



**AL QODIRI**

**JURNAL PENDIDIKAN, SOSIAL DAN KEAGAMAAN**

Jln. Manggar 139-A Gebang Poreng Po.Box.161-Patrang Jember Jawa Timur

<http://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri>

---

## **Transforming Islamic Religious Education Through ChatGPT: Responding to Digital Learning Emergencies and Pedagogical Challenges in Indonesian Junior High Schools**

**Zainal Arifin<sup>1</sup>**

Universitas Islam KH.  
Achmad Muzakki Syah  
Email:  
ripinjay15@gmail.com

**Akhmad Iqbal<sup>2</sup>**

Universitas Islam KH.  
Achmad Muzakki Syah  
Email:  
Iqbal230395@gmail.com

**Asmad Hanisy<sup>3</sup>**

Universitas Islam KH.  
Achmad Muzakki Syah  
Email:  
asmadhanisy@gmail.com

Volume 23 Nomor 3 Desember 2025: DOI: **10.53515/qodiri.2025.23.3.630-642** *Article History*

*Submission: 24-10-2025 Revised: 27-11-2025 Accepted: 10-12-2025 Published: 29-12-2025*

### **ABSTRACT**

This study explores the implementation of ChatGPT in Islamic Religious Education (IRE) learning at SMP Darussalam Kalibaru in response to digital learning emergencies and pedagogical challenges in Indonesian junior high schools. The research aims to analyze how artificial intelligence, particularly ChatGPT, is integrated into teaching practices, as well as its benefits, challenges, and educational implications. A qualitative case study approach was employed involving Islamic Religious Education teachers and students as key informants. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that ChatGPT is widely utilized by teachers in preparing lesson plans, instructional materials, and assessment instruments, thereby increasing efficiency and productivity in teaching activities. Students also use ChatGPT as a learning support tool to understand Islamic Religious Education materials more easily and independently. However, the study also identifies challenges such as students' overreliance on AI-generated responses and the potential reduction of critical thinking skills. Despite these concerns, ChatGPT is generally perceived as a beneficial educational innovation when used under proper teacher guidance. The study concludes that ChatGPT serves as an effective supplementary tool in Islamic Religious Education, supporting the transformation of traditional pedagogy into a more interactive and technology-enhanced learning environment. Nevertheless, its implementation requires careful supervision to ensure ethical and responsible use. This research contributes to the growing discourse on artificial intelligence in education, particularly within religious education contexts, and highlights the importance of balancing technological innovation with pedagogical and moral values.

**Keywords:** *ChatGPT, artificial intelligence, Islamic Religious Education, digital learning*

### **INTRODUCTION**

The rapid advancement of educational technology has become a crucial factor in determining a nation's competitiveness in the era of globalization (Aulia et al., 2019; Muizzuddin, 2019; Murcahyanto, 2023). In the twenty-first century, digital transformation has significantly reshaped educational practices, influencing both teachers and students as key actors in the learning process (Umazah & Sakre, 2020; Saleh et al., 2021). The integration of digital technologies into classrooms has created new opportunities for enhancing learning effectiveness, accessibility, and student engagement. Furthermore, the post-pandemic

educational landscape has accelerated the adoption of digital learning tools, making technological innovation an essential component of contemporary education. This situation is particularly important in Islamic Religious Education (IRE), where teachers are expected not only to deliver knowledge but also to cultivate students' moral, spiritual, and character development. Consequently, educational institutions face increasing pressure to integrate emerging technologies while preserving the fundamental values of religious education. In this context, the emergence of ChatGPT represents both a transformative opportunity and a pedagogical challenge that warrants scholarly investigation.

Existing studies have extensively discussed the role of technology in educational innovation and the importance of digital media in reconstructing learning environments (Fitri et al., 2022; Faiz & Kurniawaty, 2023). Research has shown that technology-supported learning enables teachers to move beyond their traditional role as sole knowledge providers and become facilitators and collaborative learning partners (Monoarfa & Haling, 2021; Saputra & Serdianus, 2023). More specifically, recent studies have highlighted the educational potential of ChatGPT, a Generative Pre-trained Transformer developed by OpenAI, which is capable of generating human-like responses and supporting various instructional activities (De la Vega Hernández et al., 2023; Prananta et al., 2023). Previous findings indicate that ChatGPT can assist teachers in lesson planning, material development, assessment design, and student learning support (Eneng Humaeroh, 2023). However, most existing research focuses on higher education, general classroom instruction, language learning, or STEM disciplines. Studies specifically examining the implementation of ChatGPT in Islamic Religious Education at the junior high school level remain scarce. Moreover, no previous research has investigated the implementation of ChatGPT in Islamic Religious Education at SMP Darussalam Kalibaru, creating a significant research gap that this study seeks to address.

