

RECONSTRUCTING THE EPISTEMOLOGY OF ARTIFICIAL INTELLIGENCE–BASED ISLAMIC RELIGIOUS EDUCATION TO FOSTER HUMANISTIC LEARNING IN THE SOCIETY 5.0 ERA

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Abstract

The rapid development of Artificial Intelligence (AI) in the Society 5.0 era has significantly transformed educational paradigms, including Islamic Religious Education. This transformation necessitates an epistemological reconstruction of Islamic Religious Education to ensure its relevance to technological advancement while preserving humanistic values and spiritual dimensions. This study aims to analyze the epistemological reconstruction of AI-based Islamic Religious Education in fostering humanistic learning in the Society 5.0 era. A qualitative approach was employed using library research as the primary method. Data were collected from books, scholarly articles, research reports, and relevant documents concerning Islamic educational epistemology, Artificial Intelligence, humanistic learning, and Society 5.0. The data were analyzed through content analysis involving data reduction, data presentation, interpretation, and conclusion drawing. The findings indicate that the epistemological reconstruction of AI-based Islamic Religious Education should position revelation, reason, experience, and technology as complementary sources of knowledge. Within this framework, AI serves as a supporting instrument for personalizing learning, improving the effectiveness and accuracy of assessment, expanding access to learning resources, and strengthening students' digital literacy. Nevertheless, teachers remain central to character formation, the internalization of Islamic values, ethical guidance, and the development of students' affective and spiritual dimensions. The study further demonstrates that the integration of AI into Islamic Religious Education should be guided by the principles of ethical responsibility, pedagogical relevance, human control, and spiritual orientation. Therefore, AI should not replace educators but should strengthen adaptive, collaborative, inclusive, and humanistic learning processes in accordance with the demands of Society 5.0. This study contributes a conceptual framework for integrating Islamic epistemology with AI-supported pedagogy and provides a theoretical foundation for future researchers to develop empirical studies, instructional models, ethical guidelines, and AI-based learning systems that are contextually appropriate for Islamic education.

Keywords: *Artificial Intelligence, Islamic Religious Education, educational epistemology, humanistic learning, Society 5.0*

Abstrak

Perkembangan pesat Artificial Intelligence (AI) pada era Society 5.0 telah mengubah paradigma pendidikan secara signifikan, termasuk Pendidikan Agama Islam. Transformasi ini menuntut adanya rekonstruksi epistemologi Pendidikan Agama Islam agar tetap relevan dengan kemajuan teknologi tanpa mengabaikan nilai-nilai kemanusiaan dan dimensi spiritual. Penelitian ini bertujuan untuk menganalisis rekonstruksi epistemologi Pendidikan Agama Islam berbasis AI dalam mewujudkan pembelajaran humanis di era Society 5.0. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan sebagai metode utama. Data diperoleh dari buku, artikel ilmiah, laporan hasil penelitian, serta berbagai dokumen relevan yang berkaitan dengan epistemologi pendidikan Islam, Artificial Intelligence, pembelajaran humanis, dan Society 5.0. Data dianalisis menggunakan teknik analisis isi yang meliputi tahapan reduksi data, penyajian data, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa rekonstruksi epistemologi Pendidikan Agama Islam berbasis AI harus menempatkan wahyu, akal, pengalaman, dan teknologi sebagai sumber pengetahuan yang saling melengkapi. Dalam kerangka tersebut, AI

