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Artificial Intelligence and the Formation of Islamic Character: A Spiritual Ethics Perspective in Madrasah Ibtidaiya

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Abstrak: *The rapid development of Artificial Intelligence (AI) has significantly influenced contemporary educational practices, including primary education. This transformation presents both opportunities and challenges for Islamic educational institutions, particularly Madrasah Ibtidaiyah, in balancing technological innovation with the cultivation of Islamic character grounded in spiritual ethics. Therefore, this study aims to analyze the role of AI in supporting Islamic character formation, to develop a spiritual ethics framework as a normative foundation for AI use, and to provide practical recommendations for its implementation in Islamic education. This study employs a Systematic Literature Review (SLR) following the PRISMA 2020 framework. Data were collected from Scopus, Web of Science, Google Scholar, and ERIC, covering publications from 2020 to 2025. The initial search identified 62 articles, which were screened using predefined inclusion and exclusion criteria, resulting in 27 articles for final analysis. Inclusion criteria comprised peer-reviewed journal articles focusing on AI in education, Islamic character education, and ethical or spiritual dimensions. Exclusion criteria included duplicate records, irrelevant topics, non-English publications, and studies without full-text access. Data were analyzed using content analysis to identify key patterns and relationships. The findings indicate that AI has strong potential to enhance learning effectiveness through personalized and data-driven approaches. However, only a limited number of studies address ethical and spiritual aspects, revealing a significant research gap. Therefore, AI implementation in Islamic education must be guided by spiritual ethics to ensure alignment with the moral and spiritual objectives of Islamic education.*

Keywords: *Artificial Intelligence; Islamic Character; Spiritual Ethics*

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) technology has increasingly influenced various sectors of human life, including the field of education. Recent global reports also emphasize that the integration of Artificial Intelligence in education has become a strategic priority in many countries, particularly in enhancing learning quality and educational efficiency while raising ethical concerns related to its implementation (OECD 2021; UNESCO 2021). In recent years, AI has begun to be integrated into educational systems as a technological innovation that supports the learning process through adaptive learning systems, data analysis, and the development of digital learning platforms capable of personalizing students' learning experiences (Bond et al, 2024). This transformation indicates that educational institutions are entering a new phase in which digital technologies are becoming an inseparable component of teaching and learning activities. Within this context, Islamic educational institutions such as *Madrasah Ibtidaiyah* are also confronted with the challenge of responding to technological developments while maintaining the fundamental values of Islamic education. As an Islamic elementary educational institution, *Madrasah Ibtidaiyah* not only focuses on cognitive development but also prioritizes the cultivation of Islamic character rooted in moral values and spiritual awareness. However, the increasing exposure of students to digital technologies raises concerns regarding the potential erosion of ethical awareness and spiritual values if technological utilization is not accompanied by adequate ethical guidance. Consequently, the integration of Artificial Intelligence in Islamic educational environments requires careful consideration in order to ensure that technological innovation supports rather than undermines the moral and spiritual objectives of Islamic education.

Although the integration of Artificial Intelligence (AI) in education has been widely discussed in contemporary academic literature, many existing studies primarily emphasize the technological and pedagogical dimensions of AI implementation rather than its ethical and spiritual implications within religious educational contexts. Previous studies have also demonstrated that Artificial Intelligence can significantly improve learning outcomes through intelligent systems capable of analyzing student behavior and providing adaptive learning support (Chen & Lin, 2020). A systematic review conducted by (Bond et al, 2024) identified more than 146 publications on Artificial Intelligence in education, the majority of which focus on areas such as adaptive learning systems,

intelligent tutoring systems, and data-driven educational analytics, with limited attention given to ethical considerations and almost no discussion of spiritual or religious dimensions. Similarly, recent studies indicate that Artificial Intelligence has significant potential to enhance learning effectiveness through personalized learning environments and automated feedback systems that support teachers in monitoring students' progress (Holmes et al, 2022). Other research also highlights that the adoption of AI technologies in education requires curriculum innovation and the development of digital competencies among educators and students to ensure meaningful learning experiences (Pupic at al, 2023).

However, critical studies have shown that ethical issues such as data privacy, algorithmic bias, and the dehumanization of learning remain underexplored in AI-based education, particularly in values-based education systems. Recent studies have also highlighted that the use of AI technology in education presents ethical challenges, including issues related to academic integrity, data privacy, and algorithmic bias, particularly in the use of generative AI systems (Dwivedi et al, 2023; Kasneci, 2023). Furthermore, a study by Ifenthaler & Schumacher (2016) emphasized that most AI research in education lacks a robust ethical framework, particularly in relation to moral and values-based education. Furthermore, research on Islamic education contexts remains extremely limited, with only a small number of studies explicitly addressing the integration of technological innovation with spiritual and ethical values. Consequently, there remains a significant gap in the literature regarding how Artificial Intelligence can be integrated into Islamic education in a manner that simultaneously supports technological innovation while preserving the ethical and spiritual foundations of Islamic character formation.