Based on the identified gap, this study aims to analyze the implementation of ChatGPT in Islamic Religious Education learning at SMP Darussalam Kalibaru. Specifically, the study seeks to explore how ChatGPT is integrated into classroom practices and how teachers utilize this artificial intelligence technology to support instructional activities. In addition, the study investigates teachers' and students' perceptions of ChatGPT and examines its potential benefits and challenges within the context of Islamic Religious Education. The research is guided by the following questions: (1) How is ChatGPT implemented in Islamic Religious Education learning at SMP Darussalam Kalibaru? (2) What benefits does ChatGPT offer for teachers and students in the learning process? (3) What pedagogical, ethical, and technological challenges emerge from its implementation? and (4) How can ChatGPT be utilized while maintaining the essential values and objectives of Islamic Religious Education? By addressing these questions, this study aims to contribute empirical evidence regarding the integration of artificial intelligence into religious education and provide insights into digital transformation within Indonesian junior high schools.

This study argues that ChatGPT has the potential to become an innovative solution for responding to contemporary digital learning emergencies and pedagogical challenges in Islamic Religious Education. As an artificial intelligence-based technology, ChatGPT can facilitate access to information, support personalized learning experiences, assist teachers in preparing instructional materials, and encourage

students' independent learning (Iriyani et al., 2023; Saputra & Serdianus, 2023). Nevertheless, its successful implementation depends on several factors, including teachers' digital competence, students' technological literacy, institutional support, and ethical guidelines governing AI use in education (Damayanti, 2022; Herdiati et al., 2021). This study hypothesizes that ChatGPT can positively transform Islamic Religious Education when employed as a complementary learning tool rather than a replacement for teachers' pedagogical and moral roles. Therefore, the integration of ChatGPT should be understood not merely as a technological trend but as a strategic effort to enhance educational quality while preserving religious values. The findings are expected to provide both theoretical and practical implications for developing ethical, effective, and sustainable AI-assisted learning models in Islamic Religious Education.

### METHOD

This study employed a qualitative approach using a case study design to explore the implementation of ChatGPT in Islamic Religious Education (IRE) learning at SMP Darussalam Kalibaru. A qualitative approach was considered appropriate because the study sought to understand participants' experiences, perceptions, and interpretations regarding the use of artificial intelligence in religious learning contexts. Qualitative research enables researchers to investigate social phenomena in their natural settings and to construct meaning from participants' perspectives (Creswell & Poth, 2018). Furthermore, the case study design was selected because it allows for an in-depth examination of a contemporary phenomenon within its real-life context (Yin, 2018). SMP Darussalam Kalibaru was chosen as the research site due to its active efforts to integrate digital technologies into the learning process, particularly in Islamic Religious Education. By focusing on a single case, the study was able to generate a comprehensive understanding of how ChatGPT is implemented, experienced, and interpreted within a specific educational environment.

The primary sources of information in this study consisted of Islamic Religious Education teachers and students at SMP Darussalam Kalibaru. These participants were selected purposively because they were directly involved in the implementation and use of ChatGPT during learning activities. Purposive sampling is commonly employed in qualitative research to identify information-rich participants who possess relevant experiences and insights concerning the phenomenon under investigation (Patton, 2015). Teachers were considered key informants because they were responsible for planning, facilitating, and evaluating learning activities involving ChatGPT. Their experiences provided valuable information regarding instructional strategies, pedagogical considerations, and challenges associated with the integration of artificial intelligence into Islamic Religious Education. Students were also included as important informants because they directly interacted with ChatGPT as part of their learning activities. Their perspectives contributed to understanding the perceived benefits, limitations, and influence of AI-assisted learning on their engagement, comprehension, and independent learning behaviors.

