

Use Of Artificial Intelligence (AI) For Muslim Teenagers From A Religious Digital Literacy Perspective

Muhammad Khakim Ashari¹, Ahmad Walid²

¹ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

² Sekolah Tinggi Agama Islam Al-Muntahy, Indonesia

Email : muhammadhakimazhari@gmail.com, waliddahlawi92@gmail.com

Abstract	Article History
This research aims to explore the use of Artificial Intelligence (AI) among Muslim teenagers from the perspective of religious digital literacy. The background of this issue arises from the growing development of AI technology that affects various aspects of life, including in the context of Islamic religious education. This research uses a systematic literature review (SLR) approach, by tracing various relevant reading sources, both in books and journals and conference proceedings. The results show that the use of AI can facilitate access to Islamic religious materials and enrich religious understanding for Muslim adolescents through their digital devices, but also pose challenges related to correct understanding and the potential for spreading inaccurate information. The results of this study also highlight the importance of strengthening religious digital literacy to direct Muslim adolescents in utilizing technology wisely. In summary, religious digital literacy education needs to be integrated to ensure the use of AI in accordance with Islamic values.	Received 20/08/2024
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INTRODUCTION

The rapid development of digital technology has brought significant changes in various aspects of human life, including in the fields of education and religion. One technology that is developing rapidly is Artificial Intelligence (AI). AI has been used in various sectors to improve efficiency, accuracy and accessibility of information. In a religious context, especially for Muslim teenagers, the use of AI becomes relevant because it can provide wider and faster access to religious digital literacy. Religious digital literacy is an individual's ability to understand, select and manage religious information from various digital sources critically and responsibly. Currently, Muslim teenagers are faced with various challenges in accessing valid religious information in the sea of information available in cyberspace. Therefore, the use of AI can be a solution in increasing religious digital literacy for them (Resti et al., 2024).

AI has various potentials in supporting the development of digital religious literacy, starting from implementing AI-based chatbots that can answer questions about Islamic teachings, recommending systems for relevant Islamic content, to translating religious texts in various languages. With AI, Muslim teenagers can access religious information more quickly, accurately and according to their needs. However, even though AI has various benefits, there are also challenges that need to be considered, such as the validity of information sources, ethics in using AI, and potential bias in the algorithms used. Therefore, this research aims to analyze the extent to which AI can be utilized optimally in increasing religious digital literacy for Muslim teenagers and identify challenges that may arise in its implementation (Khakim, 2024a).

Apart from challenges in the validity of religious information, the use of AI in religious digital literacy also faces obstacles in terms of acceptance and understanding by Muslim youth. Not all teenagers have the same understanding of AI technology, and there

are some who are still skeptical about the accuracy of the information provided by AI-based systems. This is caused by differences in the level of digital literacy among Muslim teenagers. Some teenagers have better access to technology and are accustomed to using digital devices in everyday life, while others still face limitations in using this technology. Therefore, there needs to be a more inclusive approach in implementing AI so that it can reach all Muslim youth without any digital divide (Kharisma, 2021).

Furthermore, this research will also explore how AI can help in forming healthier consumption patterns of religious information among Muslim teenagers. Currently, many teenagers rely on social media and digital platforms to obtain religious information, but not all information available on these media comes from credible sources. With AI that is developed ethically and based on trusted religious sources, Muslim teenagers can be directed to access content that is of higher quality and in accordance with Islamic teachings (Qorib, 2020). Apart from that, AI can also play a role in reducing the spread of hoax information or teachings that deviate from true Islamic principles. Therefore, this research will provide a comprehensive picture of how AI can be used as a tool in improving the quality of religious digital literacy among Muslim teenagers.

Thus, this research has high urgency in the context of the development of digital technology and the increasing need for religious digital literacy. It is hoped that the use of AI in religious digital literacy can have a positive impact on Muslim teenagers in understanding, criticizing and applying Islamic teachings in their lives. Apart from that, this research also aims to provide recommendations to technology developers, educators and other stakeholders in designing AI systems that can function as religious learning media that are effective, inclusive and in accordance with Islamic values. Therefore, it is hoped that this research can be a valuable contribution in the development of AI technology in the realm of education and religion in the current digital era.

RESEARCH METHODS

This research applies a systematic literature review approach with data collected from various published scientific articles, including books, journals, proceedings and other sources (Nightingale, 2009). Literature sources are obtained through e-journal and e-book services available online. The process of collecting literature data begins with searching for articles using relevant keywords through official websites or academic portals. Next, the researcher collected data from articles that were in accordance with the discussion matrix table that had been prepared. After that, the collected data was filtered based on its relevance to the research theme, then analyzed using content analysis techniques related to the topic being studied.