berfungsi sebagai instrumen pendukung untuk mempersonalisasi pembelajaran, meningkatkan efektivitas dan akurasi penilaian, memperluas akses terhadap sumber belajar, serta memperkuat literasi digital peserta didik. Meskipun demikian, guru tetap memiliki peran sentral dalam pembentukan karakter, internalisasi nilai-nilai Islam, pemberian bimbingan etis, serta pengembangan dimensi afektif dan spiritual peserta didik. Penelitian ini juga menunjukkan bahwa integrasi AI dalam Pendidikan Agama Islam harus berlandaskan pada prinsip tanggung jawab etis, relevansi pedagogis, kendali manusia, dan orientasi spiritual. Oleh karena itu, AI tidak seharusnya menggantikan peran pendidik, tetapi memperkuat proses pembelajaran yang adaptif, kolaboratif, inklusif, dan humanis sesuai dengan tuntutan era Society 5.0. Penelitian ini memberikan kontribusi berupa kerangka konseptual bagi integrasi epistemologi Islam dengan pedagogi berbantuan AI serta menyediakan landasan teoretis bagi peneliti selanjutnya untuk mengembangkan penelitian empiris, model pembelajaran, pedoman etis, dan sistem pembelajaran berbasis AI yang sesuai dengan konteks pendidikan Islam.

Kata kunci: *Artificial Intelligence, Pendidikan Agama Islam, epistemologi pendidikan, pembelajaran humanis, Society 5.0*

INTRODUCTION

The development of science and technology in the 21st century has brought significant changes to various aspects of human life, including education. The digital revolution, marked by advances in the internet, cloud computing, big data, and Artificial Intelligence (AI), has created a new paradigm in the delivery of learning. Technology no longer functions merely as a supporting medium but has become an integral part of the learning process, improving the effectiveness, efficiency, and quality of educational services. This situation encourages educational institutions to implement various innovations to meet the increasingly complex and dynamic needs of society. (Rizqiyah et al., 2025).

The emergence of the Society 5.0 concept further emphasizes the importance of integrating technology and human life. Society 5.0 is a societal concept oriented towards the use of intelligent technology to solve various social problems without eliminating human values. In the context of education, this concept emphasizes that technology should be an instrument that supports the development of human potential, not replace the role of humans themselves. Therefore, the education system is required to be able to produce human resources with digital competence as well as strong character, ethics, and critical thinking skills.

Islamic Religious Education (PAI) plays a strategic role in shaping individuals who are faithful, pious, and have noble morals, and are able to face the changing times. The primary goal of PAI is not only to transfer religious

knowledge but also to internalize Islamic values in the lives of students. However, the development of digital technology has presented new challenges for PAI learning. Learning models still dominated by lectures and memorization often fail to attract the interest of the digital generation, accustomed to obtaining information quickly, interactively, and through technology.(Qutub, 2025).

The development of Artificial Intelligence (AI) has become one of the most influential phenomena in the transformation of modern education. AI is capable of performing various functions, such as processing large amounts of data, analyzing student learning needs, generating learning materials, providing automated feedback, and assisting with learning evaluation. Teachers and students are also beginning to utilize various AI-based platforms as more flexible and easily accessible learning resources anytime and anywhere. This demonstrates the enormous potential of AI to improve the quality of learning when used appropriately.(Dahnial, 2024).

Despite these opportunities, the use of Artificial Intelligence also presents significant challenges, particularly in Islamic Religious Education. Religious learning is not solely oriented toward cognitive achievement but also encompasses affective, spiritual, moral, and character-building dimensions. These values require role models, social interaction, and internalization processes that cannot be fully achieved by technology. Therefore, the use of AI in Islamic Religious Education must be carried out proportionally to avoid diminishing the essence of education as a process of humanizing human beings.

These issues demonstrate that the primary challenge lies not in the use of technology itself, but rather in how we view the sources and processes of acquiring knowledge. Technological developments have tended to be based on empirical, rational, and computational approaches. Meanwhile, the epistemology of Islamic Religious Education is built on the integration of revelation, reason, experience, and spiritual values as the foundation for acquiring and developing knowledge. This paradigm shift necessitates epistemological reconstruction so that Islamic Religious Education can adapt to technological developments without losing its

identity and fundamental values.

The epistemological reconstruction of Islamic Religious Education is not intended to change the fundamental principles of Islamic teachings, but rather to reform the way we understand, develop, and implement knowledge in accordance with the demands of the times. Artificial Intelligence can be positioned as an instrument that aids the learning process, while revelation remains the primary source of values and truth. Thus, the integration of revelation, reason, experience, and technology is a crucial foundation for building an Islamic educational paradigm relevant to the development of modern society. (Mazaya et al., 2026).