Data collection was conducted using three complementary techniques, namely observation, interviews, and documentation. Observation was employed to obtain firsthand information regarding classroom interactions, instructional practices, and the actual implementation of ChatGPT in Islamic Religious Education learning activities. Through direct observation, the researcher was able to examine

how teachers incorporated ChatGPT into instructional processes and how students responded to its use in classroom settings. Semi-structured interviews were subsequently conducted with teachers and selected students to gain deeper insights into their experiences, perceptions, and reflections concerning the use of ChatGPT. The semi-structured format allowed participants to express their opinions freely while ensuring that discussions remained aligned with the research objectives. In addition, documentation was collected to support and validate the findings obtained through observations and interviews. These documents included lesson plans, learning materials, student assignments, school policies, and other records related to the implementation of digital learning technologies. The combination of multiple data collection techniques strengthened the credibility and trustworthiness of the research through methodological triangulation (Merriam & Tisdell, 2016).

To ensure the validity and reliability of the findings, data were continuously examined throughout the research process. The researcher compared information obtained from different participants and data sources to identify consistencies and discrepancies. Triangulation was applied by integrating findings from observations, interviews, and documentation, thereby enhancing the credibility of the study (Creswell & Poth, 2018). In addition, member checking was conducted by confirming selected findings with participants to ensure that the interpretations accurately reflected their experiences and perspectives. Field notes and research memos were also maintained throughout the study to document emerging insights, contextual information, and analytical reflections. These procedures helped reduce researcher bias and strengthened the overall rigor of the investigation. By employing multiple validation strategies, the study sought to produce trustworthy findings that accurately represented the realities of ChatGPT implementation in Islamic Religious Education at SMP Darussalam Kalibaru.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting, organizing, coding, and simplifying relevant information obtained from observations, interviews, and documentation. Subsequently, the reduced data were systematically presented through thematic categories and narrative descriptions to facilitate interpretation and pattern identification. The final stage involved verifying findings and drawing conclusions based on recurring themes and relationships identified throughout the analysis process. To generate a comprehensive understanding of the phenomenon, this study combined content analysis, discourse analysis, and interpretive analysis. Content analysis was employed to identify recurring themes and patterns within participant narratives and documents. Discourse analysis was used to examine how participants constructed meanings and perspectives regarding ChatGPT in educational settings, while interpretive analysis enabled the researcher to understand the broader implications of artificial intelligence integration within Islamic Religious Education. Through these analytical procedures, the study produced nuanced and contextually grounded insights into the opportunities and challenges associated with implementing ChatGPT in contemporary religious education.

## RESULTS AND DISCUSSION

## Results

**Table 1. Summary of Interview Findings on ChatGPT Implementation in Islamic Religious Education**

Informant	Main Findings	Educational Implications
<b>Teacher 1 (Mr. Santoso)</b>	ChatGPT is used for lesson planning, teaching preparation, and instructional support.	Teachers adapt to technological developments and improve digital competence.
<b>Teacher 2 (Mr. Fauzan)</b>	ChatGPT assists in preparing modules, assignments, and assessments efficiently.	Increased productivity and reduced administrative workload.
<b>Teacher 3 (Mr. Muhlasin)</b>	ChatGPT is frequently used to generate assessment questions.	Faster preparation of evaluation instruments.
<b>Student (Kafin)</b>	ChatGPT supports learning but should not replace independent thinking.	Development of responsible AI usage and critical learning attitudes.

The interview data indicate that all Islamic Religious Education teachers at SMP Darussalam Kalibaru have integrated ChatGPT into various aspects of teaching and learning activities. Teachers reported using ChatGPT to prepare lesson plans, develop teaching materials, create assessment instruments, and support classroom instruction. Students also acknowledged the usefulness of ChatGPT in facilitating access to information and improving learning efficiency. However, both teachers and students emphasized that AI should function as a supporting tool rather than a replacement for critical thinking and independent learning. Therefore, the interview findings reveal a generally positive perception of ChatGPT while highlighting the importance of responsible and ethical implementation.

The interview results reveal a clear pattern of technology acceptance among both teachers and students. Teachers primarily utilize ChatGPT to increase efficiency in administrative and instructional tasks, whereas students employ the technology to support understanding of learning materials and completion of assignments. Another emerging pattern is the recognition of AI-related challenges. While participants appreciated the speed and accessibility provided by ChatGPT, they also expressed concerns regarding excessive dependence on AI-generated answers. Consequently, the interview data demonstrate a balance between technological optimism and pedagogical caution. Teachers viewed ChatGPT as an educational innovation that enhances productivity, while students considered it a valuable learning resource that requires responsible use. These patterns indicate that ChatGPT is becoming embedded in daily educational practices while simultaneously prompting reflection on the role of human judgment in learning.