Based on the challenges identified in the previous discussion, this study seeks to explore the relationship between Artificial Intelligence, Islamic character formation, and spiritual ethics within the context of Madrasah Ibtidaiyah. In systematic research, clearly formulated research questions are essential to guide the direction and scope of the study and to ensure coherence between objectives, methods, and findings, particularly in Systematic Literature Review (SLR) studies (Creswell, 2014**;** Kitchenham, 2007)**.**

To ensure a structured and focused investigation, this study formulates the following research questions: RQ1**:** How is Artificial Intelligence utilized in contemporary educational practices, particularly in primary education contexts?. RQ2: What is the role

and potential of Artificial Intelligence in supporting the formation of Islamic character among students in Madrasah Ibtidaiyah?. RQ3: How can a framework of spiritual ethics be conceptualized as a normative foundation for guiding the ethical use of Artificial Intelligence in Islamic education?. RQ4: What practical strategies can be proposed for educators and Islamic educational institutions to implement Artificial Intelligence in a value-oriented and ethically responsible manner?

In line with these research questions, the objectives of this study are formulated as follows: (1) to analyze the role and potential of Artificial Intelligence in supporting Islamic character formation among students in *Madrasah Ibtidaiyah*; (2) to develop a conceptual framework of spiritual ethics as a normative foundation for the ethical use of Artificial Intelligence in Islamic educational environments; and (3) to provide practical recommendations for educators and Islamic educational institutions regarding the responsible and value-oriented utilization of AI technologies in educational practices.

Through these objectives, the research seeks to contribute to a deeper understanding of how technological innovation can be harmonized with the moral and spiritual goals of Islamic education.

The importance of conducting this research lies in the urgent need to develop an educational approach capable of bridging the gap between rapid technological advancement and the preservation of Islamic moral values within educational institutions. The expansion of Artificial Intelligence in educational settings has created new opportunities for improving learning quality; however, without an ethical framework, technological adoption may lead to unintended consequences related to data privacy, algorithmic bias, and the diminishing role of human values in educational processes (Zhu and Wang 2024). For Islamic educational institutions, these concerns highlight the necessity of establishing a moral and spiritual foundation that guides the implementation of emerging technologies. Therefore, this study argues that integrating Artificial Intelligence with a framework of spiritual ethics can provide a balanced approach that allows Islamic educational institutions to benefit from technological innovation while simultaneously reinforcing the formation of Islamic character among students. In this way, the research emphasizes that the future development of education in *Madrasah Ibtidaiyah* must involve not only technological adaptation but also the strengthening of ethical and spiritual values as the core principles of Islamic education.

Artificial Intelligence (AI) is generally understood as a technological system designed to simulate aspects of human intelligence through computational processes that enable machines to perform tasks requiring learning, reasoning, pattern recognition, and decision-making. In the context of contemporary technological development, AI has evolved into a broad interdisciplinary field that combines computer science, data science, and cognitive science to develop intelligent systems capable of processing complex information and generating predictive outputs. Within the educational domain, Artificial Intelligence is increasingly utilized to support learning processes through various technological applications that enable personalized learning environments and data-driven educational management (Bond et al, 2024). The integration of AI into education reflects the growing recognition that digital technologies can enhance instructional efficiency and provide innovative learning experiences for students. Furthermore, the concept of Artificial Intelligence in education is closely related to the broader discourse on educational technology, where AI is considered a transformative innovation capable of improving instructional design, facilitating real-time feedback, and assisting educators in monitoring students' learning progress through advanced data analytics. As such, Artificial Intelligence is not merely perceived as a technological tool but also as a strategic component in shaping the future of educational systems that increasingly rely on intelligent technologies to enhance learning outcomes and institutional effectiveness.

The implementation of Artificial Intelligence in education manifests through various technological applications designed to support teaching and learning processes in both formal and digital learning environments. One of the most prominent manifestations of AI in education is the development of adaptive learning systems, which utilize machine learning algorithms to analyze students' learning behaviors and adjust instructional materials according to individual learning needs. Such systems enable a more personalized learning experience by identifying students' strengths, weaknesses, and learning patterns in real time. Another important application of AI is the development of intelligent tutoring systems, which function as digital learning assistants capable of guiding students through complex learning tasks while providing automated feedback and explanations. Additionally, AI technologies are increasingly utilized in learning analytics, where large datasets generated through educational platforms are analyzed to identify patterns that can help educators improve instructional strategies and student performance. Research also indicates that AI technologies support the

automation of administrative tasks within educational institutions, allowing educators to allocate more time to pedagogical interactions with students (Holmes et al, 2022). These various manifestations demonstrate that Artificial Intelligence has become an integral component of digital transformation in education, shaping new models of learning that emphasize technological integration, data-driven decision-making, and personalized educational experiences.

