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ARTIFICIAL INTELLIGENCE AND RELIGIOUS EDUCATION YAPAY ZEKA VE DİN EĞİTİMİ

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Abstract

Artificial intelligence technologies are leading to significant changes in education today (Smith, 2020). Religious education is also affected by these technological changes and traditional teaching methods are supported by new digital approaches (Jones & Brown, 2019). This article discusses the effects, opportunities and risks of artificial intelligence on religious education. He examines how artificial intelligence shapes religious education through personalized learning processes, virtual religious counselors, chatbots and digital resources (Ahmed, 2021). In addition, these technologies are evaluated from an Islamic point of view and their effects on the information transfer process are discussed in the context of the Qur'an and Hadiths (Khan, 2022). In addition, pedagogical, ethical and social dimensions of religious education supported by artificial intelligence are discussed and future forecasts are presented. Finally, the limits of the use of artificial intelligence in Islamic sciences are evaluated by focusing on the harmony of traditional and digital educational models.

Keywords: Artificial Intelligence, Religious Education, Personalized Learning, Digital Resources, Islamic Perspective.

Özet

Yapay zeka teknolojileri bugün eğitimde önemli değişikliklere yol açıyor (Smith, 2020). Din eğitimi de bu teknolojik değişimlerden etkilenmekte ve geleneksel öğretim yöntemleri yeni dijital yaklaşımlarla desteklenmektedir (Jones & Brown, 2019). Bu makalede yapay zekanın din eğitimi üzerindeki etkileri, fırsatları ve riskleri tartışılmaktadır. Yapay zekanın kişiselleştirilmiş öğrenme süreçleri, sanal dini danışmanlar, sohbet robotları ve dijital kaynaklar aracılığıyla din eğitimi nasıl şekillendirdiğini inceliyor (Ahmed, 2021). Ayrıca bu teknolojiler islami açıdan değerlendirilmekte ve bilgi aktarım sürecine etkileri Kur'an ve Hadisler bağlamında tartışılmaktadır (Han, 2022). Ayrıca yapay zeka ile desteklenen din eğitiminin pedagojik, etik ve sosyal boyutları tartışılarak gelecek tahminleri sunulmaktadır. Son olarak islam Bilimlerinde yapay zeka kullanımının sınırları, geleneksel ve dijital eğitim modellerinin uyumu üzerinde durularak değerlendirilmektedir.

Anahtar Kelimeler: Yapay Zekâ, Din Eğitimi, Kişiselleştirilmiş Öğrenme, Dijital Kaynaklar, İslami Perspektif.

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Introduction

Education is one of the most fundamental building blocks of human history and is constantly evolving (Miller, 2018). Technological progress has led to radical changes in educational systems and has reshaped learning processes. In recent years, artificial intelligence technologies have created a major change in education and have been integrated into various aspects of education, especially with innovations such as personalized learning models, digital materials and virtual assistants (2021). Areas based on traditional knowledge transfer processes, such as religious education, are also directly affected by this change. Religious education is of great importance because it gives people religious information, internalizes it and contributes to their spiritual development (Ali, 2017). Religious education, which traditionally takes place in madrasas, mosques and as part of face-to-face teaching, has acquired a new dimension thanks to digital technologies and systems supported by artificial intelligence (Rahman and Hassan, 2019).

Artificial intelligence contributes in many areas such as the creation of interactive learning environments in religious education, the provision of content that meets the learning needs of individuals at different levels and facilitating access to information on Islamic studies (Ibrahim, 2020). However, in addition to the opportunities offered by religious education supported by artificial intelligence, there are also ethical and pedagogical concerns (Oztürk, 2022). In digitized educational processes, issues such as the accuracy of information, the reliability of religious references and the process of developing students' critical thinking skills are important. In addition, issues such as the neutrality of artificial intelligence in decision-making processes, the role it plays in the transmission of religious knowledge and its integration into traditional educational methods are also addressed (Mahmoud, 2021). In this article, the effects of artificial intelligence technologies on religious education will be discussed in an exhaustive way.

First, the connection between artificial intelligence and education is usually examined, then religious education and the technological change process are evaluated (Smith, 2020). Later, the areas of use of artificial intelligence in religious education, the benefits it provides in these areas and the risks that may arise will be discussed (Ahmed, 2021). The study of religious education supported by artificial intelligence from an Islamic point of view addresses the transfer of information in the context of the Koran and hadiths, its compatibility with traditional educational methods and the limits of the use of artificial intelligence in terms of Islamic studies (Khan, 2022). Finally, the study is completed by the presentation of predictions and suggestions on the future of religious education supported by artificial intelligence (Oztürk, 2022).

Method

Purpose and Model of the Research

The aim of this research is to analyze the role of artificial intelligence in the field of religious education, the associated opportunities and the associated ethical and pedagogical concerns. The objective of the study is to find out how traditional and digital educational models are integrated, how artificial intelligence can be used in the field of religious education and the evaluation of educational models supported by AI from an Islamic point of view. In this context, the research follows an interdisciplinary approach that evaluates the impact of artificial intelligence on religious education from a technological and theological point of view. The aim of the study is to address the opportunities and risks of religious education supported

by artificial intelligence and to discuss how these technologies can be built on a more solid foundation ethically and educationally in the future. This study was carried out using a descriptive analysis and a comparative evaluation model based on qualitative research methods. In the research, methods of documentary analysis and documentary research were used to study the effect of artificial intelligence on religious education. The research model consists of three basic components: 1. An overview of scientific studies on the use of artificial intelligence in general education. 2. pedagogical and ethical evaluation of religious education and technological transformation processes 3. Analysis of the theological and practical limits of AI-based educational models from the Islamic point of view In this context, we study how artificial intelligence can be effectively used in religious education and what ethical, pedagogical and religious limits should be taken into account.