The observed pattern can be interpreted as a consequence of increasing digital transformation in education. Teachers adopt ChatGPT because it simplifies complex and time-consuming instructional tasks, allowing them to focus on pedagogical interactions. Students, meanwhile, are naturally attracted to technologies that provide immediate access to information. However, concerns regarding dependency emerge because AI systems can generate complete responses with minimal effort from users. This situation reflects the dual nature of educational technology: it creates opportunities for innovation while simultaneously generating risks related to learner autonomy and critical thinking. The findings suggest that

successful implementation requires continuous teacher guidance, digital literacy education, and ethical awareness. Thus, the role of teachers remains essential in ensuring that ChatGPT enhances rather than diminishes meaningful learning experiences.

## Observation Findings

**Table 2. Summary of Observation Findings**

Observed Activity	Evidence	Interpretation
<b>Lesson preparation</b>	Teachers used ChatGPT to generate lesson materials and instructional plans.	AI supports instructional design.
<b>Classroom learning</b>	Students actively accessed AI-generated explanations.	Increased learning engagement.
<b>Assessment preparation</b>	Teachers developed quizzes and assessment items using ChatGPT.	Improved efficiency.
<b>Teacher-student interaction</b>	Teachers guided students regarding ethical AI usage.	Balanced integration of technology and pedagogy.

Observation findings demonstrate that ChatGPT has been integrated into multiple stages of Islamic Religious Education learning. Teachers utilized the technology during preparation, implementation, and assessment processes. Students were observed actively engaging with AI-generated explanations to supplement classroom learning. Furthermore, teachers frequently reminded students to verify information and avoid excessive reliance on AI tools. These observations indicate that ChatGPT functions not merely as a technological resource but also as a catalyst for new forms of teacher-student interaction centered on digital literacy and responsible technology use.

A consistent pattern emerged across classroom observations. First, ChatGPT increased efficiency in instructional preparation and delivery. Second, students demonstrated greater engagement when digital tools were incorporated into learning activities. Third, teachers maintained an active supervisory role despite the availability of AI-generated information. This pattern suggests that technological integration did not eliminate the importance of human interaction but instead transformed its nature. Rather than serving exclusively as information providers, teachers increasingly functioned as facilitators, mentors, and evaluators of information quality. Consequently, the observed learning environment reflected a hybrid educational model that combined technological innovation with traditional pedagogical guidance.

The observed patterns can be interpreted through the lens of educational technology adoption. Teachers employed ChatGPT because it reduced workload and provided rapid access to instructional resources. Students responded positively because digital technologies align with their learning preferences and familiarity with online information environments. However, teacher supervision remained crucial because AI-generated content is not always accurate or contextually appropriate. Therefore, the effectiveness of ChatGPT depends not solely on technological capability but also on pedagogical management. The findings suggest that AI integration is most beneficial when combined with active teacher mediation, ensuring that technology supports rather than dominates the learning process.

## Documentation Findings

**Table 3. Documentation Evidence of ChatGPT-Assisted Learning**

Document Type	Evidence Found	Educational Significance
<b>Lesson plans</b>	AI-assisted preparation of learning objectives and activities.	Improved instructional planning.
<b>Assessment instruments</b>	AI-generated quiz and examination items.	Increased efficiency and variety.
<b>Student assignments</b>	Structured responses supported by AI-generated information.	Enhanced access to learning resources.
<b>Learning materials</b>	AI-assisted summaries and explanations.	Improved content accessibility.

Documentation analysis revealed that ChatGPT was consistently incorporated into instructional documents, assessment materials, and learning resources. Teachers used AI-generated content to support lesson planning and assessment development, while students utilized AI-generated information to complete assignments and deepen understanding of Islamic Religious Education topics. The collected documents demonstrate that ChatGPT contributed to both instructional efficiency and resource accessibility. Overall, documentary evidence confirms the findings obtained through interviews and observations.