The concept of Islamic character refers to a set of moral qualities, ethical behaviors, and spiritual dispositions that are shaped by Islamic teachings and values. Within the framework of Islamic education, character formation is regarded as a central objective that encompasses the development of students' moral awareness, emotional sensitivity, and ethical conduct in accordance with Islamic principles. Islamic character is not limited to the acquisition of religious knowledge but also involves the internalization of moral values that guide individuals in their daily interactions with others and with their environment. In educational contexts, the formation of Islamic character often involves the integration of moral instruction, spiritual practices, and behavioral habituation that encourage students to embody virtues such as honesty, responsibility, compassion, and respect for others. Scholars in the field of character education emphasize that moral development in educational institutions requires a holistic approach that integrates cognitive understanding, emotional engagement, and practical application of ethical values in real-life situations (Ruksakulpiwat et al, 2023). Therefore, Islamic character education in *Madrasah Ibtidaiyah* aims to cultivate students who not only possess academic competence but also demonstrate moral integrity and spiritual awareness in their daily lives.

The manifestation of Islamic character within educational settings can be observed through various behavioral patterns, attitudes, and social practices that reflect the internalization of Islamic moral values among students. One significant manifestation is the practice of religious discipline, which includes the regular performance of worship activities such as prayer, recitation of the Qur'an, and participation in religious learning sessions that strengthen students' spiritual awareness. Another manifestation is the development of social ethics, where students are encouraged to practice honesty, respect, cooperation, and empathy in their interactions with teachers, peers, and the broader community. Educational institutions also cultivate Islamic character through the establishment of religious school culture, which integrates moral values into everyday

school routines and encourages students to practice ethical behavior consistently. Additionally, the role of teachers as moral role models plays a crucial role in shaping students' character development, as students often learn ethical values through observation and imitation of exemplary behavior demonstrated by educators. These manifestations illustrate that Islamic character formation involves a comprehensive educational process that integrates moral instruction, behavioral habituation, and the creation of a supportive religious environment within the school community.

Spiritual ethics refers to a moral framework that integrates ethical reasoning with spiritual awareness, emphasizing the relationship between moral conduct and an individual's spiritual responsibility. In the context of Islamic education, spiritual ethics highlights the importance of aligning human actions with divine values and moral principles derived from religious teachings. This perspective views ethical behavior not merely as a social obligation but as a manifestation of spiritual consciousness that reflects an individual's relationship with God. Within educational contexts, spiritual ethics serves as a guiding principle that shapes the moral orientation of both educators and students in the learning process. Research on ethics in technology and education suggests that the increasing integration of digital technologies in educational environments requires a strong ethical foundation to ensure that technological innovations are used responsibly and in ways that promote human well-being (Holmes et al. 2022). Consequently, the concept of spiritual ethics becomes particularly relevant in guiding the use of emerging technologies such as Artificial Intelligence within Islamic educational institutions.

The manifestation of spiritual ethics within educational environments can be observed through the integration of moral values and spiritual awareness into various aspects of educational practice. One manifestation involves the establishment of ethical guidelines that regulate the responsible use of technology within learning environments, ensuring that technological innovations serve educational goals without compromising ethical standards. Another manifestation is the cultivation of spiritual consciousness among students, where learners are encouraged to reflect on the ethical implications of their actions and develop a sense of moral responsibility in their interactions with digital technologies. Educational institutions may also promote spiritual ethics through reflective learning practices that encourage students to consider the moral and social consequences of technological development. Furthermore, educators play a crucial role in modeling ethical behavior by demonstrating responsible and value-oriented

approaches to technology use in teaching and learning activities. These manifestations indicate that spiritual ethics functions as a normative framework that guides individuals in navigating technological advancements while maintaining moral integrity and spiritual awareness within educational contexts.

METHOD

This study employs a library-based research approach using the Systematic Literature Review (SLR) method, which aims to systematically identify, evaluate, and synthesize various research findings relevant to the research topic in a structured and transparent manner. The SLR method is widely recognized as a rigorous approach for synthesizing scientific evidence through replicable procedures, including systematic searching, screening, and analysis of relevant literature (Bond et al, 2024; Kabir & Ahmed, 2023).