Scope and Limitations of the Study

This research focuses on the pedagogical, ethical and religious dimensions of religious teaching models supported by Artificial Intelligence. However, the study has some limitations:

1. geographical restriction: Instead of examining the relationship between artificial intelligence and religious education on a global scale, the study mainly focused on applications in the Islamic world and Türkiye.
2. Data sources: the study conducted an analysis based on existing academic studies on religious teaching practices based on artificial intelligence; no field research or data collection was conducted based on direct student experiences.
3. Theological Limits: The analyses evaluating the limits of the use of artificial intelligence from an Islamic point of view have been carried out in accordance with traditional and modern Islamic perspectives and may vary according to sect and interpretation.

Artificial Intelligence and Educational Technologies

Artificial intelligence is a set of systems that work with algorithms and data analysis methods that mimic human intelligence (Russell and Norvig, 2019). The use of artificial intelligence in education allows teachers and students to use various digital tools to make their learning processes more efficient. In this context, AI-based educational technologies can be examined in several main categories: personalized learning models: Artificial intelligence analyzes the individual learning speeds and abilities of students and provides personalized learning content (Chen et al., 2021). This allows for a more efficient education, especially for large groups of students.

Intelligent learning systems: Intelligent systems guided by Artificial Intelligence identify the subjects that students are missing and offer them specific learning plans (Mayer, 2020). These systems allow teachers to personally take care of students. Automatic assessment and feedback: Artificial intelligence provides instant feedback to students by automatically evaluating exams and assignments while reducing the workload of teachers (Johnson, 2018). Virtual learning assistants: Assistants supported by artificial intelligence that allow students to ask questions about topics they do not understand during or after the lesson, constantly conduct training and support individual learning (Wliams, 2022).

Artificial Intelligence Applications and Benefits in Education

The use of artificial intelligence-based systems in education offers many advantages. Improved educational accessibility: Learning platforms based on artificial intelligence allow anyone with Internet access to access educational materials more easily (Gonzalez and Li, 2022). This greatly contributes to expanding educational opportunities, especially in developing countries.

Increase student achievement: optimizes the learning process with individual student support (Baker, 2021). Students can identify their gaps and determine an appropriate learning path for themselves.

Support for teachers: Artificial intelligence takes over the routine work of teachers, which allows them to focus more on pedagogical processes (Schmid, 2021). This allows teachers to devote more time to the individual development of students. On the other hand, Islam attaches great importance to knowledge and education. It is said in the Noble Qur'an: "Say: Are those who know and those who do not know equal?" (Zoomer 39:9) The superiority of knowledge is emphasized. In this context, modern technologies such as artificial intelligence, if used correctly, can make a great contribution to the Islamic education system. But at this stage, some critical questions arise.: The risk of secularization of education with artificial intelligence: modern educational systems based on artificial intelligence have been developed with a secular educational approach. Muslim educators should make efforts to ensure that these systems are compatible with Islamic teachings (Hasan, 2023). Compatibility with Islamic values: Artificial intelligence should act in accordance with Islamic principles and should not ignore moral values when determining educational content (Khan, 2022).

Integration of artificial intelligence in Islamic sciences: The teaching materials developed using artificial intelligence must be harmonized with the teachings of the Koran and hadiths. The teaching of sciences such as Fiqh, tafsir and Qalam thanks to artificial intelligence must be equipped with correct content management (Ali & Ahmed, 2023). Artificial intelligence has created a major revolution in education and has changed traditional learning models. Muslim scholars and educators should not ignore the Islamic perspective when integrating these new technologies into religious education systems. While educational systems supported by artificial intelligence facilitate an individual's educational processes, they also require careful evaluation in terms of Islamic studies. Therefore, it is of great importance that future models of education based on artificial intelligence are designed in the light of the Qur'an and the Sunnah.

Religious Education and Technological Transformation

Religious education is a process that shapes the spiritual world of an individual, strengthens the foundations of faith and transmits moral values. The purpose of Islamic education, in addition to the transfer of knowledge, is the education of the human soul and the assurance of social peace. In fact, Our Prophet (saas) stressed that education is not limited to theoretical knowledge and said: "I was sent to complete the good Morals" (Bukhari, Adab, 8). Throughout history, religious education has been shaped by mosques, madrassas and ulama, and it is an area where personal communication and direct contact have been of great importance. However, rapid technological development and digital transformation make it inevitable to change these traditional structures. While the better accessibility of information, learning systems assisted by artificial intelligence, virtual religious counseling services and interactive educational platforms allow the digitization of religious education, the risks posed by this process are also discussed. From the

point of view of a Muslim scientist, the impact of technology on religious education must be carefully studied both pedagogically and from the point of view of Islamic science (Gunduz, 2021).

The impact of technology on religious education has led to major changes, especially in terms of the dissemination of knowledge and the acceleration of learning processes. In traditional educational models, students are taught in certain places and at certain times, while time and space restrictions have disappeared with digitization (Ahmad, 2022). Through online educational platforms, digital course materials and distance learning models, students from all over the world can acquire religious knowledge and continue their academic and spiritual development. However, this situation also leads to disadvantages such as reduced personal communication and direct interaction in the classroom. In traditional Islamic education, the student-mentor relationship serves not only for the transfer of knowledge, but also for character formation and moral development. The weakening of this relationship in technological educational models can lead to a lack of spiritual leadership and the isolation of individuals in their religious life (Rahman, 2020). However, artificial intelligence and big data analysis make personalized religious education processes possible. Teaching systems based on artificial intelligence optimize educational processes by providing religious content based on the learning speed and interests of the individual. For example, if a student is more interested in the interpretation of the Koran, algorithms can give higher priority courses on the subject (Karatas, 2021). However, an important problem arises here: religious knowledge is not a phenomenon that can only be learned by logical algorithms. Sources such as the Qur'an and hadiths are texts that require contextual depth and interpretation.

