

Artificial Intelligence-Based Learning Assistance for the Subject of Faith and Morals in Islamic Boarding School-Based Madrasas

Rofiatul Hosna*, Khoirotul Idawati, Hanifudin, Ali Mahsun, Erika Mei Budiarti, Iva Inayatul Ilahiyah

Universitas Hasyim Asy'ari Jombang, East Java, Indonesia

Email: rofiatulhosna@unhasy.ac.id

ABSTRACT

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*Corresponding Author

The digital era has brought many significant changes in various aspects of life, including education. Islamic education in Madrasah is required to be more creative, adaptive and responsive, especially in the subject of *Akidah Akhlaq*. Low digital literacy of teachers and limited infrastructure are obstacles to innovation in the modern era. Therefore, the purpose of this service is to implement artificial intelligence in the form of Canva and Quizizz in learning *Akidah Akhlaq* in order to strengthen the character of students in the Tebuireng Jombang Islamic Boarding School, namely MTs Salafiyah Syafi'iyah and MA Salafiyah Syafi'iyah. The service method used is Participatory Action Research (PAR) which actively involves teachers and students in each stage, starting from problem identification to evaluation. The results of the service showed that the teachers participated in the training well and were filled with high enthusiasm. Using artificial intelligence-based learning media in the form of Canva and Quizizz can increase knowledge, increase creativity, improve skills, make it easier for teachers to deliver material, make it easier for teachers to evaluate learning outcomes through automatic assessment, and improve the quality of madrasah education. The targeted outputs from the results of this service are journals and books.

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INTRODUCTION

Digital transformation has changed various aspects of human life, including in the world of education and machine efficiency and humans have begun to connect with each other with the Internet of Things (IoT) system

(Pahrudin et al., 2023; Spöttl & Windelband, 2021). The development of artificial intelligence-based technology (Artificial Intelligence/AI) is now not only a technical tool, but has developed into a means that is able to change the learning paradigm itself (Kim et al., 2024; Tavana et al., 2022). The world of education is required to be adaptive, creative, and responsive to these very rapid changes (Mohammed et al., 2021; Sanjani, 2024). In this context, Islamic educational institutions, including madrasas, need to adapt in order to be able to respond to the needs of the times without losing their identity (Hadziq et al., 2024).

In the ever-growing digital era, the use of technology in the world of education is a necessity, including in the context of Islamic religious education (Naimi et al., 2025). Artificial intelligence-based learning assistance in the subject of *Akidah Akhlaq* is an innovative effort to increase the effectiveness and efficiency of the spiritual and moral teaching and learning process (Kobandaha et al., 2025). With artificial intelligence, it is able to present a more personalized, adaptive, and interactive learning system, which can ultimately help students understand the values of faith and morals in a more in-depth and contextual way. This initiative also reflects the integration between modern technology and Islamic values that have been taught in traditional educational institutions such as madrasas.

Assistance in learning artificial intelligence in the subject of *Akidah Akhlaq* is an important strategy in answering these challenges (Nuraini & Mashuri, 2025). Likewise, the subject of *Akidah Akhlaq* has a central role in shaping the character and morals of students in madrasas (Widodo et al., 2024). However, the delivery of less effective and less interesting material, as well as adjustments to individual learning needs, are often a challenge for moralists (Aminu, 2022). Through the use of artificial intelligence, teachers can design learning that suits the needs of each student and utilize an automatic evaluation system to increase learning effectiveness (Rifky, 2024). Artificial intelligence also has great potential in supporting innovative learning in the Islamic educational environment through interactive media and data processing to understand students' learning needs (Hastuti & Hartono, 2025). Thus, the implementation of artificial intelligence learning assistance in the teaching of *Akidah Akhlaq* is not only relevant, but also very strategic in answering the challenges of Islamic education in this digital era.

The integration of Artificial Intelligence in Islamic education cannot be separated from the challenges and opportunities that come with it (Purwowododo & Zaini, 2024; Rafida et al., 2024). One of the main challenges is the digital literacy gap among educators and students (Khumaedi, 2024). Many teachers do not have adequate digital competencies to optimally utilize artificial intelligence/AI technology in the learning process (Pebriana et al., 2025). In addition, the limited technology infrastructure in some madrasas, especially those in remote areas, is an obstacle to the application of artificial intelligence/AI evenly (Nurhayati & Mulyanti, 2025). However, behind these challenges, there is a great opportunity to improve the quality of Islamic education through Artificial

