The improvement of Artificial Intelligence in Religious Education and Moral Achievement

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Abstract

This study aims to examine the impact of implementing AI in improving the quality of religious learning and students' moral achievement at madrasas. This research is driven by the challenge of increasing the effectiveness of in-depth religious learning, which requires a broad and contextual understanding, amidst the limited access to education. The research method used is a case study with a qualitative approach, involving observation and interviews with students and teachers, the results of which are then analyzed using the Miles and Huberman approach. The research findings show that the application of AI in religious learning can provide relevant and personalized materials, increase accessibility, and support flexible learning. In addition, positive reinforcement has been shown to increase students' self-confidence which contributes to increasing their participation and academic achievement. Emotional resilience supported by an empathetic approach from teachers has also been shown to increase students' mental resilience, help them cope with academic and social pressures, and play a role in achieving better morals. The contribution of this research is to provide insight into the importance of integrating AI, positive reinforcement, and emotional resilience in improving the quality of religious education and students' moral achievement, which can be used as a model for the development of religious education in the future.

Keywords: Artificial Intelligence (AI), Religious Learning, Moral Achievement, Positive Reinforcement, Emotional Resilience

INTRODUCTION

The development of technology in the modern era, especially in the field of artificial intelligence (AI), has had a significant impact on various sectors, including education(Ahmad et al., 2021; Pham & Sampson, 2022). The advancement of information technology has opened up wider and more efficient access to education, including in the context of religious education(Alhashmi & Moussa-Inaty, 2021; Hoerudin et al., 2023; Ikhwan et al., 2023). In Indonesia, religious education at the secondary school level remains an integral part of the curriculum that not only teaches science but also shapes students' character and morality(Ataman et al., 2024; Nasucha et al., 2023; Wakhidah & Erman, 2022). However, there are still many challenges faced in providing equal access and quality of religious education, especially in areas with limited facilities and qualified teaching staff. Therefore, the use of AI technology in religious education is very relevant to answer these challenges(Reed, 2021; Tran & Nguyen, 2021; Unstad & Fjørtoft, 2021). AI has the potential to make religious learning more personal, flexible, and more accessible to students, even in areas with

limited educational resources.

The phenomenon seen at MA Al-Amiriyyah is an increase in the quality of religious learning after the implementation of an AI-based platform. The use of AI technology is expected to improve students' learning experience by presenting teaching materials that are tailored to their individual abilities and needs. In addition, students who previously had difficulty accessing relevant religious learning materials can now access them more easily and efficiently. However, despite the great potential in the use of AI, challenges remain in ensuring that this technology does not diminish the important role of teachers in providing a deep understanding of religious values. On the other hand, although AI technology provides easy access, strengthening students' morals and character achievement remains the main focus in religious education at MA Al-Amiriyyah.

Elihami et al. (2024) showed that AI can accelerate the learning process by providing materials that are tailored to the individual needs of students, which contributes to more personalized religious teaching. This is consistent with the findings of Chiu et al. (2024) who found that AI increases interactivity in learning and helps identify students' learning difficulties, including in the context of religious learning. AI increases student engagement in religious learning by providing a more dynamic and flexible learning experience(Alam & Iqbal, 2024; Arifin, 2024; Purwanto & Wafa, 2023). Khan et al. (2024) found that positive reinforcement, which can be provided by AI, can increase students' self-confidence, which is very important in the context of religious education. Rajapakse et al. (2024) on self-efficacy also supports that positive reinforcement through AI can increase students' self-confidence in facing difficult religious tasks. Emotional resilience, which can be fostered through AI-based approaches, can help students cope with stress and learning challenges(Sanjani, 2024; Sethi & Jain, 2024). Faiz et al. (2023) also added that technology-enabled emotional resilience plays a significant role in students' personal and moral development.