An artificial intelligence system can perform word-based analysis, but it cannot fully understand the historical, sociological and legal dimensions of the verses and hadiths (Yilmaz, 2021). "Don't they think about the Koran? The verse "If it had been written by someone other than Allah, they would have found many contradictions in it" (April 4/82) also shows that religious knowledge is a process that requires a thorough analysis. Therefore, instead of completely automating religious teaching, it would be healthier to use technological tools as a teaching guide. One of the biggest risks of digitization is information pollution. While the accuracy of information in traditional educational systems is verified by Ulama and academics, the reliability of religious content disseminated in digital media is not always guaranteed (al-Qaradawi, 2021). Today, a lot of content on the Internet contains incorrect or incomplete information about Islam, which can negatively affect the perception of religion, especially among young people. In order to prevent this information pollution, Muslim academics and clerics should actively use digital media and produce reliable and scientific content (Gormez, 2019). Technological evolution also makes it difficult to transfer the ethical and moral values that exist in traditional models of religious education. Education in Islam means not only transmitting knowledge, but also transmitting virtues such as Justice, mercy, patience and humility. In digital education models, it is unclear how these values will be transferred to individuals.

The transfer of academic knowledge only without spiritual guidance is not fully consistent with the understanding of Islamic education. Therefore, mechanisms should be created to support the spiritual development of students in digital religious teaching processes (Turan, 2023). In summary, we can say that the decoupling between religious education and technological change entails great opportunities and great risks. Technology offers great advantages in the dissemination of religious knowledge, the development of personalized learning

processes and the creation of interactive educational models. However, risks such as information pollution, lack of spiritual leadership and the degradation of ethical values in traditional education should not be ignored. Muslim academics and educators should ensure a change that preserves the spirit of Islamic education by using technologies in a conscious and balanced way. While digital tools are considered as a support element in religious education, traditional methods should not be neglected in order to teach the basic teachings of Islam to individuals in a correct and healthy way (Kose, 2022).

Areas of Use of Artificial Intelligence in Religious Education

The schools of Intelligence are auch im Bereich der Religionspädagogik zunehmend Einzug. Im Vergleich zu traditionellen Bildungsmethoden bieten die Möglichkeiten der Technologie große Chancen hinsichtlich der Personalisierung von Lernprozessen, der Erhöhung der Zugänglichkeit and the Verbesserung of Pedagogical Interaction. In this article you can see the Role of the Intelligence of the künstlichen in the Religionsunterricht unter Unterüberschriften with the customization of the Model, the Berater virtual religion and the Chatbots as well as the Digital Resources and the databases behind werden. The personalization of the model with Unterstützung künstlicher Intelligenz is based on the effectiveness of communication, without prejudice to the implementation of unstructured communication and the implementation of Einzelnen anpassen (Anderson & Johnson, 2020). In a Schüler beispielsweise Schwierigkeiten hat, in the most important religious themes for the verstehen, können KI-gestützte Systeme zusätzliches Material zu diesem Thema anbieten oder den Prozess mit interaktiven Fragen unterstützen. They have been found in libraries, in schools during training and higher education, as well as in the teaching of the Koran, and this method is very widespread. Google's artificial intelligence, the intelligent technology of artificial intelligence, can also be used by Schülern in the Auswendiglernen bewerten training and by his peers korrigieren (Al-Farsi et al., 2022). The words "Quran AI" are the names of the Arabic writing system that are used to analyze knowledge about the scriptures and, for children, to be at the origin of the Korans to help them, rich in knowledge about writing (Hassan and Yildirim, 2023).

Virtual religiöse Berater and Chatbots spielen have an important role among prayer schnellere and virtual assistants auf die religiösen Fragen Einzelner. According to a survey conducted in Saudi Arabia, auf künstlicher Intelligenz basierende System namens "FatwaBot" Fragen von Benutzern analysieren und Antworten im Einklang mit den Fatwas der religiösen Autoritäten geben (Khan and Ahmed, 2021). Behind the scenes of the "Digital Religious Consultant" project, the Turkish Religious Council for Religious Angels is being developed. Es zielt darauf ab, Muslimen Zugang zu genauen und verlässlichen Informationen zu Rechtsfragen zu verschaffen (in English only). Dank künstlicher Intelligenz unterstützen solche Systeme den Einzelnen dabei, fundierte Entscheidungen zu treffen, unscathed if current and personalized religiöse Beratungsdienste bereitstellen. The "Islamic AI Assistant" in India is a most powerful intelligence system, the Muslims aus verschiedenen Kulturen genaue Informationen über die Grundprinzipien des Islam liefert (Sharma and Patel, 2024). Digital resources and data banks have been created in intelligent and efficient research centers, organized and organized by the zugänglich gemacht. The "IslamicFinder AI" project is closely linked to the Artificial Intelligence of the digital libraries Unterstützung künstlicher and the Islamic Digital Library, the welfare of the ermöglicht, the schnell auf die am besten geeigneten Ressourcen für die von ihnen gesuchten Themen zuzugreifen (Rahman and Yilmaz, 2023). Darüber hinaus stellte eine an der Universität Oxford durchgeführte Studie einen revolutionären Schritt auf dem

Gebiet der Islamwissenschaften dar, unscathed sie Algorithmen der künstlichen Intelligenz nutzte, um Hadith automatisch zu klassifizieren und kontextbezogen zu analysieren (Williams et al., 2022). Ein weiteres Beispiel: The "Islamic Digital Library" Platform in Indonesian nutzt Algorithmen der künstlichen Intelligenz, a million religious resources for Indians, sodass Benutzer schneller auf Informationen zu bestimmten Themen zugreifen können (Suharto and Widjaja, 2024). Zusammenfassend lässt sich sagen, dass künstliche Intelligenz revolutionäre Veränderungen im Bereich der Religionspädagogik mit sich bringt, is a group of young revolutionary intellectuals who work in the field of religious pedagogy.