FINDINGS AND DISCUSSION

Dynamics of Learning Religion for Muslim Teenagers Through Digital Media: Between Opportunities and Challenges

In today's digital era, cyberspace has become a place for millions of people around the world to access information, share ideas and connect with other people. However, as technology advances, there is a significant push and pull between positive and negative content spread on the internet. On the one hand, the internet provides extraordinary access to useful information, including educational, health, social and religious matters. For example, many platforms offer online courses, webinars and educational content that can help people, including the younger generation, broaden their horizons and improve their skills. Apart from that, social media has also become a place for many individuals and communities to share positive information, share life advice, and introduce various useful innovative ideas. (Resti et al., 2024). In the religious world, many sites and applications offer religious studies, interpretations of the Koran, and spiritual discussions that can help someone understand their beliefs more deeply. However, along with the increasing volume of information circulating in the digital world, there is also a lot of negative content that risks damaging the mental, social and moral development of users, especially among teenagers and young people. This negative content can take the form of violence, hate speech, hoaxes, pornography, and even teachings that deviate from social and religious norms. This creates a dilemma, where internet users must be clever at sorting and choosing between useful and harmful content.

One of the main factors exacerbating this tug-of-war is the algorithms used by digital platforms. Social media algorithms, such as those implemented on Facebook, Instagram, YouTube, and TikTok, are often designed to maximize the time users spend on

those platforms by recommending more interesting and digestible content. Unfortunately, many of these algorithms tend to prioritize controversial or emotional content, which is often negative or provocative. For example, a video that contains sensational or controversial statements may spread more quickly than content that is educational or positive, because the algorithm focuses more on user interactions, such as comments, likes, or shares, without taking into account the quality or impact of the content. As a result, content that is more provocative, radical, or negative becomes more accessible and discoverable for users, even if the content does not actually align with healthy or positive values. On the other hand, even though there is positive content offered by digital media, including social campaigns, education or health education, much of this content cannot compete in terms of popularity with content that is more sensational and appeals to emotions. Therefore, although the digital world has great potential to spread knowledge and goodness, it also opens up a big gap for the spread of negative, damaging content (Khakim, 2024a).

Another challenge faced by society in managing the trade-off between positive and negative content is the limited ability of users to sort information. Although digital literacy has become part of the curriculum in many schools and educational institutions, the reality is that not all individuals have the ability to assess the credibility or impact of the information they receive in cyberspace. Many users, especially teenagers, are not critical enough in filtering the content they consume. The growing use of social media often creates dependence on cyberspace, where users prioritize entertainment and sensation rather than looking for educational or constructive information. (Wulandari et al., 2020) This makes them more vulnerable to negative content, such as fake news (hoaxes), hate speech, or teachings that do not comply with social and religious norms. Apart from that, the phenomenon of filter bubbles and echo chambers, where social media algorithms only present content that is in line with the user's views or preferences, also makes the situation worse. In this situation, a person is not exposed to differing views or diverse information, but instead continually receives content that confirms pre-existing beliefs or biases, which in turn can exacerbate social polarization and reinforce non-objective or even harmful views. In this context, although the internet provides easy access to information, the big challenge lies in how to filter and sort content that is truly beneficial for personal and social development (Yuhandra et al., 2021).

To overcome the push and pull between positive and negative content in the digital world, deeper digital literacy education is one of the most effective solutions. With good digital literacy education, individuals can be given the ability to not only understand how technology works, but also how to think critically and analyze information wisely. In this context, it is important to involve all parties, including governments, educational institutions and technology platforms, in promoting a more responsible use of technology (Dinata, 2021). Responsible use of technology includes efforts to filter inappropriate content, encourage the creation of educational content, and introduce policies that support the presence of positive and constructive content in cyberspace. For example, social media platforms can develop algorithms that place more emphasis on the quality and goodness of the content, not just the quantity of interactions received. On the other hand, the public also needs to be encouraged to be wiser in consuming digital content, including by involving parents in monitoring their children's internet use, as well as supporting open discussions about the dangers of spreading negative or dangerous information (Restianty, 2018).

