Virtual Reality as a Medium For Worship Simulation: Effectiveness And Its Impact on The Spritual Reinforcement of Learners

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ABSTRACT

ARTICLE INFORMATION

This article aims to analyze the effectiveness and challenges the use of AI hardware in PAI is. This study employs a qualitative descriptive method through literature review and documentation, analyzing various sources related to the implementation of AI in religious education. The research results show that AI can enhance student engagement and provide better learning. However, there are several issues: high costs, teachers who are not proficient in using AI, and the possibility of non-compliance with PAI standards. Therefore, the implementation of AI in PAI learning must be carried out with careful planning, appropriate policy support, and adequate training for teachers.

1. Introduction

Digitalization has brought significant changes across various sectors, including Islamic education. This is closely linked to advancements in information and communication technology. One of the technological innovations with a profound impact is Artificial Intelligence (AI) (Rhendica & Budianto, 2024).

Technology has contributed greatly to the development of Islamic education. The integration of technology in Islamic learning holds great potential to enhance educational quality. Despite challenges such as limited infrastructure, costs, and the need for educator training, the benefits outweigh the drawbacks. Technology can improve accessibility, personalize learning, and increase student motivation and participation (Isti'ana & Aist, 2024). Moreover, technology allows knowledge dissemination to wider regions, including previously inaccessible areas.

According to (Husein & Maghfiroh, 2022) technology serves as a vital tool enabling students to be more active, engage in peer discussions, and construct knowledge independently. Through the use of technology, student engagement and

motivation can be significantly improved. Nonetheless, the application of technology in education is not without challenges.

With the development of AI, human roles in educational management are also shifting. Concerns have emerged that machines may replace humans in Islamic education, as AI can automate numerous tasks previously performed by educators. Nevertheless, it is crucial to remember that technology should assist rather than replace humans. In Islamic education, AI must support the humanistic values that underpin the essence of education itself (Rhendica & Budianto, 2024).

Hence, this article aims to examine the outcomes of integrating AI-based interactive hardware into PAI learning, evaluating both its effectiveness and the challenges associated with its implementation.

2. Literature Review

2.1 Islamic Religious Education (PAI)

A comprehensive understanding of the concept, objectives, foundations, and functions of PAI is essential. Three key terms often discussed in the context of Islamic education are *tarbiyah*, *ta'dib*, and *ta'lim*. These terms serve as foundational principles in exploring the full scope of PAI in Indonesia (Firmansyah & Imam, 2019).

Firmansyah & Imam, (2019) noted that with Islamic teachings as its core content, PAI has long shaped educational processes in Indonesia. A professional PAI teacher is expected to educate, guide, and direct students to become Islamic individuals (insan kamil—faithful, obedient, and ethical) within their roles as family members, community participants, citizens, and global citizens. Thus, the primary objective of PAI is not to produce religious

scholars but to instill Islamic values in students' lives.

When implementing AI, it becomes challenging to ensure that Islamic principles remain the foundation for decision-making. AI technologies must be adapted to align with Islamic values such as privacy, justice, and ethical conduct throughout the educational management process.

2.2 Artificial Intelegen (AI)

In recent years, AI has rapidly developed and significantly impacted many areas, including education (Ramadhani, Albasirah, Agil, & Hidayatullah, 2024) examined schools' preparedness for educational transformation in the AI era. They identified that AI offers personalized learning, virtual assistants, and data analytics to enhance learning experiences. However, infrastructure readiness, teacher training, ethics, and the digital divide must be addressed to prepare schools for this educational revolution. Crucial steps include technology investment, curriculum development, third-party collaboration, and continuous evaluation.

AI presents vast potential to improve efficiency, personalization, and the overall learning experience in education. Nonetheless, issues concerning infrastructure, teacher training, and ethical concerns must be resolved to ensure AI is used effectively and responsibly.

2.3 Technology Integration in Islamic Education

The integration of technology in Islamic Religious Education (PAI) has gained increased attention in recent years. Research by (Rusdiana & Ramli, 2024) emphasized the importance of engineering

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technology integration in PAI to ensure educational practices remain relevant to contemporary developments. They highlighted that technology facilitates access to various educational resources through online platforms, e-books, and repositories.

Further, research by (Rifqi Fahrudin, Riyadi Solikhin, dan Anis Maruroh, 2024) explored technological innovations in PAI through the application of AI. They discovered that integrating AI such as educational chatbots and adaptive learning platforms can enhance student engagement, provide immediate feedback, and facilitate more effective teacher-student communication. However, challenges remain, including limited technological infrastructure and the need for teacher training.

Studies indicate that incorporating technology, including AI, into PAI learning can improve the effectiveness and interaction in educational processes. Yet, issues like infrastructure constraints and teacher capacity must be addressed to ensure successful implementation.

3. Methodology

To examine the application of AI in Islamic Religious Education (PAI), this study adopts a descriptive qualitative approach using literature review and documentation. This method provides an in-depth understanding of how AI can be applied in religious education. Relevant literature was collected and analyzed descriptively. Criteria for selection included relevance to AI application in education, credibility of sources (e.g., academic books, journals, and research reports), and their contributions to understanding student motivation in PAI.