Intelligence (Aufa et al., 2025) Artificial intelligence also allows the personalization of learning materials according to the individual needs of each student, improves learning accessibility, especially for students in remote areas or with special needs, and automates administrative tasks so that teachers can focus more on the teaching process (Isnain, 2025). In addition, artificial intelligence supports the development of more interactive learning content and in-depth data analysis for curriculum improvement (Nurhayati et al., 2024)

To overcome this, training was held at MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang using artificial intelligence/AI in the form of Canva and Quizizz which aims to increase digital literacy, increase knowledge, increase creativity, improve skills, make it easier for teachers to deliver material, make it easier for teachers to evaluate learning outcomes through automatic assessment, and improve the quality of madrasah education. This study contributes to ongoing efforts to integrate Artificial Intelligence (AI) into Islamic education, particularly in the teaching of *Aqidah* and *Akhlaq* in madrasas. The research highlights the potential of this technology to bridge the digital literacy gap among educators and enhance the learning experience for students by focusing on the use of AI tools such as Canva and Quizizz.

METHOD

The method used in this service is to use the Participatory Action Research (PAR) approach. This method describes the research design, population, and sample (research objectives), data collection techniques, and data analysis techniques. This approach involves the active participation of students and teachers of MTs and MA Salafiyah Syafi'iyah Tebuireng Jombang in every stage of the research and action process (Rizal et al., 2025) A total of 9 people contributed to this training. Where 6 of them are teachers of moral beliefs and the rest are teachers of Fiqh and SKI.

This service program consists of several stages, namely: 1) Identification of problems and needs by holding an initial discussion with MA teachers and MTs Salafiyah Syafi'iyah Tebuireng Jombang to identify the main problems related to learning *Akidah Akhlaq*. Then surveys and interviews were conducted to collect data on understanding and needs during the learning of *Akidah Akhlaq*. 2) Action planning, namely designing an action plan together with the teachers of MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang in the development of teaching materials for Moral Beliefs based on artificial intelligence. 3) Implementation of action, namely by implementing assistance and education in the development of artificial intelligence-based *Akidah Akhlaq* teaching materials involving MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang teachers. 4) Reflection and evaluation, i.e. conduct joint reflection to assess the effectiveness of the actions that have been taken and collect feedback and make continuous improvements.

This approach is expected to identify and take joint action with teachers in the innovation of teaching materials through the development of artificial intelligence-based *Akidah Akhlaq* teaching materials and also effectiveness in learning to personalize the learning experience, overcome various challenges in education and prepare students to face a world that is increasingly filled by digital technology.

FINDING AND DISCUSSION

Planning Stage

Before carrying out the service, the service team carried out planning activities by preparing training materials in the form of two PowerPoints each about Canva and Quizizz which were used as teaching materials for the trainees, namely teachers of *Akidah Akhlaq* MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang. After the training materials were prepared, the service members visited the partner locations, namely MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang, especially in the Q1 Laboratory Hall.



Figure 1. Surveys and Observations to Partner Locations

This activity is a form of survey and observation at partner locations. At the survey stage, an analysis of the needs for future training was carried out. The servant talked about the things that must be prepared with school leaders, curriculum administrators and laboratory technicians so that the training process can run smoothly.

Stages of Implementation of Activities

Canva

The implementation of the service began on July 13, 2025, the first training was held for teachers of *Akidah Akhlaq* from MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang. This activity started at 09.00 where the teachers arrived on time in the training room. With the existing computer and internet network facilities, the training begins by introducing the Canva materials to the teachers. Here it seems that there are many teachers who are still unfamiliar with Canva.



Figure 2. The first training process

Canva itself is an online design program that provides various tools such as posters, presentations, resumes, infographics, pamphlets, graphics, brochures, bulletins, bookmarks, banners, and so on (Alfian et al., 2024) Canva can be an *alternative* and solution for teachers in obtaining and preparing teaching materials (Monoarfa & Haling, 2021)



Figure 3. Canva Training Process

To use Canva, you can use a website or application that can be accessed through *the playstore* (Syahrir et al., 2023) However, this training uses canva.com typed on the *Google Chrome* search page. Through Canva, teachers are given training on how to choose materials and create materials to be presented to students.

The registration process begins by visiting the Canva website at <https://www.canva.com>. New users can create an account by selecting the Sign Up option, available via email, Google+, Facebook+, or Apple ID. Those with an existing account can simply click Log In to access it.

After logging in, users are asked to select the desired design type, such as a presentation, CV, invitation, or poster. Canva offers thousands of ready-to-use, customizable templates. Users can search for templates based on specific

keywords, for example, "Ilmu Kalam" for *Aqidah Akhlaq* (Islamic Creed) material or "Curriculum Vitae" for a resume design. Once they find a suitable template, they can begin editing it to suit their needs.