In recent years, there has been a significant shift in teenagers' reading habits, from conventional textbooks to digital texts. This is driven by increasingly rapid technological advances and the increasing accessibility of digital devices such as smartphones, tablets and e-readers. Various factors have contributed to this change, one of which is the convenience offered by digital media. With digital devices, teenagers can access a variety of reading materials easily anytime and anywhere, without having to carry a lot of physical books (Ruddamayanti, 2019). In addition, digital texts are often accompanied by additional features such as keyword search, hyperlinks, and multimedia integration that can enhance comprehension and the reading experience. Not only that, the price of digital books tends to be cheaper than printed books, which is also an attractive factor for teenagers who want to save money. Apps have become popular among teenagers because they provide instant access to a wide variety of books, from fiction to academic literature. With all this convenience, it is not surprising that teenagers' reading interest in digital texts has increased drastically in the last decade (Dewi, 2015).

However, behind the various advantages offered by digital texts, there are challenges that need to be considered, especially related to the quality of understanding and concentration of teenagers when reading in digital format. Various studies show that reading from digital screens often reduces information retention rates compared to reading printed books. This is caused by the tendency of teenagers to be more easily distracted when using digital devices, especially with social media notifications, instant messages, or other multitasking features. In addition, digital text formats which are often shorter and more interactive can make teenagers accustomed to skimming rather than reading in depth. As a result, understanding of the reading content can be less optimal than when reading printed books which require higher focus. In addition, long-term exposure to blue light from digital screens can also cause eye fatigue, which ultimately affects reading comfort and reduces interest in reading in the long term (Kisno & Sianipar, 2019). Therefore, although digital texts offer great convenience and accessibility, there needs to be appropriate strategies to ensure that teenagers can still get the maximum benefit from their reading experience without sacrificing the quality of their understanding and health.

In the face of this shift, it is important for educators, parents, and policymakers to develop a balanced approach to encouraging healthy reading habits among youth. One strategy that can be implemented is to integrate digital technology in learning without completely eliminating the role of printed books. For example, a combination of physical textbooks and interactive digital materials can be an effective solution to increase student engagement and understanding in the learning process. Apart from that, increasing digital literacy is also a crucial aspect so that teenagers can be wiser in filtering information and understand how to read digital texts effectively (Pradani & Aziza, 2019). Another approach that can be implemented is to encourage the use of technology that supports deep learning, such as e-book applications that provide annotation features, notes, and distraction-free reading modes. Thus, the shift in reading interest from conventional textbooks to digital texts is not only a transitional phenomenon, but can also be used as an opportunity to improve the quality of adolescent literacy in a more adaptive and innovative manner.

The development of digital technology has brought major changes to everyday life, including in gadget usage patterns among teenagers. Currently, gadgets such as smartphones, tablets and laptops are not just communication tools, but have also become the main means of accessing information, learning and social interaction. The existence of gadgets provides various positive opportunities for teenagers, especially in the aspects of education and skills development. With widespread internet access, teenagers can obtain more varied learning resources compared to conventional methods. The educational platform allows students to learn independently and adapt the material to their needs. Apart from that, gadgets also open up opportunities for teenagers to develop their creativity, for example by creating digital content such as educational videos, graphic designs, or even simple applications. Not only in the field of education, gadgets also make it easier for teenagers to build social relationships through social media such as WhatsApp, Instagram and TikTok. They can communicate with peers, share experiences, and gain new insights from various online communities. In other words, gadgets act as a bridge for teenagers to develop themselves, obtain wider information, and increase their productivity in this fast-paced digital era (Ashari et al., 2023).

However, although gadgets offer many opportunities, their use also presents various challenges that can have a negative impact on teenagers if not managed properly. One of the main challenges is the increasing risk of gadget addiction which can disrupt the balance of daily life. Many teenagers spend hours in front of the screen playing games, watching videos, or surfing social media without clear boundaries. This not only reduces their academic productivity, but also has the potential to cause various health problems such as sleep disorders, eye fatigue, and lack of physical activity. Apart from that, excessive use of gadgets can also affect the psychological aspects of teenagers, especially in terms of social anxiety and low levels of concentration. Several studies show that spending too much time on social media can increase social pressure and the tendency to compare oneself with others, which in turn can reduce teenagers' self-confidence. Apart from that, another challenge faced is digital security, where teenagers are often the targets of various cyber threats such as cyberbullying, the spread of hoax information, and exploitation of personal data. The lack of digital literacy among teenagers makes them vulnerable to negative content and online manipulation that can influence their thinking patterns and

behavior. Therefore, the use of gadgets among teenagers needs serious attention so that it not only brings benefits, but also remains within healthy and productive limits (Marpaung, 2018).

