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The Effectiveness of Prompt Engineering in Islamic Education: Analyzing AI as a Cognitive Partner to Enhance Digital Literacy

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ABSTRACT

This study aims to examine the role of prompt engineering in fostering digital literacy and reflective theological inquiry within Islamic education by positioning AI as a cognitive partner rather than a passive tool. Employing a qualitative literature study design, the research analysed scholarly sources using an interactive framework consisting of data condensation, data display, and conclusion drawing. The findings indicate that structured prompting strategies, including Zero-shot, Few-shot, and Chain-of-Thought approaches, enhance students' interpretive reasoning, ethical verification, and dialogical engagement, aligning with the principles of Tafakkur and Tabayyun. Prompt engineering functions as intellectual scaffolding, transforming AI interactions into reflective inquiry and promoting higher-order thinking skills in religious learning contexts. These results suggest that AI-assisted learning, guided by thoughtful prompting, supports the cultivation of Ijtihad Digital, ethical discernment, and responsible human-AI collaboration. The study highlights the pedagogical potential of integrating AI through prompt engineering to advance contemporary Islamic education practices, reinforcing critical thinking and digital competence.

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INTRODUCTION

The rapid proliferation of artificial intelligence (AI) has fundamentally reshaped societal interaction with information, knowledge production, and educational engagement, making digital technologies central to cognitive activity rather than mere support tools (Massa et al., 2023). This societal transformation reflects a growing reliance on algorithmically mediated systems across professional, academic, and personal spheres, influencing how individuals access, process, and interpret data (Rane, 2024). The urgency of integrating AI into learning environments lies in the need for adaptive cognitive skills capable

of navigating complex digital ecosystems, where automated decision-making and generative content are increasingly prevalent (Wiklund, 2022). Contemporary education, therefore, must respond to this shift by fostering critical engagement with AI outputs, ensuring that learners become active agents of knowledge rather than passive consumers. Reports indicate AI-based applications are widely adopted in higher education, supporting language acquisition, assessment design, and academic writing assistance (Luo et al., 2024). Nonetheless, the efficacy of these tools depends largely on the quality of human-AI interaction, underscoring the necessity of strategies such as prompt engineering to guide meaningful cognitive collaboration (Alkatheiri, 2022; Qian, 2024). Consequently, understanding AI's societal implications requires examining how structured interaction mediates learning outcomes and ethical reasoning.

Despite the widespread adoption of AI, a substantial gap persists between technological accessibility and the cultivation of critical digital literacy (Ilomäki et al., 2023). Many users engage with AI superficially, emphasizing efficiency over reflective inquiry, which results in transactional interactions rather than deep cognitive collaboration (Pirjan & Petroşanu, 2024). In educational contexts, students frequently rely on AI-generated outputs to complete assignments or summarize complex materials without evaluating the underlying epistemological assumptions, biases, or argumentative structures embedded in such responses (Elycheikh et al., 2024). This reliance risks fostering patterns of passive information consumption, reducing analytical engagement, and limiting opportunities for independent reasoning and metacognitive development (Levin et al., 2024). Scholars increasingly argue that digital literacy should extend beyond operational competencies toward the capacity to interrogate, refine, and strategically direct AI-generated knowledge (Khodabin & Arsalani, 2024). Therefore, the societal challenge lies not merely in adopting AI technologies, but in developing frameworks that position learners as active cognitive agents capable of ethical and epistemologically informed engagement with machine-mediated knowledge.