Canva's editing features are highly flexible, allowing for changes to text, images, graphic elements, backgrounds, and even animations. This allows for the creation of professional-looking designs tailored to their needs, whether for presentations, social media, or other marketing materials.

Once the design is complete, users can download their work by clicking the Share button and selecting the Download option. Canva offers a variety of file formats to choose from, such as PNG, JPG, PDF, MP4 (for videos), or GIF. After selecting the desired format, the design will be saved to the user's device.

Canva makes printing or sharing easy. Users can print designs directly for physical use, such as posters or business cards, or share them via link, email, or social media. For Canva Pro users, the Brand Kit feature allows you to save your brand's logo, colors, and fonts to maintain design consistency. In addition to the desktop version, Canva is also available as a mobile app for Android and iOS, providing additional flexibility in accessing and editing designs from anywhere.

After being given the material about Canva, the teachers who became the trainees accompanied by the service team, began to follow the directions given. At first the teachers seemed to be in difficulty, but with guidance and direction from the service team, all teachers managed to take part in the training well. The teachers were very impressed after learning about this application. The material they will convey to students is already in the search. And the service team also provides a way to find the template as desired. The templates available on Canva are very diverse. Lots of interesting color options and images. With pictures, symbols and colors, it will attract the attention of students and will make it easier for them to absorb the information conveyed by the teacher. Through Artificial Intelligence in the form of Canva, teachers become more skilled in using technology, being active, and creative.

Quizizz

On July 20, 2025, a second meeting was held, namely the provision of theories about Quizizz and also the practice of operating the Quizizz platform to *Akidah Akhlaq* teachers. The training process begins with first introducing the Quizizz practitioner to the teachers participating in the training. Then after introducing Quizizz, the service team invited teachers to take quizzes that had been prepared by the service so that teachers could feel the fun of learning using the Quizizz platform.



Figure 4. Second Training

Before using Quizizz, teachers are required to create an account first. Then the new teacher can answer the quiz given by the service. After the teacher tried the quiz given by the service, the teacher felt happy and entertained. They said that the quizzes were very fun, and it was immediately apparent how many grades the teachers got. This proves that the use of Quizizz presents a new attraction in the world of learning. After completing the quiz experiment, the service provider provides steps in applying Quizizz.



Figure 5. Quizizz Training Process to the Teacher

To use Quizizz, the process begins by visiting the website at <https://quizizz.com>. Users who don't have an account can select the SignUp option to create a new account, while those who are already registered can simply click Log In. Users can register using a Google account, Gmail address, phone number, or belajar.id account, which allows for easier access, especially for teachers who are already using the platform.

Once an account is successfully created, the next step is to create a quiz. Teachers can select the Create a Quiz option to begin creating a quiz, which includes not only assessments but also interactive learning, instructional videos, and flashcards. Teachers will then be prompted to create questions, which can be done by selecting Create a New Question. The platform offers various question types, such as multiple choice, fill-in-the-blank, matching, drag-and-

drop, drop-down, and labeled, giving teachers flexibility in designing questions that suit their learning needs.

When creating questions, teachers can enter question text, correct answers, and images if needed. To add more questions, teachers simply click the plus (+) sign at the bottom of the screen. After completing the quiz, the final step is to publish it. Once published, the quiz is ready for use in learning or assessment sessions. The first step is to click the Play button to start the quiz. The teacher then displays the Quizizz interface on a projector screen and waits for a PIN to appear. This PIN is then given to the students. Students access the Quizizz website at <http://quizizz.com> and enter the PIN provided by the teacher, then enter a nickname. Once students are successfully logged in, their names will appear on the teacher's main screen. Once all students are ready, the teacher can click Start to begin the quiz session.

During the quiz, questions will appear on the main screen, visible to students. Each student who answers questions quickly and correctly will receive a score based on the speed and accuracy of their answers. Quizizz automatically calculates the final student score and displays it after the quiz is completed, providing an immediate overview of the student's performance. In this way, the platform facilitates a more interactive and engaging learning experience for students and provides teachers with a tool to effectively assess student performance. The teacher immediately practiced accompanied by a servant.

Canva and Quizizz Deepening Stages

On July 27, 2025, Canva and Quizizz will be deepened for teachers and will assist teachers in implementing Canva and Quizizz to students. This deepening is a repetition of the material and application to students directly about the presentation of Canva and also Quizizz.