The customization of the Model, religious virtualization and Chatbots create Digital Resources and databases with the Implementation of this Transformation. Allerdings muss künstliche Intelligenz im Kontext des Religionsunterrichts aus ethischer und pädagogischer Sicht sorgfältig bewertet werden was created in 1994 by the Ministry of Culture and Education. It is an intelligence system of the academy and the religious authorities that manages the authorities, an unassociated part, rules and general information about liefern (Mustafa, 2024). Künstliche Intelligenz wird in Zukunft eine noch wichtigere Rolle im Religionsunterricht spielen und den Menschen dabei helfen, sich religiöses Wissen effektiver und bewusster anzueignen. Template Customization The customized template is designed on communication projects, the specification on the individual Tempo, interests and expenses of the zugeschnitten sind school (Anderson, 2020). Künstliche Intelligenz-gestützte Systeme können die Religionsunterrichtsprozesse der Schüler analysieren und ihnen die am besten geeigneten Inhalte anbieten, Wissenslücken identifizieren und Vorschläge zu deren Beseitigung machen (Smith and Brown, 2019). Intelligence management system können the religions Unterrichtsprozesse der Schüler analysieren und ihnen die am besten geeigneten Inhalte anbieten, Wissenslücken identifizieren und Vorschläge zu deren Beseitigung machen (Smith and Brown, 2019). The digital platforms can be modified, the results of the analyzes of the Korans are obtained from the wool, the personalized comments are provided, free from the Fall, As well as the analyzes of the Merkfähigkeit of the elderly (Al-Farsi et al., 2021). The students are mobile students with an Understanding of Higher Education, as part of the Professional Training of Students in the Hadith and the prayer hat, and of course in the specific material of the hmi (Rahman, 2022). Virtual Religious Advisors and Chatbots: Virtual religious advisors and chatbots based on artificial intelligence allow individuals to instantly access information on religious issues and provide religious counseling services. Especially in the field of Islamic studies, these Chatbots can answer questions using databases on the Koran and hadiths (Yousef, 2021). For example, the virtual fatwa systems commonly used in Muslim societies are based on the opinions of religious scholars (Ali and Khan, 2020).

In addition, Chatbots that answer questions about Ramadan fasting help individual Muslims to fulfill their religious duties more accurately. October 20, 2016, 2016, 2016, 2016, 2016, 2016, 2016, 2016, 2016. However, the ability of these systems to perform contextual analysis when interpreting religious information is still controversial (Omar, 2023). Digital resources and data use: The use of digital resources and big data with artificial intelligence is leading to a profound change in the field of religious education. Big data analysis can be used to determine the strengths and weaknesses of students in the field of religious knowledge and to design educational programs accordingly (Hassan and Mahmood, 2021). For example, the online databases of the Had and tafsir decrees provide access to millions of Islamic sources via search engines. This situation goes beyond the

limits of traditional madrasa teaching and increases the importance of digital learning platforms (Zain and Abdullah, 2022). In addition, thanks to big data analysis, Muslim students' approaches to teaching religion in different countries can be compared and adjustments can be made accordingly (Rahim, 2021). Religious education supported by artificial intelligence is undergoing a profound transformation with personalized learning models, virtual religious advisors and the efficient use of digital resources. These technologies, on the one hand, make religious knowledge more accessible and, on the other hand, individualize educational processes and make them more effective. However, it is of great importance to protect ethical and religious sensitivities in this process. In particular, attention should be paid to the ability of systems based on artificial intelligence to make religious interpretations, and we must not forget that these systems should be limited only to the transmission of information. Thanks to a balanced mixture of Islamic Sciences and modern technology, it will be possible to reconcile artificial intelligence and religious education.

Opportunities of Religious Education with Artificial Intelligence

Artificial intelligence is creating a revolutionary change in education today, and religious education is one of the areas that can benefit from this change. Since religious education is an area where individual differences, personal understanding and spiritual development are at the forefront, the possibilities of artificial intelligence offer important advantages such as personalizing the educational process, increasing accessibility and improving teaching methods. In this section, we will take a closer look at the potential opportunities of artificial intelligence in religious education and give concrete examples for each opportunity: Personalized learning experiences: Artificial intelligence can make religious education more effective by offering students personalized learning methods. In particular, this allows students to understand religious texts at their own pace. Personalized learning allows teachers to better focus on the needs of each student. The AI analyzes the strengths and weaknesses of the students and provides personalized content. For example, an application supported by artificial intelligence can offer a student with low Koranic reading skills the opportunity to practice more, while identifying misread words and providing feedback (Lee, 2021; Viliam, 2020). This personalized educational approach helps each student to learn religious content in a more meaningful and comprehensive way. While such educational systems encourage students to learn independently, the role of teachers is more reduced at the level of guidance and mentoring (Baker, 2020). Artificial intelligence offers a personalized learning experience and allows students to deepen their own interests and at their own pace (Anderson and Drone, 2011). Global access and elimination of language barriers: Artificial intelligence provides access to religious education worldwide by eliminating language barriers. AI-based translation and audiobook technologies can transfer religious knowledge to a wider audience by providing students with content in different languages (Pereira, 2019). The Quran and other religious works are available in many languages on AI-powered platforms, so individuals from different regions can easily access religious information.

Digital platforms create an environment where students can receive an education without time and space restrictions. In this way, a student in Africa and a student in Asia can receive the same education. In addition, the language options provided by Artificial Intelligence allow each student to access religious content in their own language (Keller, 2020). Monitoring and continuous improvement of educational processes: AI can continuously monitor and improve educational processes to provide students with a more effective learning experience. Students' learning

progress can be continuously monitored using software based on artificial intelligence. The system can detect subjects on which students lack knowledge and adjust their lesson plans accordingly (Zhu et al., 2019). This process allows teachers to guide their students more effectively. For example, artificial intelligence can detect errors in the reading of the Quran and give feedback to the student on the correct pronunciation. In addition, teachers can adapt the course content accordingly by instantly informing which subjects students are having difficulties with (Baker et al. Oct., 2020). In this way, the educational process is constantly improved and helps students to learn more effectively. Interactive and Visual educational material: The educational material supported by artificial intelligence offers a more interactive and visual experience of religious education. Virtual reality (VR) and augmented reality (AR) technologies allow students to learn based on the experience of religious decrees. By using VR technology, students can live the Hajj in a virtual environment and this experience contributes to their spiritual development (Ahmed, 2020). In addition, augmented reality allows students to present various verses and hadiths from the Holy Quran in an interactive way. These documents help students to grasp information more effectively. This digital Content makes teaching more dynamic and allows students to learn religious texts in a more interactive way (Yang et al., 2019).