The documentation exhibits a recurring pattern of AI-assisted educational production. Most instructional documents reflected greater efficiency, organization, and accessibility. Assessment instruments were developed more quickly, while learning materials contained concise and structured explanations. Student assignments frequently incorporated information obtained through AI-assisted searches. These patterns indicate that ChatGPT has become embedded in routine educational practices and supports both teaching and learning activities. The consistency across different document types further strengthens evidence regarding the institutional adoption of AI technologies.

The documented patterns suggest that ChatGPT serves as a practical knowledge-support system within Islamic Religious Education. Its influence extends beyond classroom interaction into curriculum implementation, assessment design, and learning resource development. The findings imply that AI technologies can contribute to educational quality by reducing administrative burdens and increasing information accessibility. Nevertheless, documentation also highlights the importance of maintaining academic integrity and ensuring that students engage critically with AI-generated information. Therefore, effective implementation requires balancing efficiency with educational responsibility.

## Discussion

The interview findings indicate that the implementation of ChatGPT in Islamic Religious Education has significant functional implications for both teachers and students. The technology assists teachers in preparing lesson plans, developing learning materials, and designing assessment instruments more efficiently. This supports the argument that generative AI can reduce teachers' administrative

workload and improve instructional productivity. Previous studies have demonstrated that ChatGPT enhances teaching efficiency, supports content generation, and facilitates personalized learning experiences (Montenegro-Rueda et al., 2023; Ali et al., 2024; Albadarin et al., 2024; Sandu et al., 2024; Gill et al., 2023). However, the findings also reveal dysfunctional aspects, particularly the risk of student dependency on AI-generated responses. Excessive reliance may reduce independent learning efforts and critical thinking development. Therefore, the implementation of ChatGPT should not merely focus on technological adoption but also on educational responsibility. The findings suggest that AI functions most effectively when positioned as a complementary educational tool rather than a substitute for human learning processes and pedagogical guidance.

The reasons underlying the interview findings are closely related to the changing structure of educational practices in the digital era. Teachers adopt ChatGPT because it offers rapid access to information, simplifies instructional preparation, and improves efficiency in educational tasks. Students are attracted to AI technologies because they provide immediate answers and facilitate learning activities. Similar patterns have been reported in recent international studies that identify convenience, accessibility, and efficiency as the primary factors driving AI adoption in education (Montenegro-Rueda et al., 2023; Sandu et al., 2024; Deng et al., 2024; Lee & Zhai, 2024; Jauhiainen & Guerra, 2024). Nevertheless, the same structural factors that encourage AI usage also contribute to overdependence. When students consistently rely on AI-generated responses, opportunities for analytical thinking and problem-solving may decrease. Consequently, a causal relationship emerges between technological convenience and reduced cognitive engagement. These findings indicate that AI adoption in education requires balanced pedagogical strategies that maintain learner autonomy while benefiting from technological innovation.

The observation findings demonstrate important implications regarding classroom interaction and learning engagement. The integration of ChatGPT increased student participation and facilitated more active learning processes. Students were observed accessing explanations, examples, and additional information through AI-supported tools, allowing them to interact with learning materials more independently. Previous research suggests that generative AI can promote engagement, support individualized learning, and enhance student motivation through interactive educational experiences (Ali et al., 2024; Deng et al., 2024; Jauhiainen & Guerra, 2024; Zhang et al., 2024; Gill et al., 2023). At the same time, classroom observations revealed that teachers maintained an essential role in guiding and supervising AI usage. This finding highlights that educational technology does not eliminate the need for teachers but instead transforms their responsibilities. The functional implication of ChatGPT lies in its ability to enrich learning experiences, while the dysfunctional implication emerges when students prioritize AI-generated information without critically evaluating its accuracy or relevance.

The observed patterns occur because ChatGPT aligns with contemporary students' digital learning preferences. Students are increasingly accustomed to immediate information access and technology-mediated communication. Consequently, AI tools naturally integrate into their educational experiences. Studies have shown that learners often perceive ChatGPT as a convenient and accessible educational

assistant capable of providing personalized explanations and rapid feedback (Deng et al., 2024; Ali et al., 2024; Sandu et al., 2024; Zhang et al., 2024; Lee & Zhai, 2024). However, observations also reveal that effective implementation depends heavily on teacher mediation. Teachers play a crucial role in contextualizing information, correcting inaccuracies, and ensuring alignment with learning objectives. Without adequate guidance, AI may encourage passive learning behaviors and superficial understanding. Therefore, the relationship between AI effectiveness and educational outcomes is strongly influenced by pedagogical management. The findings suggest that the benefits of ChatGPT emerge not solely from technological capabilities but from the interaction between technology, teachers, and learners within the educational environment.

