing

technological advancements with the preservation of core Islamic values. Unlike previous studies that primarily focus on the technical and academic aspects of AI, this research emphasizes the need for integrating technology while maintaining the moral and spiritual foundations of Islamic education.

Practically, this study suggests the implementation of AI tools in subjects such as Quranic studies, with a specific focus on ethical content filtering and personalized learning pathways. These AI tools can enrich students' learning experiences by providing more targeted and in-depth feedback, especially in imparting religious values. Notably, the study also highlights that AI cannot replace the role of educators in guiding students' moral and spiritual development. As found in this research, teachers remain indispensable in shaping character and offering ethical guidance—roles that technology cannot fulfill.

Furthermore, this study reveals various ethical challenges in AI integration, such as data privacy, algorithmic bias, and transparency in AI-driven systems. These issues are especially critical within Islamic education, where trust and ethical conduct are of paramount importance. Therefore, it is essential for AI applications to adhere to strict ethical standards to ensure that they are not only fair and transparent but also in line with Islamic values.

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