Within Islamic education, particularly Pendidikan Agama Islam (PAI), the integration of generative AI presents both opportunities and challenges that remain underexplored (Waluyo et al., 2024). Empirical observations suggest students often employ AI platforms to complete assignments, summarize theological texts, and generate reflections with minimal interpretive engagement (Papakostas, 2024). Educators also leverage AI for lesson planning, instructional material preparation, and administrative efficiency; however, these applications frequently lack structured frameworks to guide critical interaction with AI-generated religious content (Shanahan & Parker, 2022). As a result, AI usage in PAI tends to function as a shortcut mechanism, substituting for deeper inquiry into ethical reasoning, contextual interpretation, or reflective theological

understanding (Papakostas, 2024). Furthermore, prompt engineering has rarely been conceptualized as a pedagogical strategy capable of fostering dialogical engagement between learners and AI systems (Qian, 2024). The absence of systematic guidance in constructing analytical prompts thus constrains the potential of AI to support higher-order thinking and sophisticated digital literacy within Islamic educational discourse, highlighting a pressing need for research-driven intervention.

Previous studies on AI in education predominantly focus on technological adoption, learning efficiency, and integration into classroom instruction (Berisha Qehaja, 2024). Evidence indicates AI-assisted learning environments can enhance student engagement, personalize educational experiences, and facilitate access to instructional resources across disciplines (Ellikkal & Rajamohan, 2024). Parallel research on digital literacy emphasizes critical evaluation, information management, and ethical participation in digital contexts (Lela Susanty, 2024). Moreover, recent investigations explore generative AI's role in supporting academic writing, language acquisition, and collaborative learning, highlighting its potential to cultivate cognitive flexibility and learner autonomy (Hareem Arif & Javairia Naeem, 2024). However, existing literature often frames AI as an external instructional tool rather than an interactive cognitive partner capable of contributing to reflective knowledge construction (Cress & Kimmerle, 2023). Additionally, empirical studies predominantly emerge from secular contexts, limiting theoretical applicability to faith-based learning environments like Islamic education (Amin, 2024). Consequently, despite robust evidence of AI's potential, gaps remain regarding its epistemic integration in PAI pedagogical frameworks.

More specifically, the pedagogical role of prompt engineering within Islamic education remains largely unexamined. Although prior research has addressed AI adoption in general education (G. Lee et al., 2024), few studies investigate how prompt formulation affects human-AI interaction quality and subsequent cognitive development (Dalsgaard, 2024). Most literature emphasizes technical optimization and content accuracy rather than educational implications for critical literacy, reflective inquiry, and ethical reasoning (Qian, 2024). Studies focused on Islamic education have traditionally emphasized curriculum development, moral instruction, or digital adaptation without exploring AI-mediated dialogue's potential to enhance epistemological engagement (Papakostas, 2024). These gaps suggest a pressing need to reconceptualize AI as a cognitive partner, integrating structured prompts to support analytical reasoning, ethical discernment, and higher-order thinking. Addressing this research gap is crucial for developing pedagogical strategies that align digital learning with Islamic epistemic and moral frameworks, ensuring that AI contributes meaningfully to reflective educational processes.

The current study advances the state of the art by positioning prompt engineering as a central mechanism for fostering cognitive partnership with AI in Islamic education. Unlike prior approaches that treat AI as a passive tool, this research conceptualizes structured prompts Zero-shot, Few-shot, and Chain-of-Thought strategies as scaffolding mechanisms that encourage interpretive reasoning, ethical evaluation, and dialogical engagement (Qian, 2024). This perspective highlights the potential of AI to support reflective theological inquiry, digital literacy, and metacognitive development, offering a novel pedagogical lens for PAI. The research also addresses the critical need for empirical frameworks that guide AI interaction in faith-based education, positioning prompt engineering as both a methodological and epistemic intervention. By bridging technological capability and pedagogical intent, the study contributes to contemporary debates on responsible human-AI collaboration, emphasizing the importance of ethical, contextually informed engagement in digital religious learning environments.