Existing studies focus more on increasing accessibility and efficiency in AI-based teaching, but few explore its impact on students' moral achievement and character building. In addition, many studies only focus on the use of AI in academic contexts, while aspects of students' emotional and moral development through technological approaches have not been widely investigated. This study focuses on how AI can play a role not only in improving access and quality of religious learning, but also in shaping students' character, increasing their self-confidence, and supporting their emotional resilience. Thus, this study offers an approach that integrates religious learning, morality, and character building by utilizing AI, providing a new contribution to the development of technology-based religious education.

This study aims to examine the impact of implementing AI in improving the quality of religious learning and students' moral achievement at MA Al-Amiriyyah. The focus of this study is to analyze how AI can provide relevant and tailored teaching materials to the needs of each student, as well as how this technology can play a role in increasing students' self-confidence and building their emotional resilience. This study seeks to explore how positive reinforcement provided by AI can reduce students' anxiety, increase their participation in the religious learning process, and influence their moral achievement. Thus, this study not only focuses on academic efficiency, but also on the development of more holistic and technology-based student character.

The application of AI technology in religious learning can accelerate the learning process and improve the quality of teaching, but must be accompanied by strengthening the character and moral achievement of students. AI has the ability to provide personalized and relevant materials to students' needs, which can enrich their religious learning experience. However, this technology should not replace the role of teachers in teaching moral and religious values in depth. Therefore, the role of teachers in providing moral and emotional guidance remains very important, although AI

can support the process by providing easier and more efficient access.

RESEARCH METHOD

This study uses a qualitative approach with a case study research type (Ezer & Aksüt, 2021) to explore in depth the application of artificial intelligence (AI) technology in religious learning and moral achievement at MA Al-Amiriyyah. The case study was chosen because it allows researchers to specifically analyze how this technology is applied in one educational institution, focusing on the interaction between students, teachers, and technology. The qualitative approach allows for in-depth and complex data collection through interviews, observations and documentation, and provides a clearer picture of the impact of AI on improving the quality of students' religious and moral learning.

To obtain comprehensive data, this study uses three main data collection techniques, namely interviews, observations, and documentation. Interviews were conducted with teachers and students at MA Al-Amiriyyah to explore their perceptions regarding the use of AI in religious learning and its influence on student morality and character. Observations were conducted in class and in daily interactions to see how AI is used in religious learning and how students respond to the use of the technology in their emotional and moral contexts. Documentation, such as learning notes and reports on the implementation of AI, were used to support the data obtained through interviews and observations, and to analyze the extent to which this technology contributes to students' moral and academic achievements. The combination of these three techniques provides more complete and in-depth data on the implementation of AI in religious education.

The data collected in this study were analyzed using the data analysis model from Miles and Huberman, which consists of three main stages: data reduction, data presentation, and drawing conclusions/verification(Leko et al., 2021). In the data reduction stage, researchers will sort and filter information that is relevant to the focus of the study, such as how AI is used in religious learning and its impact on students' morals. Irrelevant or less in-depth data will be removed to clarify the focus of the study. The next stage is data presentation, where the reduced data will be arranged in a systematic and structured manner to facilitate analysis. The presentation of this data includes the results of interviews, observation notes, and documentation that supports research findings. Finally, the drawing conclusions or verification stage is carried out to conclude the findings based on the data analysis that has been carried out. Researchers will verify the results of the analysis by comparing existing findings, as well as assessing the consistency between data obtained from interviews, observations and documentation.

FINDINGS AND DISCUSSION
Provision of Access to Religious Learning

Artificial intelligence (AI) can play an important role in improving the accessibility and quality of religious learning in schools. At MA Al-Amiriyyah, the use of AI is not only limited to teaching religious material, but also includes managing information and interactions between students and teaching materials. The results of the study show that AI can help design a more personalized and efficient learning experience, given that this technology is able to adjust the material according to the needs and abilities of each student. AI-based learning at MA Al-Amiriyyah has succeeded in reducing the gap in religious teaching, especially for students who have limited time and access to religious education resources. The application of AI in religious learning has great potential to expand the reach of religious education for students.