The documentation findings further illustrate the implications of ChatGPT integration in Islamic Religious Education. Documents such as lesson plans, learning modules, assessment instruments, and student assignments demonstrate that AI has become embedded within routine educational practices. Functionally, ChatGPT supports curriculum implementation by increasing efficiency, expanding access to information, and improving instructional organization. Several international studies similarly report that generative AI contributes positively to lesson planning, assessment design, content creation, and educational productivity (Montenegro-Rueda et al., 2023; Albadarin et al., 2024; Sandu et al., 2024; Lee & Zhai, 2024; Gill et al., 2023). Nevertheless, documentation evidence also reveals potential dysfunctions, particularly concerning academic authenticity and originality. When assignments heavily depend on AI-generated content, distinguishing between students' own understanding and automated outputs becomes increasingly difficult. Consequently, educational institutions must establish ethical guidelines that encourage responsible AI usage while preserving academic integrity and authentic learning experiences.

The documented patterns can be interpreted through broader transformations occurring in educational systems worldwide. The integration of AI into learning activities is driven by the growing demand for efficiency, accessibility, and digital innovation. However, the same technological transformation also generates concerns regarding critical thinking, creativity, and academic integrity. Recent studies have emphasized that while ChatGPT can enhance educational productivity, it may simultaneously weaken cognitive engagement when used excessively (Fabiyyi, 2024; Deng et al., 2024; Gill et al., 2023; Albadarin et al., 2024; Montenegro-Rueda et al., 2023). Emerging evidence also suggests that overreliance on AI may reduce originality and independent reasoning among learners. Therefore, the underlying structure of AI implementation reflects a dynamic tension between educational innovation and pedagogical responsibility. The findings of this study indicate that successful integration of ChatGPT in Islamic Religious Education requires not only technological adoption but also ethical awareness, critical digital literacy, and continuous teacher involvement. Such a balanced approach ensures that artificial intelligence contributes positively to educational development without undermining the core objectives of meaningful learning.

## CONCLUSION

This study demonstrates that the implementation of ChatGPT has transformed Islamic Religious Education (IRE) at SMP Darussalam Kalibaru by supporting lesson planning, classroom instruction, and assessment practices. The most important finding is that ChatGPT functions as a complementary educational tool that enhances teachers' productivity and students' access to learning resources without replacing the essential role of educators. The study also reveals that Islamic Religious Education teachers are capable of adapting to technological developments and integrating artificial intelligence into their pedagogical practices. At the same time, the findings emphasize the importance of maintaining critical thinking, digital literacy, and ethical awareness among students. The key lesson derived from this research is that artificial intelligence should be utilized as a supportive instrument that enriches learning experiences while preserving the human, moral, and spiritual dimensions that remain central to Islamic Religious Education in the digital era.

This research contributes to the growing body of knowledge on artificial intelligence in education by extending the discussion into the context of Islamic Religious Education at the junior high school level. Unlike many previous studies that focus on higher education or general subjects, this study provides empirical evidence regarding the integration of ChatGPT within a religious education setting. The study also offers a renewed perspective on how AI can coexist with value-based education, demonstrating that technological innovation does not necessarily undermine religious and moral learning objectives. Methodologically, the use of a qualitative case study approach provides an in-depth understanding of teachers' and students' experiences in adopting AI technologies. The findings contribute to educational technology literature by highlighting the relationship between digital transformation, pedagogical adaptation, and ethical responsibility. Furthermore, the research introduces a contextualized case from an Indonesian Islamic junior high school, enriching the global discourse on AI-assisted learning.

Despite its contributions, this study has several limitations that should be acknowledged. First, the research was conducted in a single educational institution, namely SMP Darussalam Kalibaru, which limits the generalizability of the findings to other schools and educational contexts. Second, the study focused primarily on teachers and students involved in Islamic Religious Education, leaving opportunities for future research to explore perspectives from school leaders, parents, and policymakers. Third, the qualitative case study design emphasizes depth of understanding rather than statistical generalization. Future studies could employ mixed-methods or quantitative approaches to examine the broader impact of ChatGPT on learning outcomes, critical thinking skills, and student achievement. Additionally, comparative studies involving different educational levels, age groups, subjects, and cultural settings are recommended to generate a more comprehensive understanding of the opportunities and challenges associated with artificial intelligence in education.