In light of these considerations, the study seeks to examine how prompt engineering can enhance students' digital literacy, critical thinking, and reflective engagement within Islamic education. It argues that AI interaction, guided by strategically constructed prompts, functions as cognitive scaffolding that transforms learners from passive recipients to active participants in knowledge production. Through this framework, AI facilitates interpretive depth, analytical reasoning, and ethical reflection, aligning with the epistemic and pedagogical objectives of Pendidikan Agama Islam. Furthermore, the study situates digital literacy as a capacity to engage with AI in ethically and epistemologically informed ways rather than as mere operational competence. By investigating these dynamics, the research contributes both theoretical and practical insights into human-AI collaboration, advancing Islamic pedagogy and offering evidence-based strategies for integrating AI as a reflective cognitive partner in faith-based educational contexts.

RESEARCH METHODS

This study employed a qualitative research design using a library research approach to examine the effectiveness of prompt engineering in Islamic Education and its role in positioning artificial intelligence (AI) as a cognitive partner for enhancing digital literacy. The study relied on scholarly literature retrieved systematically from several academic databases, namely Google Scholar, Scopus, ERIC, and Moraref. These databases were selected because of their broad coverage of studies related to educational technology, Islamic pedagogy, artificial intelligence, and digital literacy. Data collection was conducted through documentation techniques and keyword-based searches using terms such as "Prompt Engineering," "Artificial Intelligence in Education," "Islamic Pedagogy," "Digital Literacy," "Generative AI," and "AI in Islamic

Education." The selected sources included journal articles, conference papers, books, and academic reports considered relevant to the research focus. To maintain analytical relevance, the study prioritized literature discussing AI-assisted learning, human-AI interaction, and the pedagogical implications of digital technology in educational contexts.

The collected data were analyzed using the qualitative framework developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, particularly through the stages of data condensation, data display, and conclusion drawing or verification. During the data condensation stage, the researcher classified and reduced the literature based on thematic relevance, focusing on concepts related to prompt engineering, cognitive partnership, and digital literacy within Islamic Education. Subsequently, the data display process involved organizing findings into thematic categories and conceptual relationships to facilitate interpretive comparison among previous studies. The final stage consisted of drawing and verifying conclusions by synthesizing recurring arguments and identifying patterns associated with AI-supported learning interactions in PAI contexts. To strengthen the credibility of the findings, the study applied source triangulation by comparing perspectives across multiple academic references and disciplinary approaches. In addition, peer debriefing was conducted through scholarly discussions to evaluate the consistency, coherence, and interpretive validity of the analysis.

RESULTS AND DISCUSSION

Typology of Prompt Engineering in Islamic Learning

Prompt engineering within Islamic learning environments demonstrates a layered pedagogical structure rather than a purely technical interaction with artificial intelligence (Mainuddin et al., 2024). The literature synthesis indicates that students engaged in Qur'anic interpretation, Fiqh analysis, and Islamic historiography increasingly employ structured prompts to obtain contextualized explanations instead of isolated information fragments (Al-Shuqairat et al., 2024). Zero-shot prompting was frequently associated with introductory inquiry, particularly when students requested concise interpretations of Qur'anic verses or definitions of legal concepts (Basem et al., 2024). Yet the analytical depth remained relatively limited because the AI response often reproduced generalized doctrinal summaries. A different pattern emerged when students formulated prompts with contextual restrictions, interpretive frameworks, or comparative instructions. This suggests a fundamental shift in how learners perceive AI interaction: not as passive retrieval, but as guided intellectual negotiation. Integral to this paradigm is the notion of Tafakkur, where inquiry

becomes reflective and iterative rather than merely informational (Nawi et al., 2024). Prompt quality ultimately shaped the complexity of theological engagement and epistemic depth.