To optimize the benefits of gadgets while minimizing their negative impacts, a wise approach is needed from various parties, including parents, educators and policy makers. Parents have an important role in supervising and guiding their children in using gadgets wisely. One step that can be taken is to implement balanced gadget use rules, such as setting daily time limits and encouraging more varied offline activities, such as reading books, exercising, or having direct social interactions. Educators also play a role in teaching digital literacy to students, so that they can sort information more critically and understand cyber risks. On the other hand, policy makers can contribute by developing regulations that protect teenagers from the negative impacts of using gadgets, such as limiting access to dangerous content and increasing awareness about digital ethics. Apart from that, innovation in digital technology can also be used to create a healthier gadget ecosystem, for example by developing applications that can help manage screen time, filter inappropriate content, and encourage more positive digital habits (Sari et al., 2020).

In the rapidly developing digital era, the need for Muslim teenagers to search for religious content is increasing, along with changes in information consumption patterns that rely more on technology. Teenagers today tend to want access to information that is fast, concise and easy to understand, without having to search from various sources manually. AI (Artificial Intelligence) offers a practical solution to meet this need by presenting religious content that is more personalized and easily accessible. Various AI-based digital platforms, such as Islamic chatbots, virtual assistants, and artificial intelligence-based recommendation systems, have been widely used to help teenagers understand Islamic teachings in a more interactive way. With AI, they can get answers to questions about Islamic law, interpretation of the Koran, and worship guides by just typing certain keywords. This technology not only speeds up information searches, but also helps teenagers gain deeper understanding through features such as context analysis, delivery of audio-visual based material, and personalization of content according to their interests and needs (Fauziyati, 2023).

However, even though AI makes it easy to search for religious content, there are several challenges that need to be considered in its use. One of the main challenges is the validity and accuracy of the information provided by AI systems. Because AI works by collecting data from various sources on the internet, there is a risk that the content presented does not always come from authoritative and trusted sources. This can cause teenagers to gain an inaccurate understanding or even deviate from the true teachings of Islam. In addition, AI systems also have the potential to create "filter bubbles" or information echo chambers, where algorithms only present content that matches user preferences without providing a broader viewpoint on Islam. As a result, Muslim teenagers can be trapped in a narrow and less inclusive religious perspective. Another challenge that arises is how AI can understand the complexity of Islamic teachings which are not only textual, but also have deep spiritual and contextual dimensions. AI is currently still not fully capable of replacing the role of ulama or teachers in providing holistic religious guidance, especially in answering questions that require a deep understanding of Islamic fiqh and ethics. Therefore, efforts need to be made to ensure that the use of AI in searching for religious content is still supported by credible sources and combined with religious learning from competent figures (Nurhayati et al., 2024).

To optimize the use of AI to meet the needs of Muslim youth in seeking practical religious content, synergy between technology, education and religious authorities is needed. Technology developers can collaborate with Islamic scholars and academics to ensure that AI algorithms are developed based on valid sources and in accordance with Islamic principles. Apart from that, educators and parents also play a role in guiding teenagers so that they can use AI wisely and critically in searching for religious information. Religious digital literacy is a very important aspect in this regard, because teenagers not only need to understand how to use AI, but also how to filter and evaluate the information they obtain (Najib & Darnoto, 2024). On the other hand, AI can also be further developed to provide a deeper learning experience, for example by providing interactive discussion features, technology-based worship simulations, as well as integration with digital communities that encourage collaboration in understanding Islamic teachings.

In the digital era that continues to develop, artificial intelligence (AI) has brought

major changes in various aspects of life, including in the field of Islamic religious education. Muslim teenagers currently live amidst technological advances that allow them to access religious knowledge more easily, quickly and interactively. AI has been integrated into various Islamic education platforms, such as Al-Qur'an learning applications, Islamic chatbots, and artificial intelligence-based content recommendation systems. This technology makes it easy for teenagers to understand Islamic teachings without having to rely on conventional sources, such as printed books or direct study. For example, several applications have used AI to provide interpretations of the Koran, prayer guides, and personalized prayer reminders according to user needs (Yuspita et al., 2024). AI is also able to analyze users' habits in studying religion and recommend relevant content, so that Muslim teenagers can obtain material that suits their level of understanding. In addition, AI-based chatbots allow teenagers to ask questions about religion and get answers instantly, which of course can help them solve various daily Islamic problems. With the use of AI, religious learning for teenagers becomes more flexible, interesting, and adapts to the learning patterns of today's digital generation (Ashari et al., 2023).