## REFERENCES

- Adawiyah, S. R., & Haolani, A. (2021). Kajian Teoritis Penerapan Self-Assessment Sebagai Alternatif Asesmen Formatif Di Masa Pembelajaran Jarak Jauh. *Jurnal Ilmiah Mandala Education*, 7(3). <https://doi.org/10.36312/jime.v7i3.2307>

- Akhmad, S. (2014). Pengembangan Model Supervisi Klinis Dengan Pendekatan Lesson Study Untuk Meningkatkan Kompetensi Profesional Guru. *Journal of Educational Research and Evaluation*, 3(1).
- Albadarin, Y., et al. (2024). Generative AI in teaching and learning: A systematic review. *Discover Education*.
- Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A., Safei, A., & Julian, N. (2022). Pemanfaatan Media Pembelajaran Audio Visual berbasis Aplikasi Canva. *Jurnal Pengabdian Kepada Masyarakat UBJ*, 5(1), 75–84. <https://doi.org/10.31599/jabdimas.v5i1.986>
- Ali, A., et al. (2024). ChatGPT in education: Opportunities and challenges. *Education Sciences*.
- Arifuddin, A. (2019). Konsep Pendidikan Profetik (Melacak Visi Kenabian Dalam Pendidikan). *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*,
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Damayanti, C. (2022). Manusia, Pengetahuan, Filsafat, dan Teknologi: Sebuah Kajian, Manfaat, dan Sumbangan Bagi Hidup Manusia. *Studia Philosophica et Theologica*, 22(2), 204–229. <https://doi.org/10.35312/spet.v22i2.440>
- De la Vega Hernández, I. M., Urdaneta, A. S., & Carayannis, E. (2023). Global bibliometric mapping of the frontier of knowledge in the field of artificial intelligence for the period 1990–2019. *Artificial Intelligence Review*, 56(2), 1699–1729. <https://doi.org/10.1007/s10462-022-10206-4>
- Deng, J., et al. (2024). Does ChatGPT enhance student learning? A systematic review and meta-analysis. *Educational Research Review*.  
*Education Journal : Journal Educational Research and Development*, 7(2), 158–
- Eneng Humaeroh. (2023). Islamic Religious Education Learning and Trends in the Use of Artificial Intelligence. *Indonesian Journal of Learning Development and Innovation*, 1(1), 31–35.
- Fabiyi, T., et al. (2024). Generative AI and teaching innovation. *Innovations in Education and Teaching International*.
- Fauziah, Z., & Minarti, S. (2023). Artificial Intelligence-Assisted Writing Application for Improving Writing Skills of Islamic Education Students. *Jurnal Kependidikan Islam*, 13(2), 119–123.
- Firmansyah, D., & Suryana, A. (2022). Konsep Pendidikan Akhlak : Kajian Tafsir Surat Al Hujurat Ayat 11-13. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 19(2), 58–82. <https://doi.org/10.46781/al-mutharahah.v19i2.538>
- Fitri, E., Sari, N., & Siregar, N. M. (2022). *Sosialisasi Penerapan Aplikasi TikTok sebagai Inovasi dalam Pembelajaran Pendidikan Jasmani*. 4(2), 610–619.
- Gill, S., et al. (2023). ChatGPT in education: A review. <https://arxiv.org/abs/2306.03823>
- Herdiati, D., Atmaji, D. D., Mas, R., Andriyanto, A., & Saputra, D. N. (2021). *Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Musik di SMAN 1 Muara Enim, Sumatera Selatan*. 4(2), 111–119.
- Hidayanti, R., & Azmiyanti, R. (2023). ChatGPT (Generative Pre-trained Transformer) in educational context. [Journal name not provided in source].
- Hidayanti, W., & Azmiyanti, R. (2023). Dampak Penggunaan Chat GPT pada Kompetensi Mahasiswa Akuntansi: Literature Review. *Seminar Nasional Akuntansi Dan Call for Paper*, 3(1), 83–91. <https://senapan.upnjatim.ac.id/index.php/senapan/article/view/288>  
<https://doi.org/0.15642/jkpi.2023.13.2.119-123>