Few-shot prompting revealed more sophisticated forms of intellectual mediation in Islamic Education contexts (Basem et al., 2024). Students who provided examples of interpretive reasoning before asking the AI to analyse a related issue demonstrated greater conceptual precision and argumentative coherence. In Tafsir studies, for instance, learners frequently instructed AI systems to compare classical interpretations from Ibn Kathir and Al-Qurtubi before generating contextual reflections relevant to contemporary social issues (Abdullah & Samad, 2024). Such prompting practices generated responses that were more dialogical and analytically layered than standard search-based outputs. The data synthesis reveals a tension between convenience and intellectual discipline: while AI simplifies access to religious knowledge, meaningful learning still depends on the learner's capacity to frame nuanced and ethically informed questions. This condition resembles the classical Islamic tradition of Adab al-Alim, where intellectual refinement is inseparable from disciplined inquiry (Hamid, 2024). Prompt engineering therefore operates not merely as technical literacy, but as an extension of scholarly reasoning within digitally mediated religious learning environments.

Chain-of-Thought prompting emerged as the most transformative typology because it encouraged sequential reasoning and reflective argument construction (Chen et al., 2024). Instead of requesting direct answers, students instructed AI systems to explain legal reasoning step-by-step, trace historical causality, or evaluate multiple ethical perspectives before drawing conclusions. In Fiqh discussions concerning contemporary issues such as digital finance or AI ethics, this prompting style produced significantly richer analytical pathways. The interaction resembled a process of guided Ijtihad Digital (Amirudin et al., 2024), where learners actively negotiated religious reasoning through iterative questioning and conceptual refinement. Such practices repositioned AI from an informational repository into a discursive space capable of stimulating higher-order thinking. More importantly, students became increasingly aware that the authority of AI-generated responses depended heavily on the intellectual architecture of the prompt itself. Knowledge was no longer treated as instantly consumable content. It became a constructed dialogue requiring interpretive responsibility, methodological awareness, and critical engagement with the logic underlying machine-generated religious explanations.

Traditional digital searching and prompt engineering differ substantially

in terms of cognitive engagement, interpretive depth, and epistemological orientation (Qian, 2024). Conventional search engines typically privilege keyword retrieval and fragmented information access, whereas prompt engineering requires intentionality, contextual framing, and analytical sequencing. This distinction became particularly visible in Islamic learning settings where students moved from locating isolated religious references toward constructing argumentative theological dialogue. Prompt engineering cultivated interpretive literacy because students needed to evaluate source credibility, define analytical parameters, and anticipate possible ambiguities within AI-generated responses. The shift carries broader implications for digital pedagogy in Islamic Education, especially in environments where rote memorisation still dominates instructional culture.

To clarify the conceptual distinctions identified in the analysis, Table 1 presents a comparative framework between traditional search practices and prompt engineering within Islamic learning environments. The comparison demonstrates that prompt engineering encourages dialogic interaction, reflective inquiry, and higher-order cognitive engagement beyond conventional information retrieval processes.

Table 1. Comparative Dimensions between Traditional Search and Prompt Engineering in Islamic Learning

No	Aspect	Traditional Search	Prompt Engineering
1	Information Retrieval	Keyword-based	Contextual and dialogic
2	Student Role	Information consumer	Cognitive collaborator
3	Learning Orientation	Surface comprehension	Reflective inquiry
4	Islamic Learning Use	Isolated references	Interpretive synthesis
5	Cognitive Process	Linear searching	Iterative reasoning
6	Digital Literacy Outcome	Functional literacy	Critical and ethical literacy

The comparative dimensions outlined in Table 1 reveal that prompt engineering not only alters the mechanics of information access, but also reshapes the pedagogical relationship between learners and AI systems. Figure 1 visualizes this transition by illustrating how structured prompting practices contribute to active participation, conceptual understanding, and digital skill development within Islamic educational contexts.