Humanistic learning is a crucial approach in facing the era of Society 5.0. This approach positions students as the primary subjects, each with varying potential, characteristics, interests, and learning needs. Teachers act as facilitators, motivators, and role models in optimally developing all students' potential. Humanistic learning emphasizes not only academic achievement but also emotional, social, spiritual, and moral development, enabling students to develop holistically as human beings.

Artificial Intelligence can actually support the realization of humanistic learning if utilized wisely. AI can help teachers personalize learning according to students' abilities, provide more varied materials, provide rapid evaluation, and simplify the learning administration process. By reducing the administrative burden, teachers have a greater opportunity to build intensive communication, provide mentoring, and strengthen character development and religious values in students. This demonstrates that technology can be a tool to strengthen human connections in the educational process when used appropriately. (Maruanaya et al., 2026).

Conversely, the use of Artificial Intelligence without strengthening ethical values can pose various risks, such as decreased social interaction, increased dependence on technology, and reduced critical and reflective thinking skills. In Islamic Religious Education, these risks can weaken the moral formation process because students rely more on technology than on learning processes involving

dialogue, role models, and habituation. Therefore, the integration of AI in learning must continue to prioritize humanitarian values and the principles of Islamic education.(Ashfiya, 2026).

Various studies on Artificial Intelligence in education generally focus more on technical aspects, such as learning effectiveness, adaptive learning systems, learning media development, and technology-based evaluation. Meanwhile, studies addressing the epistemological reconstruction of Islamic Religious Education based on Artificial Intelligence from a humanist learning perspective are still relatively limited. However, strengthening the philosophical and epistemological aspects is crucial so that technology implementation is not only oriented towards efficiency but also supports the achievement of the overall goals of Islamic education.

Based on the above description, this study aims to analyze the epistemological reconstruction of Islamic Religious Education based on Artificial Intelligence in realizing humanist learning in the era of Society 5.0. This research is expected to provide a conceptual contribution to the development of an Islamic Religious Education paradigm that is able to integrate technological advances with the values of revelation, reason, experience, and humanity. In addition, the results of this study are expected to serve as a reference for academics, educators, and policymakers in designing an Islamic Religious Education learning system that is innovative, adaptive, and remains oriented towards the formation of people who are faithful, knowledgeable, have noble character, and are able to face the challenges of modern development.

RESEARCH METHOD

This study employed a qualitative approach with library research. This approach was chosen because it focused on a conceptual analysis of the epistemological reconstruction of Islamic Religious Education based on Artificial Intelligence (AI) to realize humanist learning in the era of Society 5.0. Library research enabled researchers to deeply examine various relevant concepts,

theories, and previous research findings, resulting in a comprehensive synthesis of ideas.

The data sources in this study consist of primary and secondary data. Primary data were obtained from books discussing the epistemology of Islamic Religious Education, the philosophy of Islamic education, Artificial Intelligence, humanistic learning, and the concept of Society 5.0. Meanwhile, secondary data were obtained from national and international scientific journal articles, seminar proceedings, education policy documents, and various other scientific references related to the research focus.

Data collection techniques were conducted through documentation studies by identifying, inventorying, reading, classifying, and recording various literature relevant to the research theme. All sources used were selected based on their credibility, novelty, and relevance to the problem under study, thus providing a strong theoretical foundation.

Data analysis used content analysis techniques, which systematically analyze the contents of various literature to identify concepts, patterns, relationships, and arguments related to the reconstruction of the epistemology of Islamic Religious Education based on Artificial Intelligence. The analysis stages include data reduction, data presentation, interpretation, and drawing conclusions. In the reduction stage, the researcher selects information that aligns with the research focus. Next, the data is presented in descriptive form to facilitate the interpretation process. The final stage is carried out by compiling a conceptual synthesis regarding the integration of the epistemology of Islamic Religious Education and the use of Artificial Intelligence in building humanistic learning in the era of Society 5.0.