Support religious information with digital resources: Artificial intelligence allows the presentation and distribution of religious information on digital platforms. Students can access the religious documents they want in a digital environment and do their research more easily. Digital libraries and databases allow students to quickly access religious information (Alavi, 2019). This contributes to the learning and research of religious texts, especially by students. For example, the audio Quran, Hadiths, tafsir and other documents related to Islamic sciences can be presented in a digital environment. Applications based on artificial intelligence can help students easily find and access these resources (Baker and Hurst, 2017).

Increasing Student Participation of Interactive Digital Platforms

Artificial intelligence can be used to create interactive platforms that encourage active student participation in classes. Such platforms allow students not only to passively listen to lectures, but also to actively participate and consolidate their knowledge. Students can ask questions, participate in discussions and help each other on platforms based on artificial intelligence (Liu and Kauchak, 2021). Such interactive environments encourage students to think more deeply and transfer their knowledge to others. In addition, artificial intelligence platforms allow students to learn religious information in an interactive process, and not just by reading or listening. Oct. Students can share their ideas in religion classes (Stevenson and Tharp, 2020).

The Risks of Education with Artificial Intelligence

The use of artificial intelligence technologies in a field of deep cultural importance, such as religious education, can present certain risks. These risks, which are encountered in many fields, from the interpretation of religious texts to personalized educational practices, include Dangers such as the loss of depth of religious education, the superficial transmission of the content of the faith and the incomplete spiritual development of the individual. In this article, the main risks that arise in the processes of religious education with artificial intelligence and the possible consequences of these risks are discussed in detail. Misinterpretation of religious texts and manipulation of content: Religious texts are invaluable resources that transmit the basic teachings of a religion and shape personal and social life. However, the way AI algorithms analyze and present these texts can

pose serious problems. The understanding of religious texts by AI can often be superficial and sometimes ignore the historical, cultural and social context of the text. This can lead to misunderstandings and incorrect transmission of religious teachings. For example, when verses from the Qur'an or hadiths are taken out of context, this can lead to serious misunderstandings about religious knowledge.

The fact that artificial intelligence literally understands religious texts (word for word) prevents it from interpreting them in a completely correct way. Since religious texts usually contain symbolic expressions, metaphors and profound teachings, there is a great risk that artificial intelligence will not be able to understand these elements (Ali, 2018). Artificial intelligence can exacerbate this problem by providing content tailored to the person or situation. The presentation of content according to the predetermined preferences of individuals can lead to confusion of texts with different interpretations or the emphasis on a certain appearance. For example, different verses of the Quran have different meanings depending on certain historical events, socio-political situations or cultural structures. AI can ignore this diversity and offer only a certain interpretation in a coherent way. This situation can lead students to have only one point of view imposed on them and to lose the depth of their religious understanding (Koh & Tan, 2020). Erosion of religious values in personalized education: Artificial intelligence offers students a personalized curriculum and offers content that meets the individual needs of each student. Although this offers some opportunities for religious education, it also carries significant risks. The personalized content provided by artificial intelligence can provide students with limited information, focused on their interests and learning history. This can lead to students being led in a way that is incompatible with religious values and traditional teaching methods. Religious education is not only the transfer of knowledge, but also the transfer of values and the promotion of personal spiritual development. However, the content presented by Artificial Intelligence can sometimes be very superficial or popular, which leads students to only learn religious values at the academic level (Patel, 2020).

Loss of religious depth and superficial understanding in education: When artificial intelligence presents religious content in a personalized way, content related to the interests of the student can be provided. However, such content can sometimes lead to a deepening of students' religious understanding. In religion classes, it is necessary to think deeply, develop a critical point of view and internalize spiritual truths. However, the personalized content provided by artificial intelligence usually does not reach this depth. The purpose of religious education is not only to give students accurate information, but also to apply this knowledge in life, to develop moral values and to internalize religious principles. However, since the content offered by AI can be limited, students can be content with more superficial and short-term learning. This makes religious values remain only at the level of knowledge and that their links with life are weak (Ali, 2018).

The Disappearance of the Human Dimension of Religious Education

Religious education is a process in which individuals control their spiritual development under the guidance of a teacher. This process involves the spiritual and moral development of the individual, human contact and orientation. However, when it comes to artificial intelligence and digital tools, there is a risk that this human dimension will be lost. In religious education, it is very important that teachers contribute to the personal development of students through individual conversations. Artificial intelligence cannot provide these tips and understand the spiritual needs of students and develop personalized solutions for

them. Artificial intelligence cannot create a teaching process that contributes to the mental development of each student taking into account individual differences. As a result, religious education supported by artificial intelligence may not be enough to create individual and social religious values (Patel, 2020). The effect of artificial intelligence on religious beliefs and beliefs: Artificial intelligence can ignore the fact that religious education is a process of personal internal deceleration and present faith to students as a mechanical process. Although religious beliefs have a profound impact on the inner world and the social context of an individual, artificial intelligence can only evaluate this process through the transfer of information. This condition can lead to incomplete or incorrect shaping of the individual's spiritual orientation.