The results of the study show that AI at MA Al-Amiriyyah is used in various forms, both directly and through digital learning platforms. Students can access teaching materials through AI-

based applications that rely on algorithms to adjust learning according to each student's learning style. Documentation shows that there is a well-structured management of teaching materials, where religious content is adjusted to the curriculum in force at the school. The platform used leverages natural language processing (NLP) and machine learning technologies to ensure that the material delivered is easy to understand and relevant to students' needs. In addition, AI is also used to evaluate students' progress in religious learning, providing constructive and automated feedback based on the results of assignments or exams given. The results of this study indicate that AI not only increases access to learning, but also helps improve the quality of religious teaching through more effective personalization and evaluation.

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│                     │    ┌───▶│  Ai-based Learning Platform       │
│  Using AI to Access │    │    │  Accessible to Students           │
│  Religious Learning │────┤    └──────────────────────────────────┘
│                     │    │    ┌──────────────────────────────────┐
└─────────────────────┘    ├───▶│  Using Algorithms to Adapt        │
                           │    │  Material to Student Abilities     │
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                           │    ┌──────────────────────────────────┐
                           └───▶│  Natural language processing       │
                                │  technology to support learning    │
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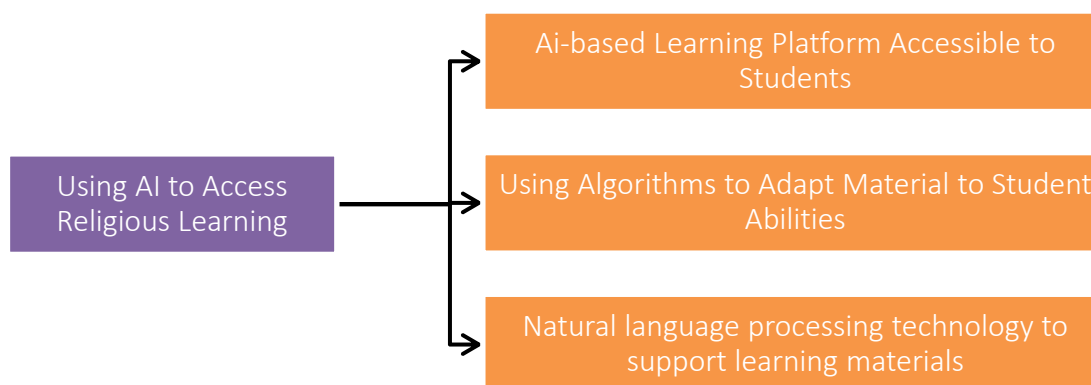
Figure 1. Use of AI for Access to Religious Learning

Figure 1 illustrates several key aspects involving the use of AI in religious learning at MA Al-Amiriyyah. First, the AI-based learning platform used allows students to access religious teaching materials online. Through this system, the material is adjusted to the students' abilities and learning styles, so that learning becomes more efficient. In addition, the applied natural language processing (NLP) technology allows students to understand religious texts better, including interpretations, hadiths, and explanations of the verses of the Qur'an. The management of teaching materials is also easier and more structured, with the presence of various multimedia formats (text, images, videos, and audio). Student progress evaluation is carried out automatically using AI. Feedback is given to students quickly, providing an opportunity to improve their understanding. This system greatly assists teachers in monitoring student learning progress in real-time, as well as adjusting learning materials to be more effective and in accordance with students' level of understanding.

The application of AI technology at MA Al-Amiriyyah has a significant positive impact on the provision of access to religious learning. AI allows religious learning to be more inclusive and personal, because it can be adjusted to the abilities and needs of individual students. By using AI, students who have limited time or access to traditional religious learning resources can still gain a deeper understanding of religion. In addition, AI also simplifies the evaluation and feedback process, which supports the improvement of the overall quality of learning. Data shows that AI-based learning increases students' motivation to learn, because they feel more involved in the learning process and can learn at a pace that suits their abilities. This also reduces the burden on teachers in providing manual teaching, so that teachers can focus on developing other aspects of learning.