Figure 6. Canva and Quizizz Deepening Process

This deepening was carried out with the aim of further improving teachers' ability to apply Canva and Quizizz to students. The following is the impact of the holding of this training.

Table 2. Impact of Artificial Intelligence Training

Canva	Quizizz
Increasing Teacher Creativity	Digital Competency Enhancement
More Attractive and Easy-to-Understand Material	Innovation in Learning Methods
Increased Student Motivation and Engagement	Assessment Effectiveness
Strengthening Digital Literacy Competency	Increased Motivation to Teach
Supports Project-Based Learning Methods	Supports Project-Based Learning Methods
Improving the Reputation of Madrasah	Integration of Moral Values in Technology

Canva offers various benefits in developing teaching materials that can enhance teacher creativity. Using this design application allows teachers to create more varied and engaging learning materials. With the ability to visually present religious ideas, teachers can design teaching materials that are more creative and appropriate for the context of religious education. Attractive design elements, such as images, colors, and icons, make typically abstract material, such as the pillars of faith or the attributes of God, more easily understood by students. This certainly reduces the dominance of text-only learning methods, making learning more enjoyable and digestible.

Another advantage of Canva is increased student motivation and engagement. When teachers use Canva to present materials, the colorful and graphical presentations can capture students' attention, making them more active and interested in learning. The process of creating digital works by students themselves can also motivate them to complete assignments more enthusiastically. Furthermore, using Canva also supports the development of students' digital literacy, where they learn to process information into communicative and engaging visual presentations, a skill relevant to the needs of modern education.

Quizizz offers a significant boost in digital competence for teachers. With the ability to design interactive quizzes, teachers not only become more proficient in using digital platforms but can also manage technology-based classes with greater confidence. The fast and efficient assessment method used through the Quizizz automation system also allows teachers to quickly see student learning outcomes. This provides an opportunity to conduct in-depth assessments of student understanding, especially on material that remains difficult, allowing teachers to adjust their teaching approaches.

Innovation in learning methods is also evident in the use of Quizizz. With various assessment formats, such as timed quizzes or student-to-student competitions, teachers can create a more enjoyable and less monotonous learning experience. This not only keeps students more engaged in the learning process but also increases teachers' motivation to continue innovating. Furthermore, Quizizz also strengthens collaboration between teachers, as they can share questions and materials, and discuss ways to create more creative and engaging quizzes.

Both Canva and Quizizz contribute significantly to supporting technology-based learning methods, but with different approaches. Canva emphasizes visualizing learning materials to make them more engaging and understandable, while Quizizz focuses on providing an interactive platform for assessment and evaluation. While both tools strengthen digital skills for both teachers and students, Canva focuses more on enhancing creativity in teaching materials design, while Quizizz facilitates more innovative ways to measure and evaluate student understanding. Both support a more dynamic and engaging learning environment.

Plans and Next Steps

Based on the results of the service related to artificial intelligence-based learning in the subject of *Aqidah Akhlaq*, several strategic steps need to be planned to improve the developed products and ensure their effectiveness and usefulness in a wider educational context. The first step in this plan is the production of a comprehensive Book of Service Results. This book, derived from the programs that have been implemented, will serve as a resource that showcases the developed learning media based on artificial intelligence. It will be distributed to madrasas or service institutions, aiming to enhance digital skills within these educational settings. The goal is to provide teachers with a tool that can enhance their teaching methodologies through the integration of AI-based resources.

Once the product, in the form of the Book of Service Results, is considered feasible and effective, the next step is to apply it on a smaller scale within the madrasa environment, particularly in the Islamic boarding schools that are the partners in this project. This application will be accompanied by targeted training for *Aqidah Akhlaq* teachers, equipping them with the necessary skills to integrate artificial intelligence-based teaching materials into their lessons. This process is vital for ensuring that the materials are not only accessible but also effectively utilized by teachers. Additionally, the dissemination of the service outcomes can be further supported by conducting seminars, workshops, and publishing scientific articles, as well as collaborating with educational institutions such as the Ministry of Religious Affairs or the Education Office.

To expand the reach of the service, the next step involves the integration of the books with digital learning platforms commonly used in education, such as Kahoot, Google Slides, Google Classroom, and other educational tools. This integration is crucial for ensuring that the artificial intelligence-based teaching materials are seamlessly connected to the systems already in place at schools. By linking the content to widely adopted digital platforms, the reach and impact of the learning resources can be significantly expanded, making the materials more accessible and user-friendly for both teachers and students.