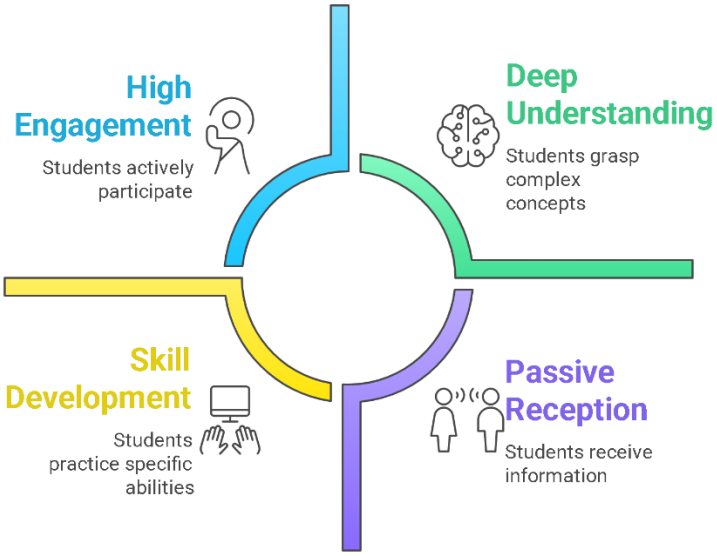

Figure 1. Conceptual Shift from Passive Information Retrieval to AI-Supported Cognitive Engagement through Prompt Engineering

The conceptual pattern illustrated in Figure 1 demonstrates a pedagogical transition from passive information reception toward active cognitive engagement facilitated through prompt engineering practices. The framework also indicates that structured AI interaction contributes simultaneously to conceptual understanding, participatory learning, and digital skill development.

AI as a 'Mudaris' or 'Muallim'? Reconfiguring Cognitive Partnership

The role of AI in Islamic Education increasingly resembles a dialogic Mudaris rather than a static digital archive (Moh.Abdullah et al., 2023). Students interacting with generative AI systems demonstrated patterns of recursive questioning commonly associated with tutorial dialogue rather than ordinary information retrieval. Instead of asking for immediate answers, learners refined prompts to challenge assumptions, compare legal interpretations, and test the consistency of ethical arguments. This indicates an emerging educational culture in which AI serves as a cognitive provocateur capable of stimulating intellectual curiosity. Yet the interaction does not fully replicate the moral authority traditionally associated with a Muallim, whose educational role extends beyond cognition toward spiritual exemplarity and ethical cultivation (Siregar, 2024). AI may facilitate reasoning processes, but it lacks intentional consciousness, experiential wisdom, and moral accountability (Baltezarević & Battista, 2024). Consequently, the pedagogical value of AI depends less on technological sophistication than on the educator's ability to regulate interpretive boundaries

and preserve the ethical orientation of Islamic learning practices.

Educational interactions mediated through AI also exposed subtle changes in classroom authority structures. In several documented learning scenarios, students demonstrated greater willingness to question AI-generated explanations than to challenge conventional classroom instruction (S. Lee & Song, 2024). This phenomenon created a paradoxical learning environment: AI responses were simultaneously treated as authoritative and provisional. The data synthesis reveals that prompt engineering cultivated a culture of negotiated understanding rather than passive acceptance. Such conditions align closely with dialogical traditions in Islamic intellectual history, particularly within halaqah-based learning where questioning and interpretive exchange formed the foundation of scholarly development (Syahril et al., 2024). AI became valuable not because it possessed truth, but because it sustained inquiry. This suggests a fundamental shift in educational mediation. Authority no longer resides exclusively in content delivery; it emerges through the learner's capacity to interrogate, refine, and ethically evaluate information. In this context, prompt engineering functions as a pedagogical mechanism that transforms digital interaction into reflective scholarly engagement rather than algorithmic dependency.

Madrasah and Pesantren educators in Indonesia face a complex pedagogical transition as AI becomes increasingly integrated into learning environments (Warisno et al., 2024). Teachers who previously viewed digital tools as supplementary instruments now encounter students capable of generating sophisticated theological responses through carefully structured prompts. The challenge therefore extends beyond technological adaptation toward curricular redesign. Several findings indicate that educators who incorporated guided prompt construction exercises into classroom activities observed stronger analytical engagement among students, particularly in subjects involving comparative Fiqh and Islamic ethical reasoning (Colognesi & Hanin, 2024). Prompt engineering encouraged learners to justify arguments, evaluate contradictions, and identify interpretive limitations within AI-generated content. Such practices reduced tendencies toward blind technological dependence. At the same time, they reinforced the importance of Adab al-Alim by positioning critical inquiry alongside ethical responsibility (Walter, 2024). Technical competence without epistemological ethics risks producing technologically fluent yet intellectually unreflective learners.