Even though AI offers various conveniences in studying religion, there are challenges that need to be considered so that its use remains effective and in accordance with Islamic values. One of the main challenges is the accuracy and validity of the information provided by AI. Because AI works by collecting and analyzing data from various sources, it is possible that the information presented does not always come from trusted Islamic scholars or institutions. This can lead to inaccurate interpretations or even wrong understanding of Islamic teachings. Therefore, it is important for technology developers to ensure that AI systems in religious learning are developed by referring to valid Islamic sources and verified by Islamic experts (Sodikin, 2024). Another challenge is the potential for AI to replace the role of teachers or clerics in providing spiritual and moral guidance to teenagers. Even though AI can convey information quickly and efficiently, it cannot replace the emotional and wisdom aspects of a teacher or cleric in guiding teenagers to understand Islam more deeply. Therefore, the ideal approach is to use AI as a tool in religious learning, not as a substitute for the role of educators. With a combination of AI technology and guidance from religious scholars or teachers, Muslim teenagers can gain a more comprehensive and authentic understanding of Islam.

Muslim youth are showing increasing interest in digital religious content. Technological advances and widespread internet access have changed the way they search for, understand and consume religious knowledge. In the past, religious learning was mostly done through recitation in mosques, schools, or through conventional textbooks. However, currently, teenagers are more likely to seek Islamic information through various digital platforms such as YouTube, Instagram, TikTok, Islamic podcasts, as well as Al-Qur'an and hadith learning applications. This phenomenon occurs because digital content offers practicality, flexibility and a format that is more attractive to the younger generation. For example, short videos on TikTok or Instagram Reels often present quotes from Al-Qur'an verses, hadith, or Islamic advice in a light and easy-to-digest format. Islamic Podcasts allow teenagers to listen to religious studies anywhere and at any time, without having to be physically present at the science assembly (Alfaid & Hayani, 2024). Apart from that, various Islamic applications provide features that help them in carrying out daily worship, such as prayer time reminders, daily prayers, and interactive interpretations of the Koran. With this technology, studying religion has become more accessible and in line with the digital lifestyle that is now embedded in the daily lives of Muslim teenagers.

Although Muslim youth's interest in digital religious content continues to increase, there are challenges that need to be addressed in ensuring that they gain a correct understanding of Islam and in accordance with trusted sources. One of the main challenges is the large amount of Islamic content circulating on the internet without any clear verification or authority. Social media algorithms designed to attract user attention often recommend viral or interesting content, without considering its accuracy and credibility. This can cause teenagers to consume information that is invalid, even potentially misleading, if it is not accompanied by good understanding. In addition, there is a risk of fragmentation of religious understanding due to the tendency of teenagers to only follow one particular group or perspective that suits their preferences (Ali et al., 2023). For example, YouTube or Instagram algorithms may direct users to content that aligns with their previous viewing, thereby limiting them from a broader perspective on

Islam. Another challenge that arises is the reduction in direct interaction between teenagers and religious scholars or teachers. In Islam, religious learning is not only limited to memorizing propositions or understanding texts, but also involves deeper moral and spiritual guidance. With more and more teenagers studying religion independently via the internet, there are concerns that they will lose the aspect of personal guidance that is usually provided by teachers or ustaz in traditional science councils.

To optimize Muslim youth's interest in digital religious content, collaborative efforts are needed from various parties, including ulama, educators, technology developers, and the Muslim community. Ulama and preachers need to be more active in utilizing digital platforms to spread Islamic teachings that are valid and attractive to teenagers. They can use social media, create interactive content, and utilize artificial intelligence (AI) technology to provide a more personalized and adaptive religious learning experience. Educators also need to increase religious digital literacy among teenagers, so that they are able to sort valid information and understand how to find credible sources. On the other hand, technology developers can contribute by creating a more structured Islamic education platform, for example with interactive discussion features, a gamification-based curriculum, and a content verification system involving Islamic scholars and academics (Hakim et al., 2024).

In an increasingly advanced digital era, access to religious knowledge has become easier for many people, including Muslim teenagers who now more often learn about Islam through digital platforms. The presence of various Islamic applications, religious websites, video lectures on YouTube, as well as educational content on social media such as Instagram and TikTok has opened up great opportunities to deepen understanding of religion in a more flexible and practical way. However, this convenience also presents various challenges that cannot be ignored. One of the main challenges is the validity and credibility of information sources (Athoillah et al., 2023). In the digital world, anyone can create and distribute religious content without going through a verification process by the competent Islamic authorities. This causes the circulation of information that is inaccurate or even contrary to true Islamic principles. Social media algorithms that prioritize engagement and content popularity over accuracy also exacerbate this problem, because viral content does not always come from competent Islamic scholars or experts. As a result, teenagers who learn about religion through digital platforms without having sufficient religious literacy are at risk of receiving wrong understanding, misinterpreting Islamic teachings, or even being influenced by extremism narratives that are sometimes widespread on the internet.