Increased Self-Confidence Through Positive Reinforcement

The research findings show that positive reinforcement, whether in the form of praise, awards, or recognition for achievement, has a significant impact on increasing students' self-confidence. In the context of religious education, where self-confidence is often an important factor in successful learning, positive reinforcement can help students feel valued and motivated to continue to develop. The results of this study indicate that through consistent positive reinforcement, students not only feel more valued, but also feel more capable of overcoming the challenges of religious learning. This study highlights that although positive reinforcement is often considered a simple approach, its impact on students' psychology is enormous, and this contributes to better mental development, both inside and outside the academic context.

Students who receive positive reinforcement regularly show significant improvements in their self-confidence. Positive reinforcement is carried out by teachers through praise for students' achievements in exams, assignments, and other activities, as well as giving awards for the effort and hard work shown by students. In addition, in extracurricular activities, awards and recognition are given to students who excel or show a positive attitude. Observations show that students who frequently receive positive reinforcement show more engagement in learning and are more confident in expressing their opinions in front of the class. This is also reflected in their improved academic performance, as increased self-confidence has a positive impact on their ability to face exams or other tasks. In other words, positive reinforcement not only affects students' attitudes, but also contributes to improving their learning outcomes.

Table 1. Summary of Observation Findings

Aspects	Information
Positive Reinforcement	Praise and recognition of student achievement
Increased Confidence	Students feel more valued and motivated
Engagement in Learning	Students are more active in learning activities and expressing opinions
Academic Achievement	Increased test scores and assignments
Positive Reinforcement Effect	Increase students' confidence in facing challenges

Table 1 illustrates the findings of the study related to the influence of positive reinforcement on students' self-confidence at MA Al-Amiriyyah. In the first column, the aspects observed include positive reinforcement given to students, increased self-confidence, engagement in learning, academic achievement, and the overall effect of positive reinforcement. In the second column, the description for each aspect provides further explanation of how positive reinforcement contributes to each of these aspects. For example, positive reinforcement in the form of praise or awards can increase students' self-confidence, which in turn increases their engagement in learning. This not only includes their attitude or motivation, but is also reflected in better academic achievement. Thus, this table provides a clear picture of the relationship between positive reinforcement and increased self-confidence and its impact on student learning outcomes.

Positive reinforcement has a very important impact on increasing students' self-confidence at MA Al-Amiriyyah. Praise, awards, and recognition of student achievement act as significant motivational drivers, which in turn strengthen students' beliefs in their abilities. With positive reinforcement, students feel more appreciated, which increases their confidence to actively participate in learning and face various academic challenges. Data shows that students who feel appreciated are more likely to improve their performance, both in daily tasks and exams. This increased self-confidence also has an impact on their attitude in extracurricular activities, where they are more willing to take a more active role. This shows that positive reinforcement not only provides mental encouragement, but also plays a role in improving students' abilities in various aspects of their academic life.

Positive Resilience to Emotional Learning

Positive emotional resilience can help students cope with emotional challenges that arise during learning, whether related to academic pressure, interpersonal conflict, or other personal issues. Students who have high emotional resilience tend to be better able to cope with stress, manage negative emotions, and stay focused on their learning. In the context of religious education, this emotional resilience also plays an important role in maintaining students' motivation and enthusiasm to continue learning despite facing difficulties. Strengthening emotional resilience through learning approaches that support mental health, such as providing social support from teachers and classmates, can help create a more stable and productive learning environment. This study shows that by increasing emotional resilience, students not only become better prepared to face academic challenges, but are also better able to develop personally and socially.

Teachers stated that they have seen improvements in students' ability to manage stress and negative emotions, which contributes to improving the quality of student learning. One teacher mentioned the importance of positive reinforcement-based learning and empathy-based approaches to help students overcome emotional difficulties. On the other hand, students also expressed that they felt more supported in dealing with academic pressure after receiving attention from their teachers and friends. It is emphasized that learning that focuses not only on subject matter, but also on students' emotional well-being, has a great positive impact on their learning outcomes. With positive emotional resilience, students feel more capable of facing everyday challenges, both in the context of school and their personal lives.