Elevating Digital Literacy through Technical Inquiry

Digital literacy within AI-mediated learning environments increasingly depends on a learner's ability to formulate precise, reflective, and contextually aware prompts (Liu et al., 2024). Students who demonstrated advanced prompt engineering practices consistently exhibited stronger evaluative skills when interpreting AI-generated information. They questioned textual reliability, identified conceptual inconsistencies, and refined instructions to obtain clearer analytical responses. This relationship suggests that prompt engineering functions as a form of technical inquiry through which digital literacy becomes operationalised in practice rather than treated as an abstract competency (et al., 2024). The process resembles scholarly interrogation more than technological usage. Learners were not merely consuming information; they were constructing epistemic pathways. Such findings complicate conventional assumptions that AI inevitably weakens critical thinking (Varghese, 2024). The determining factor appears to be the quality of interaction rather than the presence of technology itself.

Ethical discernment emerged as one of the most significant dimensions shaped by prompt engineering practices. Students engaging with Islamic legal or theological issues often encountered conflicting interpretations generated by AI systems, particularly when prompts lacked contextual specificity (Mainuddin et al., 2024). This forced learners to assess doctrinal validity, compare scholarly perspectives, and recognise the limitations of algorithmically generated religious discourse. The data synthesis reveals a tension between informational abundance and epistemological clarity. While AI accelerated access to knowledge, it simultaneously intensified the need for interpretive responsibility. Such conditions resonate strongly with the Islamic intellectual principle of tabayyun, which emphasises verification and critical examination before accepting information as authoritative (Harizan & Mydin, 2024). Prompt engineering therefore cultivated ethical literacy alongside digital competence. Students learned that effective AI interaction required methodological caution, source awareness, and intellectual humility. The educational significance of this process lies not in technological mastery alone, but in reflective digital behaviour grounded in scholarly accountability.

Patterns of student interaction also revealed that prompt engineering enhanced metacognitive awareness in ways rarely achieved through ordinary online searching (Bai et al., 2024). Learners became increasingly conscious of how linguistic choices shaped AI responses, leading them to revise prompts strategically in pursuit of analytical precision. This recursive interaction

encouraged self-monitoring, evaluative thinking, and adaptive reasoning. In Islamic Education contexts, such habits strengthened interpretive discipline because students needed to distinguish between doctrinally grounded explanations and overly generic machine-generated summaries. The process closely resembles muhasabah within intellectual practice, where reflection involves continuous reassessment of understanding and intention (Salwa Dwi Nur Mukharomah, 2024). Short prompts generally produced superficial responses. Layered prompts generated nuanced theological dialogue. Students quickly recognised the difference. This suggests that prompt engineering not only strengthens digital literacy but also develops intellectual intentionality. Knowledge acquisition became iterative rather than consumptive.

Theoretical Synthesis and Critical Gap

The findings position prompt engineering within a broader theoretical conversation concerning knowledge construction, technological mediation, and cognitive development in religious education. Existing educational frameworks such as Technological Pedagogical Content Knowledge (TPACK) emphasise the integration of technology, pedagogy, and subject expertise (Jibril & Adedokun-Shittu, 2023), yet they rarely address how learners negotiate meaning through dialogic interaction with generative AI. The present analysis extends this framework by introducing prompt engineering as a mediating epistemic practice rather than a purely technical skill. Knowledge construction in AI-mediated Islamic learning environments depended heavily on the learner's ability to formulate analytical instructions capable of directing interpretive reasoning. This represents a significant departure from traditional technology integration models that primarily focus on instructional delivery. Integral to this paradigm is the notion that digital literacy emerges through interactional sophistication rather than mere technological access.