Apart from credibility issues, another challenge that arises in learning religion through digital content is the lack of direct interaction with teachers or scholars. In the Islamic tradition, studying religion is not only limited to obtaining information, but also requires guidance from a teacher who can provide a deeper understanding and answer complex questions. When youth rely on the internet as their primary source for religious learning, they often do not have the opportunity to discuss, ask questions, or clarify their understanding with a competent mentor. As a result, they may understand Islamic teachings partially or even misinterpret them due to the limited context presented in digital content (Khakim, 2024). Additionally, much religious content on social media is created in short and simple formats to fit modern digital consumption patterns. Although this facilitates initial access and understanding, there is a risk that the complex and profound Islamic teachings become overly simplified or packaged superficially, thereby losing their true essence and meaning. Another difficulty that arises is when someone faces religious problems that require specific solutions according to their personal context. AI or digital content may be able to provide general answers, but it cannot replace the role of clerics or religious teachers in providing more personalized spiritual guidance.

Another significant challenge in learning religion through digital content is disruption and distraction in information consumption. Digital media is designed to hold a user's attention for as long as possible, with various forms of notifications, content recommendations, and interactive features that continually shift the user's focus. For Muslim teenagers who want to study religion seriously, the temptation to switch to other entertainment on the same platform is a big challenge. For example, someone who initially searches for Islamic lectures on YouTube may be tempted to watch other entertainment videos that appear in the recommendations, thus diverting their attention from their original goal. Apart from that, the nature of the internet which is full of diverse opinions and perspectives can also confuse teenagers in understanding Islamic teachings as a

whole. They may find differences of opinion between one content and another without having the ability to judge which is more correct or in accordance with valid Islamic principles (Athoillah et al., 2023). Therefore, it is important for teenagers who want to learn about religion through digital content to have strong critical awareness and digital literacy so they can sort out the correct information and remain focused on deepening their understanding of religion.

In recent years, the use of artificial intelligence (AI) technology in various fields of education has increasingly developed, including Islamic learning. This technology offers various conveniences and efficiencies in accessing religious information, such as providing applications for studying the Koran, hadith, prayers and Islamic law quickly and practically. For example, AI can be used to compose interpretations of the Al-Qur'an interactively, provide explanations of hadith, and provide answers to questions about the Islamic religion via an Islamic chatbot. Apart from that, this technology also makes it easier for teenagers and other Muslims to learn religion anywhere and at any time, without being limited by space and time. Although AI offers many advantages in terms of accessibility and efficiency, big questions arise regarding the validity of its use in an Islamic context (Sarinda et al., 2023). This validity is not only seen from a technical perspective, but also from a theological perspective, because studying the Islamic religion involves a deep understanding of sacred texts and authentic understanding from the ulama. Therefore, there are several considerations that need to be discussed to ensure that the use of AI in Islamic learning remains legal and does not deviate from true Islamic teachings.

One of the issues of main concern is the accuracy and authenticity of the information sources used by the AI system in Islamic learning. AI works based on data collected from various sources, and it is possible that the information generated does not come from completely valid or authoritative sources. For example, algorithms used in AI-based applications can access articles, blogs, or videos that may not be based on valid references from the Koran or hadith. Therefore, the validity of using AI in Islamic learning depends greatly on how this AI system is developed and which sources are used to produce religious content (Malayu & Ritonga, 2024). In this case, the role of Islamic scholars and experts is very important to ensure that the information provided by the AI system is in accordance with the correct understanding of religion. If AI only accesses less verified sources or even goes against the basic principles of Islam, then this could be a big problem. Therefore, the use of AI in Islamic learning must be strictly controlled by religious experts who can guarantee that the content presented is in accordance with the principles of valid Islamic teachings and in accordance with the understanding of the majority of ulama.