To ensure data validity, the study employed source triangulation techniques by comparing various references from books, scientific articles, and academic documents with authority in the fields of Islamic education, educational philosophy, and educational technology. Furthermore, the researcher conducted a critical and comparative analysis of various emerging perspectives to ensure the

research results had a sufficient level of conceptual validity and could be scientifically justified.

RESULTS AND DISCUSSION

Reconstruction of the Epistemology of Islamic Religious Education in Facing the Development of Artificial Intelligence in the Era of Society 5.0

The epistemology of Islamic Religious Education is the study of the nature, sources, methods, and validity of knowledge in Islamic education. Unlike modern educational epistemology, which relies more on empirical and rational approaches, the epistemology of Islamic Religious Education is built on the integration of revelation, reason, experience, and intuition. These four elements complement each other in shaping a perspective on knowledge, so that education is not only oriented towards mastery of knowledge, but also towards the formation of faith, morals, and human responsibility as caliphs on earth. Therefore, the development of modern technology, including Artificial Intelligence (AI), must be understood as part of the development of human reason, which remains subordinate to the values of revelation. (Nurviana & Husnaini, 2025).

The development of Artificial Intelligence has transformed the way humans acquire, process, and disseminate information. AI is capable of rapidly presenting a wide range of knowledge through data analysis, machine learning, and increasingly complex algorithms. In education, easy access to information provides significant opportunities for students to broaden their horizons without the constraints of time and space. However, this ease also presents new challenges, as not all information generated by AI is valid, objective, or aligned with Islamic principles. Therefore, epistemological reconstruction is necessary to enable students to select and verify the information they obtain.

Reconstructing the epistemology of Islamic Religious Education does not mean changing the primary sources of knowledge in Islam, but rather updating the way we understand and implement these sources in line with current developments. Revelation remains the source of absolute truth, while reason serves as an instrument for understanding and developing knowledge. Artificial Intelligence is

positioned as a tool that accelerates the process of information retrieval, not as a stand-alone source of truth. Thus, the relationship between revelation, reason, and technology becomes more harmonious, supporting a learning process relevant to the needs of modern society.(Alsi, 2025).

In the era of Society 5.0, the educational paradigm has shifted from teacher-centered learning to student-centered learning. This shift demands a change in the way knowledge is acquired. Students are no longer merely passive recipients of information but are required to independently seek, analyze, evaluate, and develop information. In the context of Islamic Religious Education, this process must remain focused on strengthening Islamic values so that critical thinking skills develop in tandem with the increasing spiritual and moral qualities of students.

Epistemological reconstruction also needs to consider the changing characteristics of students as a digital generation. Today's students are accustomed to obtaining information through various technology-based platforms, making conventional learning processes often perceived as less engaging. This situation demands that Islamic Religious Education develop a more adaptive approach without losing the substance of Islamic teachings. AI can be utilized to provide more interactive, visual, and contextual learning materials, enabling students to more easily grasp Islamic concepts in depth.(Adiputra & Hidayah, 2025).

Beyond the source of knowledge, epistemological reconstruction also addresses the methods of acquiring knowledge. In Islamic educational tradition, the process of acquiring knowledge is not only through reading and listening, but also through role models (*uswah hasanah*), experience, discussion, reflection, and habituation. The presence of Artificial Intelligence cannot replace these dimensions because AI can only provide information based on existing data. Values such as sincerity, etiquette, morality, and spirituality still require the role of teachers as educators and guides in the lives of students.

The role of teachers in the epistemology of Islamic Religious Education remains a crucial element despite the rapid development of technology. Teachers serve not only as transmitters of material but also as moral guides, role models,

motivators, and learning facilitators. This epistemological reconstruction shifts the teacher's position from being the sole source of information to being a guide who helps students use Artificial Intelligence critically, ethically, and responsibly. Thus, teachers play a strategic role in developing digital literacy skills grounded in Islamic values.(Baihaki, 2025).