A parallel reinterpretation emerges when the findings are examined through the lens of Bloom's Taxonomy (Pherson-Geyser, 2024). Traditional AI usage often remains confined to lower-order cognitive activities such as remembering and summarising. Structured prompting, particularly Chain-of-Thought reasoning, shifted learners toward analysis, evaluation, and synthesis (Li et al., 2024). Students comparing classical Tafsir interpretations or examining ethical dimensions of contemporary Fiqh issues demonstrated cognitive operations associated with higher-order thinking domains. Yet the significance of this shift lies not only in cognitive complexity. Islamic Education introduces additional epistemological dimensions grounded in Tafakkur, ethical

intentionality, and interpretive accountability (Mahmudulhassan & Abuzar, 2024). AI-mediated inquiry therefore cannot be measured solely through secular cognitive taxonomies. Prompt engineering occupies the intersection between technical reasoning and spiritual-ethical reflection.

The critical gap addressed by this study concerns the absence of a conceptual framework explaining how prompt engineering reshapes epistemological interaction within Islamic Education. Previous discussions surrounding AI in education largely focused on automation, efficiency, or technological adaptation (Habibi, 2024). Far less attention has been directed toward the learner's active role in constructing AI-mediated reasoning processes, particularly in religious learning contexts where interpretation carries ethical and theological implications. This study demonstrates that prompt engineering operates simultaneously as cognitive scaffolding, digital literacy practice, and ethical inquiry. Such a synthesis has profound implications for Islamic pedagogy in Indonesia. Madrasah and Pesantren educators can no longer approach AI merely as an external technological tool requiring restriction or acceptance. The educational challenge now involves designing pedagogical cultures where AI interaction cultivates reflective reasoning, disciplined inquiry, and responsible digital conduct. Prompt engineering, in this sense, represents more than a technical competency. It signals the emergence of a new form of Ijtihad Digital within contemporary Islamic learning ecosystems.

CONCLUSION

The findings of this study highlight the transformative potential of prompt engineering in Islamic education, demonstrating that AI can move beyond a passive information provider to become an active cognitive partner that fosters reflective inquiry, dialogical engagement, and ethical discernment. Structured prompting practices encourage students to engage deeply with theological content, develop analytical reasoning skills, and practice iterative verification aligned with principles such as Tafakkur and Tabayyun. A key lesson from this research is that the effectiveness of AI in educational contexts depends not solely on technological sophistication, but on learners' ability to formulate critical, context-sensitive questions that guide meaningful interaction. Prompt engineering thus emerges as a form of intellectual scaffolding, integrating digital literacy with reflective theological inquiry and supporting higher-order thinking, interpretive discipline, and moral awareness. This study underscores the pedagogical insight that AI, when deliberately directed, can cultivate Ijtihad Digital, enabling students to navigate religious knowledge ethically and thoughtfully while strengthening their capacity for independent reasoning in

digitally mediated Islamic scholarship.

The scholarly contribution of this research lies in conceptualizing AI as a dialogical partner rather than a mere instructional tool, providing a theoretical framework that bridges technological fluency, ethical reasoning, and religious pedagogy. The study also highlights the importance of integrating structured prompt strategies into Pendidikan Agama Islam to foster critical digital literacy, reflective learning, and ethical engagement. Nevertheless, the research is limited by its qualitative, literature-based design, relying on theoretical synthesis without direct empirical observation in classroom or institutional settings. Future studies should investigate the practical application of prompt engineering through fieldwork involving students and educators across Madrasahs, Pesantrens, and Islamic higher education, examining its effects on real-time cognitive engagement, ethical decision-making, and interpretive learning. Such empirical inquiry would provide evidence-based guidance for designing AI-assisted pedagogical interventions that balance technological capability with spiritual and intellectual responsibility.

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