The Religious Education teacher said, "In class, we always try to create a safe and supportive environment for students. We often have discussions that focus on emotional well-being, such as how to manage stress before exams or how to deal with anxiety about a lesson. Strong emotional resilience is very important because it helps students not to give up easily and to keep trying even when they are having difficulties." The social education teacher said, "Positive reinforcement through praise and recognition of small achievements is very helpful in increasing students' self-confidence. When they feel appreciated, they tend to be more ready to face academic challenges without being burdened by anxiety or fear of failure." A seventh grade student said, "I feel more comfortable studying now because the teachers always provide support and tell us that our emotions are important. We are encouraged to speak up if we feel stressed, and the teachers always listen to us. This makes me stronger in facing difficulties and more confident in exams."

Positive emotional resilience at MA Al-Amiriyyah is not only supported by teachers, but is also felt directly by students. Teachers consider that creating a supportive and emotionally safe environment is very important in the learning process. Positive reinforcement given through praise and appreciation for students' efforts serves to increase self-confidence and reduce the anxiety they feel. This is in line with the findings that positive reinforcement helps students to manage their stress and emotions in a more constructive way. Students also feel emotionally supported, which has a positive impact on how they cope with academic and social pressures. The results of these interviews indicate that positive emotional resilience, which is built through support from teachers and friends and school environment, is very important in forming a resilient mental attitude and readiness to face challenges.

Positive emotional resilience has a significant impact on academic success and student well-being at MA Al-Amiriyyah. Positive reinforcement provided by teachers not only increases students' self-confidence but also helps them overcome the emotional challenges they face, both inside and outside the classroom. Teachers who pay attention to students' emotional well-being contribute to the creation of an environment that supports students' personal development. With positive

emotional resilience, students are better able to manage anxiety and stress, which makes them more focused and ready to learn. These data also show that emotional resilience is not only related to academics, but also to students' ability to cope with their social and personal problems in a healthy and productive way.

Discussion

AI has great potential in improving the effectiveness of religious learning. One of its main advantages is its ability to provide relevant and timely materials to students, given that religious learning often requires broad context and deep understanding. AI facilitates more interactive and adaptive teaching, which responds to the needs of each student in real-time(Aggarwal, 2023). In addition, the use of AI-based platforms also makes it easier for students to access materials anytime and anywhere, eliminating the physical limitations that exist in conventional learning. Thus, AI not only increases accessibility but also improves the quality of teaching by personalizing the student's learning experience(Jafari & Yazdi, 2024; Zuhdi et al., 2024). However, the challenge that needs to be faced is how to ensure that this technology is used wisely and does not replace the essential role of teachers in providing a deeper understanding of religious values.

AI can accelerate the learning process by providing content tailored to individual needs(Tapalova & Zhiyenbayeva, 2022; Valaboju, 2024). This finding is consistent with the findings of research at MA Al-Amiriyyah, which shows that AI can improve access to religious learning in a more personalized and efficient way. AI can help overcome limitations in religious learning in countries with limited access to quality religious teaching. Similar results were found in research by Kim et al. (2022), which showed that AI increases interactivity in learning and helps in identifying and addressing students' learning difficulties. AI can be used to provide faster and more accurate feedback, which has a positive impact on students' learning process. Tran and Nguyen (2021) showed that AI can help increase student engagement in religious learning by providing a more dynamic and flexible learning experience, which can be accessed anytime and anywhere. All of these findings strengthen the conclusion that AI plays an important role in providing better and more efficient access to religious learning.

Positive reinforcement has a direct relationship with increasing students' self-confidence. This is in line with the theory of educational psychology which states that appreciation and recognition from others, especially from teachers, can increase a person's sense of self-esteem. In the context of learning, high self-confidence contributes to increased student participation in the learning process and better academic achievement(Saharani & Diana, 2024; Wakhidah & Erman, 2022). In addition, positive reinforcement can also reduce student anxiety, which is often an obstacle in the learning process. When students feel appreciated, they are more likely to face challenges with a positive attitude and dare to express their opinions. However, it should be remembered that positive reinforcement must be given proportionally and not excessively, so as not to create unrealistic expectations. In this case, positive reinforcement given appropriately can be an effective tool in building healthy and productive self-confidence.