Epistemological reconstruction must also integrate digital ethical values into the Islamic Religious Education learning process. The ease of accessing information through AI must be balanced with the ability to use technology responsibly, avoiding the dissemination of false information, respecting copyright, protecting privacy, and utilizing technology for beneficial purposes. These values align with Islamic teachings, which emphasize the importance of honesty, trustworthiness, responsibility, and wisdom in all human activities, including the use of digital technology.

Furthermore, the epistemological reconstruction of Islamic Religious Education in the era of Society 5.0 must prioritize an integrative approach that connects religious knowledge with science and technology. A dichotomy often arises between religious knowledge and general knowledge, even though both complement each other in building civilization. Artificial Intelligence can be a bridge to developing learning that integrates Islamic values with scientific developments, enabling students to understand that technological advancement is part of human endeavor to utilize the potential of reason bestowed by Allah SWT for the benefit of humanity.(Jamil et al., 2025).

Based on the above description, it can be understood that the reconstruction of the epistemology of Islamic Religious Education in facing the development of Artificial Intelligence in the era of Society 5.0 is carried out by strengthening the integration between revelation, reason, experience, and technology as a complementary whole. Artificial Intelligence is not seen as a substitute for humans or a new source of truth, but rather as an instrument that supports the learning process to be more effective, adaptive, and innovative. This reconstruction is expected to be able to give birth to a paradigm of Islamic Religious Education that

remains steadfast to Islamic values while being able to answer the challenges of technological developments so as to produce students who are faithful, knowledgeable, have noble morals, and have digital competencies in accordance with the demands of the era of Society 5.0.

The Role of Artificial Intelligence in Supporting the Implementation of Humanistic Islamic Religious Education in the Era of Society 5.0

The development of Artificial Intelligence (AI) has brought about significant changes in the modern education system. AI is no longer viewed merely as a technological innovation, but has evolved into an instrument capable of supporting various learning activities more effectively and efficiently. In the context of Islamic Religious Education (PAI), the use of AI offers the opportunity to create a more adaptive, interactive, and student-oriented learning process. The presence of this technology is part of the educational transformation in the Society 5.0 era, which places humans at the center of every technological innovation. (Rosadi et al., 2026).

The concept of humanistic learning emphasizes the importance of respecting the potential, characteristics, and needs of each student. Learning is not solely directed at achieving academic abilities, but also at developing emotional, social, spiritual, and moral aspects. From the perspective of Islamic Religious Education, humanistic learning aims to shape individuals who are faithful, pious, and possess noble morals, and capable of implementing Islamic values in their daily lives. Therefore, the use of AI must be directed towards strengthening these human dimensions, not simply increasing the efficiency of the learning process.

One of the primary roles of Artificial Intelligence in Islamic Religious Education is to support personalized learning. AI can analyze each student's abilities, learning styles, speed of comprehension, and learning needs. Based on these analysis results, the system can recommend materials, exercises, and assessments tailored to their individual abilities. This approach enables students to gain a more meaningful learning experience because the material provided is tailored to their individual circumstances and development. (Huda & Suwahyu, 2024).

In addition to personalized learning, AI also plays a role in enriching Islamic Religious Education learning resources. Various AI-based platforms can provide Islamic references, interactive learning media, simulations, educational videos, and even more engaging visualizations of Islamic history. Material previously delivered conventionally can be developed into multimedia-based learning, thereby increasing student motivation and engagement in the learning process. This supports the creation of an active, creative, and enjoyable learning environment.

The use of AI also contributes to the learning evaluation process. AI-based systems are capable of automatically assessing various forms of objective assessment, analyzing student learning progress, and providing feedback in a relatively short time. Teachers can utilize this data to identify student learning difficulties, determine more appropriate learning strategies, and provide support tailored to each individual's needs. Thus, evaluation serves not only as a tool for measuring learning outcomes but also as a basis for improving the learning process.(Oktavianus et al., 2023).

On the other hand, Islamic Religious Education (IS) learning has characteristics that cannot be fully accommodated by artificial intelligence. The aspects of moral formation, value instillation, habituation of worship, and role modeling require direct interaction between teachers and students. AI can provide information, but it lacks the ability to provide role models, empathy, compassion, or spiritual guidance as a real educator does. Therefore, the use of AI must remain as a supporting technology, while teachers remain the primary actors in the educational process.