Another challenge regarding the validity of using AI in Islamic learning is AI's ability to understand the spiritual and contextual dimensions of Islamic teachings. Islam is not just a theoretical teaching contained in texts, but also involves highly contextual practices of worship and moral ethics. In many cases, understanding religion requires direct guidance from a cleric or religious teacher who can provide more in-depth explanations regarding certain situations and how Islamic principles are applied in everyday life. AI, although advanced, is not yet able to completely replace this spiritual guidance (Najib & Darnoto, 2024). For example, many Islamic teachings depend not only on texts, but also on an understanding of the different social situations, cultures and living conditions of Muslims. For this reason, although AI can provide technical information, such as interpretation or Islamic law in general, it cannot replace the role of ulama in providing more in-depth and contextual advice. Therefore, although AI can be a useful tool in Islamic learning, it should be seen as a companion, not a substitute, for religious learning provided by competent religious scholars or educators. As AI develops, it is hoped that this technology can be used to enrich religious learning experiences, but without ignoring the importance of direct interaction between Muslims and ulama (Nurhayati et al., 2024).

The validity of using AI in Islamic learning also needs to be considered from an ethical and social impact perspective. Although AI can offer ease and convenience in searching for religious information, there is a risk that inappropriate use of AI could lead to misunderstandings or the spread of incorrect information regarding Islamic teachings. Therefore, it is important for technology developers and users to consider the social impact of using AI in the context of religious learning. This technology can be very useful if used wisely, but can have negative impacts if misused. For example, if AI is used to spread teachings that are inconsistent with Islamic principles or develop distorted

interpretations, this could cause divisions among Muslims. Additionally, it is important to consider the privacy and security of data used in AI-based applications, especially considering the amount of personal information that users may share in the learning process. Therefore, the use of AI in Islamic learning must be carried out by paying attention to the principles of Islamic ethics which protect the safety of the lives, honor and privacy of the people (Arifin & Fuad, 2020).

Strategy for Utilizing Artificial Intelligence (AI) for Muslim teenagers to increase Religious Digital Literacy

The rapid development of digital technology, especially in the field of artificial intelligence (AI), has had a major impact on various aspects of life, including in the world of education and religion. The use of AI in the field of Islamic religious education is increasingly important to answer the challenges of the times, where Muslim teenagers are now increasingly exposed to a digital world full of information, both useful and detrimental. One of the big challenges faced by Muslim teenagers is how to filter valid and correct religious information amidst the rapid flow of digital content that is not always accurate or in accordance with true Islamic teachings. AI can be a very useful tool for increasing religious digital literacy among Muslim youth by providing a platform that can help them understand Islamic teachings more easily, quickly and thoroughly (Wahono & Effrisanti, 2018). An effective strategy for using AI for Muslim youth needs to be designed to optimize the use of this technology in improving the quality of religious learning and providing clearer guidance on how to understand and apply Islamic teachings in everyday life.

One of the main strategies for utilizing AI to increase religious digital literacy is the creation of an interactive AI-based educational platform. This platform can be an application or website that offers various learning features that are easily accessible to Muslim teenagers. For example, AI applications can provide content such as interpretations of the Koran, explanations of hadith, daily prayers, as well as various religious studies that are relevant to the lives of teenagers. In this case, AI can be used to adapt learning materials to an individual's level of understanding (Maghfiroh et al., 2024). By using technology such as natural language processing (NLP), AI can help interpret and explain verses from the Koran and hadith contextually, in language that is easy for teenagers to understand. AI technology also allows the system to recognize patterns in how teens learn, provide material that matches their interests and needs, and provide more personalized and responsive feedback. One concrete example of this application is an application that can provide in-depth explanations of verses from the Koran that are difficult to understand or guide teenagers to understand the historical context behind the revelation of certain verses. In this way, Muslim teenagers not only get the right information, but can also understand Islamic teachings in a deeper and more comprehensive way (Yasmin et al., 2024).

In addition, AI can help in establishing a more adaptive and personalized learning system. Understanding of Islam can vary greatly between individuals, depending on educational background, age and level of knowledge. By utilizing AI, learning systems can be tailored to the specific needs of each individual. For example, if a teenager has difficulty understanding fiqh or Islamic law, AI can provide a more detailed explanation of the topic, as well as provide practice questions or quizzes to test their understanding. On the other hand, AI can also provide recommendations for learning materials based on analysis of the teenager's study habits. By using collected data, AI can provide a more structured and targeted learning path. This will really help teenagers achieve a better and deeper understanding of religion, especially when they study independently without direct guidance from a teacher or cleric. This approach is very important, considering that teenagers are busy, which often makes it difficult for them to attend religious lessons face-to-face or regularly (Ronsumbre et al., 2023).