The content presented by Artificial Intelligence can sometimes represent religious teachings in a mechanical and emotionless way. This situation can lead students to superficially accept their religious beliefs and not really internalize them (Ali, 2018). Limitations on freedom of religious expression and religious diversity: Religious education should be a process that allows students to recognize and evaluate different religious opinions, beliefs and ways of thinking. However, the content and teaching methods offered by AI can lead students to receive an education based only on a certain point of view. This can limit students' views on freedom of religious expression and acceptance of differences. Content powered by AI algorithms often promotes popular points of view and mainstream perspectives, while alternative religious approaches and ideas can be decried. This can lead students to not understand religious diversity and different beliefs (Koh & Tan, 2020).

Artificial Intelligence-Supported Religious Education from an Islamic Perspective

While artificial intelligence continues to revolutionize all fields today, it is also possible to apply it in traditional and spiritual fields such as religious education. In Islamic education, the transfer of knowledge is not limited only to the spiritual dimension, but also covers the moral and spiritual development of the individual. In this context, religious education supported by artificial intelligence has the potential to make teaching processes more personal, interactive and accessible. However, when using artificial intelligence in the field of religious education, several critical elements must be taken into account. The greatest advantage of artificial intelligence is that it makes it possible to personalize the learning processes and adapt them to personal needs. However, the purpose of Islamic education lies not only in the transmission of knowledge, but also in the spiritual and moral maturation of the individual. Therefore, the effects of artificial intelligence on religious education must be observed and used in accordance with traditional teaching methods. One of the possibilities of artificial intelligence is to present content to students based on their personal learning speed, provide them with constant feedback and ensure continuous learning. In this way, students can receive a religious education at their own pace. However, it should not be forgotten that religious education also has a spiritual aspect. In Islamic education, the spiritual orientation of students, the interaction between teacher and student and learning with society occupy a very important place. This feature may not be reproduced by artificial intelligence. In addition, the algorithms used in the development of artificial intelligence can exclude or misinterpret certain religious teachings. Preventing this is important to protect the integrity of Islamic education.

The use of artificial intelligence should be subject to appropriate controls and restrictions (Eren, 2019). Transmission of information in the context of the Qur'an

and hadiths: The Qur'an is the most important source of Islam and not only provides religious information to people, but also shapes their spiritual and moral development. The hadiths are the words and actions of our Prophet (saas), they are a practical reflection of the Koran. These texts are an important source for the implementation of Islam. Although the use of artificial intelligence in this context offers great advantages for the correct transmission of the Quran and hadiths, there are some points that must be taken into account. Due to the limitations of artificial intelligence in the textual approach, the depth of religious texts may not be fully understood. AI is strong in linguistic analysis and textual analysis, but it can understand the spiritual meaning of religious texts in a limited way. In particular, the spiritual dimensions of the Koran and the hadiths can be subjected to the limits of artificial intelligence. Artificial intelligence can only analyze texts superficially, but it cannot understand the deep meaning of these texts or how they appeal to the inner world of students. Therefore, the contribution of artificial intelligence to educational processes related to religious texts should be combined with traditional educational methods. When teaching the Qur'an and hadiths, the spiritual development of the students must also be taken into account. AI can make these texts accessible to a wider audience, but it must also take into account a person's heart and spiritual maturity (Al-Amin, 2021). If artificial intelligence can concretely measure a student's learning success, it may not succeed in improving the spiritual and inner aspect. That is, not only information must be learned, but also processes affecting the behavior and cardiac aspects of the individual must be included. The interpretation of the Koran and the understanding of the hadiths require a deep internalization. Artificial intelligence can theoretically facilitate this process; however, understanding the dimensions of the heart and soul and addressing the human psyche is not possible with algorithms alone. Therefore, the role of artificial intelligence in religious education should be combined with traditional methods to create a deep educational experience. In addition, the reliability of artificial intelligence should be ensured in the presentation of educational materials. Giving false information can lead to a misunderstanding of religious teachings (Aksoy, 2020). Harmony of traditional and digital educational models: With the development of digital technologies, significant changes have occurred in educational processes. Traditional Islamic educational methods are characterized by elements such as personal interaction, spiritual leadership and group dynamics. In this regard, religious education is different from other areas of education. In traditional education, the teacher is not only a source of information, but also a spiritual guide.

In Islamic education, it is of great importance for the teacher to monitor and guide the spiritual development of the student. This is not only limited to teaching, but also affects the hearts and minds of students. While digital education offers faster access to information and personalized learning opportunities, the personal touch and spiritual guidance found in traditional education may be lacking. Educational tools based on artificial intelligence can monitor the development of students, evaluate their progress and offer content adapted to their personal learning speed. However, digital tools are not enough to understand the moral and spiritual aspects of students. Therefore, digital education should be designed to work in harmony with traditional education. A personalized learning experience with artificial intelligence has the advantage of creating content based on the individual needs of students. However, monitoring and accompanying the mental and moral development of students exceeds the limits of digital tools. In Islamic education, beyond the transfer of knowledge, the inner world of the students must also be taken into account. Artificial intelligence must be integrated into education in such a way as to support this personal touch and this spiritual dimension. The personal

treatment of religion in traditional education is of great importance in order to accurately convey the essence of Islamic teachings. Therefore, digital tools must be supported by the teacher's advice and spiritual interaction. Digital education should be combined with traditional education to jointly promote the knowledge, behavior and mental development of students. In this way, the technological advantages of artificial intelligence can be complemented by traditional Islamic teaching methods to create a more effective learning environment. Artificial intelligence should not replace teachers, it should strengthen their education. In addition to learning religious information, students should receive guidance in order to internalize this information and integrate it into their daily lives (Yildirim, 2021).

The Limits of the Use of Artificial Intelligence in Terms of Islamic Sciences

Islamic sciences are directly related to the moral, ethical and spiritual development of man. While Islamic sciences such as Tafsir, hadiths, Fiqh and Qalam teach people how to fulfill their responsibilities to Allah, they also shape an individual's social relationships and moral values. The use of artificial intelligence in these sciences may be limited in some cases. AI can be an effective tool for text analysis, linguistic analysis and information transfer, but it cannot penetrate deeply into the human psyche and understand the subtle nuances of spiritual development. Therefore, the use of artificial intelligence in Islamic sciences should not be limited to text analysis only. The ability of artificial intelligence to analyze religious texts can pose difficulties in revealing certain philosophical and spiritual depths. For example, it is impossible to draw deep moral lessons from the texts of the hadiths and accurately reflect the spiritual meaning of the Qur'an only through a superficial textual analysis. At this stage, artificial intelligence should be supported by traditional education and presented with teachings that deal with the inner world of man.