The role of teachers in humanistic learning is increasingly important amidst the development of Artificial Intelligence. Teachers are not only tasked with delivering material, but also guiding students to use technology wisely, critically, and responsibly. Teachers serve as facilitators, guiding students in utilizing AI as a means of acquiring knowledge, while also serving as role models in internalizing the values of honesty, responsibility, discipline, and digital ethics in accordance with Islamic teachings. Thus, collaboration between teachers and technology is the

primary foundation for humanistic Islamic Religious Education learning.(Gerasela et al., 2026).

The use of Artificial Intelligence also contributes to improving students' digital literacy. In the era of Society 5.0, the ability to use technology effectively is a competency that every individual must possess. Islamic Religious Education has the responsibility to equip students with the skills to sort information, verify knowledge sources, avoid the spread of false information, and utilize technology for activities that benefit themselves and society. Integrating digital literacy with Islamic values will shape students who are intellectually intelligent and possess moral integrity.

Despite its numerous benefits, the implementation of Artificial Intelligence in Islamic Religious Education also faces a number of challenges. Excessive reliance on technology can diminish the ability to think independently, decrease the intensity of social interactions, and weaken the emotional bond between teachers and students. Furthermore, the unsupervised use of AI has the potential to produce inaccurate information or even conflict with Islamic principles. Therefore, clear policies, improved teacher competency, and strengthened ethical use of technology are needed to ensure that AI remains within the bounds of humanistic education.(Figunanting et al., 2026).

Based on this description, it can be understood that Artificial Intelligence plays a crucial role in supporting the implementation of humanistic Islamic Religious Education in the Society 5.0 era. AI can improve the quality of learning through personalized materials, the provision of more diverse learning resources, accelerated evaluation processes, and strengthening students' digital literacy. However, the success of AI implementation depends heavily on educators' ability to integrate technology with Islamic values, so that learning not only produces students who are technologically proficient but also possess religious character, noble morals, social awareness, and moral responsibility in utilizing technological advances for the common good.

An Artificial Intelligence-Based Reconstruction Model of Islamic Religious Education Epistemology in Realizing Humanistic Learning in the Society 5.0 Era

The epistemological reconstruction model for Islamic Religious Education based on Artificial Intelligence is essentially an effort to integrate technological advances with the fundamental values of Islamic education without eliminating the essence of humans as the primary subject of education. This reconstruction is based on the principle that technology is not an end in itself, but rather a means to improve the quality of the learning process. From an Islamic perspective, all developments in science and technology must be directed towards realizing the welfare of the people, strengthening faith, and developing individuals with noble character. Therefore, the learning model developed must be able to balance the intellectual, spiritual, emotional, and social aspects of students. (Zuairiyah et al., 2025).

The main foundation of this reconstruction model is the integration of revelation, reason, experience, and technology as complementary sources of knowledge. Revelation remains the source of values and absolute truth that guide the educational process. Reason serves as an instrument for understanding, developing, and implementing knowledge. Experience provides space for students to internalize values through life practices, while Artificial Intelligence acts as a tool that accelerates access to information, data analysis, and the development of more effective learning. The integration of these four elements produces an adaptive educational paradigm without losing its Islamic identity.

In its implementation, the Artificial Intelligence-based epistemological reconstruction model positions teachers as the center of character formation and facilitator of learning. While AI is capable of providing information quickly and accurately, technology cannot replace the teacher's role as a role model, spiritual guide, motivator, and educator who builds emotional connections with students. Teachers are tasked with directing the use of AI to align with the goals of Islamic Religious Education and guiding students in developing critical, ethical, and

responsible thinking skills regarding information obtained through digital technology.(Fahmy, 2026).