The use of AI in religious digital literacy must also pay attention to security and ethics. One of the biggest challenges in using digital technology is the issue of data security and personal information. In a religious context, using AI to provide recommendations or learning may require collecting user data to provide more relevant and appropriate material. However, this must be done with great care to avoid potential misuse of personal data. Therefore, AI-based educational platforms aimed at Muslim youth must adhere to strict privacy standards and provide maximum protection to users' personal data. Apart from that, AI must also be designed to ensure that the content presented is valid, accurate and not misleading. For this reason, collaboration with Islamic scholars and experts in

developing an AI-based platform is very important. Ulama can act as parties who provide guidance in determining which content is in accordance with correct Islamic principles. In this case, the role of humans cannot be completely replaced by AI, so a balance between technology and guidance from religious experts is very necessary to ensure that Muslim teenagers receive correct and useful information (Athoillah et al., 2023).

The next strategy is the use of AI-based chatbots for religious consultations. Chatbots are a form of AI technology that is increasingly being used in various fields, including in the religious sector. With AI-based chatbots, Muslim teenagers can ask questions about Islamic teachings and receive answers directly and quickly. This chatbot can be integrated with a database that contains explanations about various religious topics, such as prayer, fasting, zakat, morals and Islamic history. The main advantage of chatbots is their ability to provide answers in real-time, anytime and anywhere, which is perfect for teenagers who are busy or may feel embarrassed or awkward to ask other people directly. Additionally, chatbots can ask follow-up questions that can help deepen teens' understanding of the topic. For example, after answering questions about the law of prayer, the chatbot can provide further explanations regarding various related fiqh issues or provide practice questions to test understanding. In this way, teens can feel more comfortable and supported in seeking answers to their religious questions, without the fear of facing stigma or concerns about misunderstandings (Ashari et al., 2023).

In addition, it is important to consider the use of AI in monitoring the development of teenagers' religious digital literacy. One way to motivate teenagers to continue studying religion is to provide consistent feedback about their progress. AI can be used to monitor how well teenagers understand the material they have studied, by collecting data from quizzes, exams, or other interactions in religious learning applications. This data is then analyzed to provide recommendations about material or topics that teenagers need to pay more attention to. This will help them to continue to develop and avoid boredom or frustration in studying religion. Apart from that, the use of AI in monitoring progress can also provide motivation for teenagers to continue learning, because they can see the progress they have made. Continuous and measurable religious learning is very important, considering the many challenges and temptations faced by Muslim teenagers in this increasingly open digital world. With a transparent and structured monitoring system, teenagers can feel more organized and directed in their journey to understand Islam better (Ali et al., 2023).

The use of AI in increasing the digital religious literacy of Muslim teenagers is very promising, especially if implemented with the right strategy. By combining advanced technology such as AI with guidance from Islamic scholars and experts, teenagers can gain a better understanding of their religion, while maintaining ethics, accuracy and security of information. Therefore, it is important to create a platform that prioritizes content quality, integrates chatbots for religious consultations, and uses AI to monitor the development of religious learning in a personal and adaptive manner. This will enable Muslim youth to more easily access valid and useful religious knowledge, as well as avoid the risk of false or misleading knowledge that could circulate in the digital world (Fauziyati, 2023).

CONCLUSION

The use of artificial intelligence (AI) in increasing religious digital literacy for Muslim teenagers provides many benefits, ranging from easy access to Islamic information, increased understanding of religious teachings, to a more interactive and personalized learning experience. AI can help teenagers get answers to their religious questions quickly through chatbots, content recommendation systems, and artificial intelligence-based learning applications. With AI, teenagers can access a wider range of Islamic resources without time and place restrictions, and adjust learning according to their needs and level of understanding. However, behind these benefits, there are challenges that need to be overcome, such as the validity and accuracy of the information provided by AI, the risk of fragmentation of understanding due to algorithms that only present certain perspectives, and the lack of direct interaction with religious scholars or teachers who play a role in providing spiritual and contextual guidance.

Therefore, so that the use of AI in the digital religious literacy of Muslim youth can run optimally, synergy is needed between technology developers, ulama, educators and the Muslim community in creating an AI platform that is valid, educational and in accordance with Islamic values. It is important to ensure that the AI algorithm takes data

from trusted sources and is verified by Islamic experts to avoid the spread of misinformation. Apart from that, religious digital literacy must continue to be improved so that teenagers are not only able to utilize AI wisely, but also have critical skills in filtering and evaluating Islamic information they obtain from the digital world. With a holistic and responsible approach, AI can be an effective tool in forming a generation of Muslims who are smarter, more critical and based on Islamic values in the ever-growing digital era.

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