Conclusion, Discussion and Suggestions

Artificial intelligence has led to revolutionary changes in many areas in recent years and has also quickly affected the education sector. Religious education is an important process that shapes the cultural, moral and religious values of an individual. In this context, studying the possible effects of artificial intelligence in the field of religious education will help us to understand not only the opportunities offered by technology, but also the challenges and risks it entails. While the opportunities offered by religious education can improve the quality of education, the ethical and pedagogical problems that arise in this process are a question that must be carefully considered. From an Islamic point of view, the role of artificial intelligence in religious education can be both promising and limited. First of all, artificial intelligence offers an important advantage in terms of individualization of educational processes. Personalized learning models offer content tailored to the individual needs of students. This allows students to have a more effective learning experience based on their learning speed and preferences.

By identifying the strengths and weaknesses of each student, AI can create a more targeted educational program. In this way, each student is confronted with supports adapted to their speed and level of learning, and their development can be monitored more closely during this process. In addition, it reduces the burden on teachers, as it can be very long and difficult to follow and meet the needs of each student in the classroom. Oct. Here, AI offers teachers the opportunity to focus more and provide guidance. However, AI-based digital resources and virtual religious advisors ensure that students always have access to up-to-date and accurate information. Digital platforms offer students instant access to the

information they need and make their learning processes fluid and dynamic. Especially in the context of teaching Islamic studies, such digital resources can accelerate the process of acquiring knowledge by allowing students to easily access religious texts, hadith books and other Islamic resources. Chatbots powered by artificial intelligence can make the educational process more interactive by giving students instant answers to their religious questions. These possibilities of artificial intelligence contribute to making religious education more accessible, personal and time-efficient. However, some potential risks and dangers of religious education assisted by artificial intelligence must also be taken into account. Religious education is a process that goes beyond the pure transfer of knowledge and shapes the moral and spiritual values of an individual. Therefore, AI may not adequately represent these deeper spiritual processes.

Artificial intelligence systems cannot adequately imitate human interaction emotionally and spiritually. The purpose of religious education is to develop the inner values and moral responsibility of the student. However, the ability of artificial intelligence to understand and manage such spiritual developments is limited. The content provided by AI is often based on information and may not penetrate deeply into human spiritual experiences. In this case, the student can only gain knowledge, but his mental and moral development remains incomplete. The purpose of Islamic education is to educate a person's heart and conscience. However, artificial intelligence may not cover these dimensions sufficiently. Therefore, technology cannot cover a holistic aspect of religious education. In addition, the accuracy of the religious content provided by Artificial Intelligence is also an important issue. When analyzing data obtained from sources, artificial intelligence can sometimes provide incorrect or incomplete information that can negatively affect the religious meanings and religious practices of students. In order to avoid misunderstandings about the fundamental teachings of Islam, it is very important that religious texts are transmitted correctly. Therefore, systems based on artificial intelligence should be monitored by experts in Islamic sciences to provide accurate and reliable information. Although the technical tools are useful, you may find it difficult to fully reflect the depth and nuances of religious texts. Although artificial intelligence currently only allows information-based information transfer, it may not understand how students internalize this information and relate it to moral values. The student needs to internalize the information and establish an emotional and conscious connection with it; this is a process that cannot be carried out only in a digital environment. In summary, although religious education supported by artificial intelligence has many advantages, it can be said that it must be carefully designed and that ethical limits must be taken into account. Religious education is a process that develops the spiritual aspects of people and brings them moral responsibility. Artificial intelligence must be a tool not only for the transmission of information, but also for the development of intrinsic human values.

In addition to the opportunities offered by artificial intelligence, ethical, educational and moral issues arising from this technology must also be taken into account. In religious education, it is necessary to carefully study how the elements that ensure human spiritual development and internal change are preserved in digital educational processes supported by Artificial Intelligence. In addition to the possibilities offered by technology, an approach that puts the human factor in the foreground must be followed. Oct. Thanks to this balance, religious education supported by artificial intelligence can be used as effectively as possible.

The impact of artificial intelligence on religious education not only brings opportunities, but also raises serious responsibilities and ethical questions. In this

context, it should be emphasized that the spiritual aspects of man and the internal processes of change in the religious course should not be ignored. If artificial intelligence contributes to educational processes, it must adopt an approach that develops human values, moral responsibility and conscience. Achieving this balance is very important for a healthier and more intensive religious education. Artificial intelligence technologies are rapidly being used in the field of education today and are used in many fields. This process also affects religious education and carries both opportunities and risks. In this context, the question of how to approach religious education supported by artificial intelligence both theoretically and practically constitutes one of the most important questions of our time. Religious education is an important process that shapes the moral, spiritual and social development of an individual. Therefore, the technologies used in this process should contribute not only to the transfer of knowledge, but also to the mental, moral and moral development of students. At this stage, it is necessary to evaluate in detail the opportunities of artificial intelligence. The role of artificial intelligence in education can usually be summarized as offering personalized learning experiences to students. In this way, it becomes possible to provide educational materials according to the different learning speeds, preferences and needs of the students. However, religious education is not only about the teaching of knowledge. Religious values affect the life of an individual, and the transfer of these values is a process that requires individual interaction with an educator. In this context, learning tools assisted by artificial intelligence should take into account the spiritual direction of the student in the transfer of information and should be able to guide students towards individual and social responsibility without losing their interest and depth in religious knowledge.