In this model, students are positioned as active subjects directly involved in the learning process. They are encouraged to utilize Artificial Intelligence as a means of exploring knowledge, solving problems, and developing creativity. However, each learning activity remains directed at strengthening Islamic values through reflection, discussion, practicing worship, and applying morals in daily life. Thus, students not only acquire digital competence but also develop balanced spiritual and moral intelligence.

The learning strategy in this reconstruction model prioritizes a student-centered approach by utilizing AI to support the learning process. Teachers can use various AI-based platforms to create more interactive learning materials, provide exercises tailored to students' abilities, and conduct more effective evaluations. Furthermore, learning is complemented by discussion, collaboration, project-based learning, and religious practices, ensuring that social interaction and character building remain a central part of the educational process.(Mohan et al., 2026).

The evaluation aspect of this reconstruction model not only assesses cognitive abilities but also encompasses students' affective and psychomotor development. Artificial Intelligence can be utilized to process learning outcome data, map competency development, and provide recommendations for follow-up learning. However, assessment of attitudes, morals, discipline, responsibility, and the practice of Islamic values still requires direct observation by the teacher. Therefore, the evaluation is conducted comprehensively to reflect the overall development of students.

The success of this epistemological reconstruction model also requires the support of a conducive educational environment. Schools, families, and communities must collaborate to guide students in the wise use of technology. Educational institutions need to provide adequate digital infrastructure, improve teacher competency in utilizing AI, and develop technology use policies that align with ethical principles and Islamic values.(Nurhayati et al., 2025).

Furthermore, this reconstruction model must be based on the principles of digital ethics from an Islamic perspective. The use of Artificial Intelligence must adhere to the values of honesty, trustworthiness, responsibility, justice, and respect for the rights of others. Students need to be guided to avoid misusing AI for plagiarism, spreading false information, or other activities that contradict Islamic teachings. Thus, technological developments will not only result in intellectual progress but also strengthen the moral and spiritual qualities of the younger generation.(Saifullah, 2026).

Based on the discussion, the epistemological reconstruction model of Islamic Religious Education based on Artificial Intelligence in realizing humanist learning in the era of Society 5.0 is built through the integration of revelation, reason, experience, and technology in one complete educational system. Artificial Intelligence functions as an instrument to improve the quality of learning, while teachers remain the center of character formation and internalization of Islamic values. This model is expected to be able to produce a learning process that is innovative, adaptive, collaborative, and oriented towards the development of the whole person, so that students not only have high digital competence, but also have faith, noble morals, critical thinking, and are able to utilize technology responsibly for the benefit of society in the era of Society 5.0.

CONCLUSION

The development of Artificial Intelligence (AI) in the Society 5.0 era has brought fundamental changes to the educational paradigm, including Islamic Religious Education (PAI). This situation demands a reconstruction of PAI's epistemology to remain relevant to technological developments without abandoning the primary foundation of Islamic education, which is derived from revelation. This epistemological reconstruction is carried out by strengthening the integration of revelation, reason, experience, and technology as complementary sources of knowledge. With this approach, AI is positioned as a supporting instrument in acquiring and developing knowledge, while Islamic values remain

the foundation for determining the direction, goals, and responsible use of knowledge.

The use of Artificial Intelligence (AI) significantly contributes to the implementation of humanistic Islamic Religious Education (PAI) through personalized learning, the provision of more varied learning resources, accelerated evaluation processes, and strengthening students' digital literacy. However, AI cannot replace the role of teachers in shaping character, instilling religious values, providing role models, and building emotional and spiritual connections with students. Therefore, the success of AI implementation in Islamic Religious Education depends heavily on educators' ability to integrate technology with humanistic principles and Islamic values.

The AI-based epistemological reconstruction model for Islamic Religious Education proposed in this study positions teachers, students, technology, and Islamic values as interconnected components. This model prioritizes adaptive, collaborative, and innovative learning, while simultaneously oriented toward holistic human development. Thus, Islamic Religious Education in the Society 5.0 era is expected to produce a generation that not only possesses digital competence and critical thinking skills, but also possesses faith, noble morals, social awareness, and is able to utilize developments in AI wisely and responsibly to realize the welfare of the community and civilization.

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