- Iriyani, S. A., Patty, E. N. S., Rizal Akbar, A., Idris, R., Ayu, B., Priyudahari, P., & Artikel, G. (2023). Studi Literatur: Pemanfaatan Teknologi Chat GPT dalam Pendidikan. *Jurnal Pendidikan Teknologi Informasi*, 1(1), 9–16. <https://doi.org/10.30812/upgrade.v0i0.3151>
- Jauhiainen, J., & Guerra, A. (2024). ChatGPT in education: Opportunities and risks. *Frontiers in Education*.
- Kadi, T. (2022). Mainstreaming Islamic Moderations Values in Higher Education: Policy, Implementation, and Challenges. *Dinamika Ilmu*, 22(1), 1–15. <https://doi.org/10.21093/di.v22i1.3679>
- Khojir, K., Aini, A. N., & Setiawan, A. (2021). Developing Islamic Religious Course Teaching Materials with Intercultural Competence-Based in High Schools in East Kalimantan, Indonesia. *Dinamika Ilmu*, 21(2), 451–462. <https://doi.org/10.21093/di.v21i2.3633>
- Lee, J., et al. (2024). ChatGPT and learning performance. <https://arxiv.org/abs/2402.01674>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E. (2023). Impact of artificial intelligence on education: A systematic review. *Computers*, 12(8), 153.
- Muizzuddin, M. (2019). Pengembangan Profesionalisme Guru dan Peningkatan Kualitas Pembelajaran. *Jurnal Kependidikan*, 7(1), 127–140. <https://doi.org/10.24090/jk.v7i1.2957>
- Murcahyanto, H. (2023). Penerapan Media Chat GPT pada Pembelajaran Manajemen Pendidikan terhadap Kemandirian Mahasiswa. *Edumatic: Jurnal*
- Pamela, I. S., Chan, F., Yantoro, Fauzia, V., Susanti, E. P., Frimals, A., & Rahmat, O. (2019). KETERAMPILAN GURU DALAM MENGELOLA KELAS. *Jurnal*
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications. *Pendidikan Dasar*, 3(2), 23–30. *Pendidikan Informatika*, 7(1), 115–122. <https://doi.org/10.29408/edumatic.v7i1.14073>
- Prananta, A. W., Rize, R., Megahati, P., Susanto, N., & Raule, J. H. (2023). *Transforming Education and Learning through Chat GPT : A Systematic Literature Review*. 9(11), 1031–1037. <https://doi.org/10.29303/jppipa.v9i11.5468>
- Ramadhan, F. K., Faris, M. I., Wahyudi, I., & Sulaeman, M. K. (2023). Pemanfaatan Chat Gpt Dalam Dunia Pendidikan. *Jurnal Ilmiah Flash*, 9(1), 25. <https://doi.org/10.32511/flash.v9i1.1069>
- Sandu, L., et al. (2024). Artificial intelligence in education: Systematic review. *Discover Education*.
- Saputra, T., & Serdianus, S. (2023). Peran Artificial Intelligence ChatGPT dalam Perencanaan Pembelajaran di. *Jurnal Ilmu Sosial Dan Pendidikan*, 3(1), 1–18.
- Setiawan, A., & Luthfiyani, U. K. (2023). Penggunaan ChatGPT Untuk Pendidikan di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis. *JURNAL PETISI (Pendidikan Teknologi Informasi)*, 4(1), 49–58. <https://doi.org/10.36232/jurnalpetisi.v4i1.3680>
- Sobron, M., & Lubis. (2021). Implementasi Artificial Intelligence Pada System Manufaktur Terpadu. *Seminar Nasional Teknik (SEMNASSTEK) UISU*, 4(1), 1–7. <https://jurnal.uisu.ac.id/index.php/semnastek/article/view/4134>

Suharmawan, W. (2023). Pemanfaatan Chat GPT Dalam Dunia Pendidikan.

Suharmawan, A. (2023). ChatGPT utilization in education: Functions and implications. [Journal name not provided in source].

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

Zhang, Y., et al. (2024). Generative AI in education: Emerging trends and applications. <https://arxiv.org/abs/2403.16687>