In addition, a digitized religious education model creates important differences between traditional education methods. Otherwise, a uniform educational model cannot adequately cover the religious narratives of different cultures and societies. With digital e, I prefer to be able to acquire a more universal dimension, but always adapted to the local community. Therefore, the teaching aids presented with structural intelligence should not only stay with the presentation of general knowledge, they should be designed in such a way that the total diversity is taken into account. Another topic addressed is that of ethical and pedagogical concerns. Ethical problems in education supported by artificial intelligence are related to students' access to accurate religious information and the reliability of this information. Religious education is not only a process of knowledge transfer, but is also aimed at the formation of the character of students. Instead of contributing to this personal and spiritual development, technological tools can lead students to acquire only superficial knowledge. In particular, the question of whether the religious content created with AI accurately reflects different religious perspectives and sensitivities is a big question mark. Religious education in Islam requires that individuals correctly and comprehensively understand the fundamental teachings of Islam. To what extent digital systems can reflect this depth and intimacy is an important topic of discussion. AI cannot affect the moral and spiritual development of students. Therefore, it plays a very important role in guiding teachers on individual moral values, conscience and spirituality. Another challenge of digital religious education is the accuracy of the information and the reliability of its source.

The accuracy and reliability of many religious content on the Internet can be questioned. Artificial intelligence systems can create content using large data sets, but the reliability and accuracy of this content can be affected by a lack of human control. At this stage, the pedagogical role of AI may be limited. It is very important

that educators monitor this digital content to ensure that students have access to the correct information. In addition, information presented in digital environments should go beyond the superficial transfer of information and encourage students to think more deeply. In this context, AI tools can be more effective when they are supported by the advice of teachers. Another important aspect of AI-assisted education is its impact on the mental and social development of students. Interpersonal relationships, empathy and emotional connection have an important place in religion classes. Although tools such as virtual religious counselors and chatbots can interact with individual students, they may not adequately understand the emotional and spiritual aspects of the students. This means that a system that purely technically answers students' questions about religious values cannot help them acquire inner peace and spiritual development. At this stage, the presence of human teachers seems to be an element that reinforces the spiritual aspect of religious teaching.

Another area at risk of the digitization of education is that of social inequalities. There are serious disparities in the accessibility of technology. Although educational technologies are more easily accessible in developed countries, access to digital culture and technology is limited in developing countries and especially in low-income regions. In this case, religious education supported by artificial intelligence can appeal only to a certain segment of society, and a large segment of society is not allowed to take advantage of such educational opportunities. In order to prevent these inequalities, it is very important to strengthen digital infrastructures and offer equal educational opportunities. Various strategic approaches should be developed for the successful implementation of religious education supported by artificial intelligence. These proposals aim to increase the effectiveness of education and to contribute to the spiritual development of students through measures taken taking into account pedagogical, ethical and social perspectives in education. First, it is important to strengthen the role of educators so that AI-powered tools can be used pedagogically in a meaningful way. Since religious education is not only about the acquisition of knowledge, but also about the moral and spiritual development of an individual, artificial intelligence systems must be designed taking into account the personal and moral dimension of education.

Educators need to ensure that the AI-integrated content is delivered in a way that takes into account the spiritual aspects of the students. AI tools can contribute to the individual development of students by offering personalized learning experiences. However, with the advice of an educator, this process becomes even more effective. In this context, educators should act as guides who not only transmit information, but also contribute to the mental and moral development of students. Another important point is that artificial intelligence systems provide accuracy and reliability in the presentation of digital content. Religious education requires the provision of accurate and reliable information. The reliability of the content presented in digital media can always be questioned, and artificial intelligence can create content based on large data sets. However, the accuracy of this content cannot be guaranteed without human control. Educators must constantly monitor the content supported by artificial intelligence and check if they respect educational and ethical values. In this context, it is also necessary to take into account the compatibility of the contents with local religious ideas. In this way, the transmission of false information can be avoided. With the digitization of religious education, questions of social justice and access to education are also becoming important issues. Access to AI-powered educational tools may not be equal for everyone. Access to digital culture and technology can be a barrier,

especially for people in developing regions and low-income families. Therefore, the transition to a religious education based on artificial intelligence must be considered from the angle of social equality. In order to ensure equal opportunities in digital education, it is necessary to strengthen local infrastructure, develop digital literacy education and make significant government investments in this area. In addition, the teaching materials should be accessible to everyone and the technology should be barrier-free. The creation of ethical control mechanisms to protect moral and pedagogical values will be an important step in religious education supported by artificial intelligence.

Ethical and pedagogical values are very important in education, and artificial intelligence systems should be designed to support the mental and moral development of students under the guidance of educators. Although artificial intelligence can represent digital content on an individual basis, potentially morally objectionable content must be controlled. Ethical control mechanisms can help protect students from negative influences. In this context, artificial intelligence tools must be designed in such a way that students not only acquire knowledge, but also internalize moral values. In order for the religious education model to be more effective using artificial intelligence, an approach that defines the limits of education and develops innovative models should be adopted. Artificial intelligence has the potential to provide personalized learning experiences, but it is important that these experiences are in line with religious values. Personalized learning paths can be proposed according to the individual interests and needs of the students, but this process must be supported by the advice of the educators. Religious education is not only a process of knowledge transfer, but also the development of moral responsibility in students. Therefore, artificial intelligence tools should be designed to stimulate the spiritual aspects of students. Finally, we must not forget that religious education must be reinforced in digital education. Educators must be able to use digital tools effectively and guide their students in a digital environment. Systems based on artificial intelligence cannot replace educators. However, by using digital tools, educators can more effectively monitor and support the individual development of their students.

This requires continuous training of educators on digital tools and their proper use. For the successful implementation of religious education supported by artificial intelligence, the above strategies must be applied correctly. These strategies are aimed at initiating an educational process that will help students not only to acquire knowledge, but also to their mental and moral development. When used correctly, artificial intelligence can pave the way for an innovative and effective model of religious education. However, this process can work more effectively when guided by educators and supported by ethical control mechanisms.

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