Finally, a robust system for continuous monitoring and evaluation is essential to assess the long-term effectiveness of the service outcomes. This stage involves gathering feedback from teachers, students, and school administrators,

all of whom will actively participate in providing insights and suggestions for improvement. Regular evaluation will not only help identify areas for improvement but will also inform decisions regarding periodic revisions and the development of subsequent versions of the materials. This ongoing feedback loop ensures that the learning resources remain relevant and effective in meeting the needs of both teachers and students, paving the way for continuous improvement in the educational process.

Discussion

The use of artificial Kecerdasan in MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang has been proven to have a positive impact on the learning of Moral Beliefs. Artificial Intelligence (AI) training in learning can increase the diversity of learning media in motivating students in the learning process. By integrating the use of Artificial Intelligence in the form of Canva, there are many positive impacts that are caused, namely increasing teachers' digital literacy, increasing teacher creativity, learning to be lively, non-monotonous, and fun (Ataman et al., 2024; Zhong et al., 2024). The findings of the study are in accordance with the results of training conducted at MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang by integrating Canva in the subject of Moral Beliefs. This can be seen from the ability of teachers to operate Canva well and according to the direction of the service provider, so that teachers become active, creative, free to react and add insight into digital literacy.

Likewise with the application of Quizizz in the subject of Moral Beliefs, by using the Quizizz platform it can be accessed anywhere using android, computers, laptops, tablets and so on. Quizizz allows teachers to conduct assessments remotely (Mukharomah, 2021) As the results of the training at MA and MTs Salafiyah Syafi'iyah Tebuireng Jombang, teachers use computers to apply Quizizz, it seems that teachers are starting to be good at operating Quizizz by making questions to be given to students. The appearance of Quizizz which resembles a game that is loved by young people will make students not bored in learning. Quizizz can also assist teachers in evaluating students' final projects without calculating grade points. Because in Quizizz, students' scores can be calculated automatically by the system without having to use manual calculation of the results of questions worked on by students on the platform.

Quizizz is an online learning platform used to improve teacher assessment standards (Irsan et al., 2024) On this platform, there are various kinds of interactive quizzes (Zulfitriah et al., 2023) Quizizz offers fun learning for students because it includes games during the application process to students (Sari & Siti Nurani, 2021) Incorporating game elements makes assessment using Quizizz more exciting (Dhamayanti et al., 2024) In addition, the app provides an opportunity for teachers to conduct assessments through engaging and competitive quizzes, as well as provide direct feedback on student work (Ilahi et al., 2025)

Quizizz is not only an easily accessible learning platform, but also serves as an assessment tool to track students' progress during the learning process by collecting information and analyzing their performance statistically (Pakudu, 2024) This way, teachers can assess the extent to which their students understand the material, which will later describe the overall learning they are achieving.

The increase in knowledge and learning effectiveness with the application of Artificial Intelligence or AI in the Madrasah environment highlights the importance of digital literacy that is able to balance with today's needs where everything is inseparable from the use of digital. To support modern education, sufficient and adequate equipment is needed, it is expected that the madrasah will increase the number of computers and improve the internet network so that the learning process will be better.

As an effort of the follow-up plan, the service will provide artificial intelligence-based learning media books to madrasas or places of service to increase digital skills capabilities. This training emphasizes the need for support and training for educators to face the challenges of the times. This study contributes to the increasing literature on the implementation of artificial intelligence as a learning medium for Islamic education without compromising Islamic values themselves.

CONCLUSION

The results of surveys and discussions with the heads of madrasas at MA and MTs Salafiyah Syafi'iyah within the scope of the Tebuireng Islamic Boarding School are indeed needed for training for teachers in using Artificial Intelligence for the world of education, especially in the subject of Moral Beliefs. The artificial intelligence-based learning assistance program, through training on the use of applications such as Canva and Quizizz materials, makes a real contribution to improving the quality of learning *Akidah Akhlaq* at Madrasah Aliyah which is within the scope of the Tebuireng Jombang Islamic Boarding School. Teachers show progress in mastering digital skills, the ability to design creative learning, and the ability to integrate technology with the principles of moral beliefs. The application of artificial intelligence technology or Artificial Intelligence / AI makes the learning process more interactive, increases student enthusiasm, and makes it easier for teachers to evaluate and analyze learning outcomes. As a follow-up plan, the service provider will provide artificial intelligence-based learning media books to madrasas or service places to increase digital skills capabilities. This activity is able to answer the demands of learning innovation in the digital era without ignoring religious values, as well as being a foothold to develop a broader and more sustainable similar program in the future.

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