Literature covering personalized learning models, educational chatbots, and adaptive learning platforms was reviewed. Each theme was analyzed separately to clearly demonstrate how AI can enhance PAI learning outcomes and identify potential implementation challenges. This literature review aims to provide valuable insights, a strong theoretical foundation for future research, and practical recommendations for educators and policymakers on integrating AI technology into the PAI curriculum.

4. Result and Discussion

4.1 The Role of AI in PAI Learning

Integration of AI-based interactive hardware in Islamic Religious Education (PAI) learning has shown various positive results, but also faces a number of challenges that need to be addressed positive results, but it also faces a number of challenges that need to be addressed attention.

Artificial intelligence plays an important role in Islamic Religious Education where it can increase the effectiveness of learning from various aspects. The following is a description of the role of AI in Islamic Religious Education:

1. Enhanced Student Interaction and Engagement

The use of AI, such as educational chatbots and adaptive learning platforms, increases student and teacher engagement. (Malayu & Ritonga, 2024) observed that AI integration fosters a more interactive and personalized learning experience.

2. Personalized Learning

AI can provide materials tailored to each student's needs and abilities. By analyzing learning data, AI algorithms can

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find out students' strengths and weaknesses in understanding certain topics, such as tafsir, fiqh, or hadith, and then suggest additional materials or exercises accordingly. (Malayu & Ritonga, 2024). This greatly assists teachers in identifying areas for improvement and supporting students who require additional help.

3. Provision of Interactive Digital Materials

AI can create more engaging and interactive learning content, such as educational videos, animations, or simulations that show stories in the Qur'an or the history of the Prophet (Malayu & Ritonga, 2024). Technologies such as augmented reality (AR) and virtual reality (VR) can also give students the opportunity to "experience" events in Islamic history in a more vivid and engaging way. This has a more significant impact on student understanding.

4. Accessibility and Flexibility

AI allows students to learn anytime and anywhere. With the help of this technology, students can learn online through various resources and are no longer limited to the classroom.

5. Promotion of Ecological Awareness

AI also plays a role in building ecological awareness in learners through Islamic religious education (Sulaiman & Ahmad, 2024). Interactive and adaptive AI learning can embed environmental values within Islamic teachings, increasing students' concern for ecological issues.

6. Learning Data Analysis

AI processes data from learning activities to monitor student progress. By assessing performance, AI aids teachers in evaluating instructional methods and recommends adjustments. This data-driven approach supports the enhancement of students' understanding of religious concepts.

Although AI holds tremendous potential to elevate learning quality, it must be balanced with a humanistic approach to ensure alignment with Islamic educational principles.

4.2 Challenges in AI Implementation in PAI Learning

Although the results show many benefits of implementing AI in PAI learning, there are some challenges that must be overcome:

1. Ethical Issues and Risk of Information Distortion

AI may lead to ethical concerns, particularly regarding misinterpretation or distortion of religious texts (Sari, Amin, & Isnanimataka, 2024). The risk of misinformation and misinterpretation can affect the understanding of Islamic teachings. We can prevent this by building AI based on Islamic ethics, using AI based on credible sources, and developing human supervision systems.

2. Cost and Infrastructure

Adequate infrastructure is essential for implementing AI. Many educational institutions, especially those in rural or remote areas, face limitations that make integration difficult.

3. Teacher Literacy Gaps

Many PAI teachers lack the technological proficiency needed to effectively use AI. Digital illiteracy poses a barrier. Addressing this requires digital literacy training, the development of tech-based curricula, and AI teaching guides for educators.

4. Character Education Challenges

The use of AI may reduce direct human interaction, potentially affecting students' social and empathetic skills. This underscores the irreplaceable role of teachers in character-building.

5. Regulations and Policy

Governments and educational institutions should create appropriate policies to regulate the use of AI in education as the lack of clear policies and regulations can lead to legal and ethical issues.

Therefore, the government and educational institutions must create appropriate policies to regulate the use of AI in education as the lack of clear policies and regulations can lead to legal and ethical issues.

We can see a bright future for AI development in Islamic education. By easing the understanding of traditional Islamic literature, technologies such as natural language processing (NLP) allow students to find out the interpretations of the Qur'an and Hadith in a more interactive way. Moreover, linguistic barriers can be overcome by AI-based translation systems, increasing the accessibility of Islamic teaching worldwide. Furthermore, developments in virtual reality and AI-based augmentation can lead to the development of immersive learning environments, such as interactive classes on Islamic law and history or virtual tours of Islamic historical locations.

5. Conclusion

This study looks at how AI is used in Islamic Religious Education (PAI) learning and finds that adding AI makes students more motivated to learn. Chatbots, recommendation systems, and adaptive learning platforms are three proven effective implementation models that result in a more dynamic and unique learning experience. AI enables visualization of abstract concepts in 3D simulations, broad access to learning resources, and personalization of learning to student needs. Although this study has some limitations, such as the lack of direct empirical data and differences in technological infrastructure, the results show that AI has great potential to transform PAI learning. To continue this research, further empirical studies are needed, as well as exploring implementation models that fit the local context. In addition, the establishment of ethical guidelines and training programs for teachers is needed to ensure that AI implementation is successful and sustainable.

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