Positive reinforcement plays a role in increasing students' intrinsic motivation, which in turn increases their self-confidence. The results of this study are also in line with the findings in a study by Reed (2021), which states that praise given in the right way can strengthen students' self-confidence. Aggarwal (2023) regarding self-efficacy also supports this finding, where students' self-confidence is influenced by positive reinforcement received during the learning process. Positive reinforcement increases students' self-confidence in overcoming difficult tasks. Sethi and Jain (2024) revealed that students who receive positive reinforcement consistently are more likely to have higher self-confidence and be successful in their learning. All of these findings strengthen the

conclusion that positive reinforcement plays an important role in increasing students' self-confidence and has an impact on their academic success.

Positive emotional resilience is essential in supporting students' learning success. The concept of emotional resilience involves the ability to cope with challenges, stress, and negative emotions in a constructive manner. In an educational context, this emotional resilience allows students to stay focused on their goals, even when they face obstacles or pressures. Teachers at MA Al-Amiriyyah use an empathy-based approach to support students in dealing with their emotional difficulties, which in turn increases their emotional resilience. This study confirms that in addition to academic instruction, emotional support provided to students is essential in forming a resilient mental attitude. This leads to better learning outcomes and overall student well-being. Therefore, the development of emotional resilience should be an integral part of the educational process in schools.

Emotional resilience plays a role in helping individuals to deal with stress in a more adaptive manner. This finding is similar to the findings of this study, which showed that students who have positive emotional resilience are better able to cope with academic pressure. Romano et al. (2021) also found that emotional resilience helps individuals to thrive despite adversity. Positive reinforcement increases students' levels of emotional resilience in the face of challenges (Ataman et al., 2024; Chen et al., 2023). This finding supports the results of research showing that giving praise and rewards can increase students' emotional resilience. Positive emotional resilience facilitates better problem solving and improved mental health, which is in line with the finding that emotionally supported students are better able to cope with challenges. Vidal et al. (2022) also showed that emotional resilience plays an important role in an individual's personal development, which is in line with the positive influence of emotional resilience on student learning outcomes and well-being at MA Al-Amiriyyah.

The application of artificial intelligence (AI) technology, positive reinforcement, and positive emotional resilience play an important role in improving access, quality of religious learning, and moral achievement of students at MA Al-Amiriyyah. AI contributes greatly to providing more relevant, flexible, and personalized learning materials, allowing students to access religious learning anytime and anywhere, overcoming the limitations of access to education. Positive reinforcement has also been shown to increase students' self-confidence, which plays a significant role in increasing their participation and academic achievement. Praise and rewards given appropriately can strengthen students' intrinsic motivation to learn, as well as reduce anxiety that is often a barrier to learning. Positive emotional resilience developed through emotional support from teachers helps students cope with academic and social pressures, creating a more conducive environment for learning. This study confirms that the combination of these three factors—AI, positive reinforcement, and emotional resilience—can strengthen students' learning experiences, improve their well-being, and ultimately support better moral achievement in the context of religious education.

CONCLUSION

The application of artificial intelligence (AI) in religious learning at MA Al-Amiriyyah has a significant impact on improving the accessibility and quality of learning. AI enables more relevant and personalized teaching materials according to the needs of each student, as well as providing a more interactive and adaptive learning experience. Positive reinforcement through praise and rewards plays an important role in increasing students' self-confidence, which supports their active participation in learning and achieving better academic performance. Positive emotional resilience, developed through an empathy-based approach, has also been shown to improve students' ability

to cope with stress and academic pressure, contributing to better learning outcomes.

Although this study shows positive results, there are limitations that need to be considered, namely the limited number of samples that only include students at MA Al-Amiriyyah, which may not be fully representative of other schools. Further research is needed to expand the sample across schools and regions to test whether these findings apply more widely. Further research can enrich the understanding of technology integration in education more comprehensively.

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