The literature search was conducted using several major academic databases, including Scopus, ScienceDirect, and Google Scholar, to ensure comprehensive coverage of high-quality scholarly publications. The search process employed specific keywords and search strings using Boolean operators (AND, OR), such as: *"Artificial Intelligence in Education" AND "Islamic Education"*, *"Islamic Character Education" AND "Technology"*, and *"Spiritual Ethics" AND "Artificial Intelligence"*. These search strategies were designed to retrieve relevant studies that intersect the domains of educational technology, Islamic character formation, and ethical frameworks in education (Bond et al, 2024).

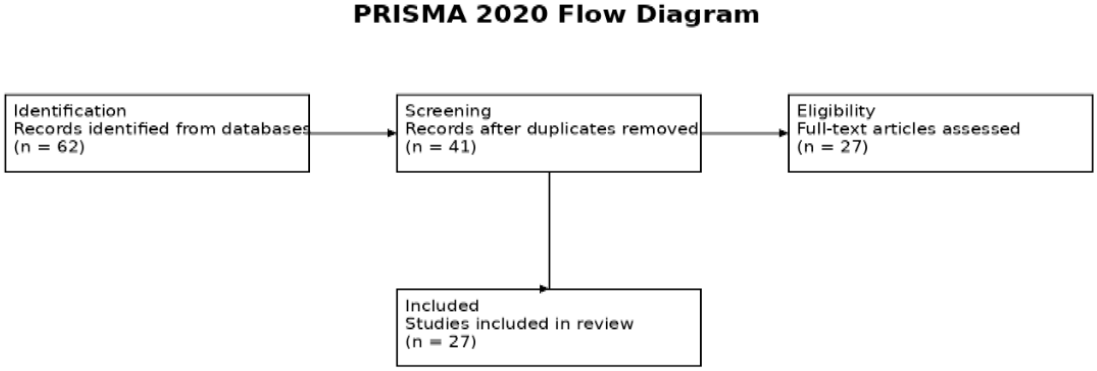
The inclusion criteria in this study were defined as follows: (1) peer-reviewed journal articles; (2) publications relevant to Artificial Intelligence in education, Islamic character education, and spiritual ethics; (3) articles published within the range of 2020–2025 to ensure the recency of the data, and (4) studies that provide clear conceptual or empirical discussions related to the research topic.

Meanwhile, the exclusion criteria included: (1) non-academic publications such as blogs or opinion articles; (2) duplicate studies across databases; (3) articles without full-text access, and (4) studies lacking clear methodological explanations.

The literature selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, which ensures transparency in the stages of identification, screening, eligibility, and inclusion (Page et al, 2021). In the identification stage, a total of 62 articles were retrieved from the selected

databases. After removing duplicates and screening titles and abstracts, 41 articles remained for further evaluation. In the eligibility stage, 27 articles met the inclusion criteria and were selected for in-depth analysis.

The PRISMA flow of the literature selection process can be summarized as follows: **Identification (n = 62) → Screening (n = 41) → Eligibility (n = 27) → Included in analysis (n = 27).**



The selected articles were then analyzed using content analysis techniques, which enable systematic interpretation of textual data through coding, categorization, and thematic analysis (Kabir & Ahmed, 2023). The analysis process involved classifying data into several key themes, including: (1) the application of Artificial Intelligence in education; (2) Islamic character formation, and (3) the role of spiritual ethics in educational practices.

Through this systematic process, the study provides a structured synthesis of how Artificial Intelligence can be integrated into Islamic education while maintaining ethical and spiritual values.

This research is further grounded in several key theoretical frameworks that serve as the conceptual foundation for analysis. First, deontological ethics, introduced by Immanuel Kant, emphasizes that moral actions must be guided by universal ethical principles rather than consequences. Second, character education theory proposed by Thomas Lickona highlights the integration of moral knowing, moral feeling, and moral action in shaping ethical behavior. Third, the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler explains that effective technology integration in education requires a balanced interaction between technological, pedagogical, and content knowledge. These theoretical perspectives

collectively support the analysis of Artificial Intelligence integration within Islamic educational contexts.

The data analysis technique employed in this research is content analysis, a methodological approach that systematically examines and interprets information in scientific literature to identify patterns, relationships, and key themes relevant to the research objectives. Content analysis is widely utilized in literature-based research because it enables researchers to organize qualitative data derived from various scholarly sources into structured and meaningful categories, thereby producing a comprehensive synthesis of knowledge (Elo et al, 2020; Kabir & Ahmed 2023).

In this study, the content analysis process was conducted through three main stages, namely data coding, thematic categorization, and interpretation. First, in the data coding stage, all selected articles were carefully reviewed, and relevant information was extracted using an open coding approach. Open coding was conducted by identifying key concepts, recurring terms, and significant findings in each article related to Artificial Intelligence in education, Islamic character formation, and spiritual ethics. Each piece of information was then assigned specific codes representing its conceptual meaning (Elo et al, 2020).

Second, in the categorization stage, the initial codes were grouped into broader categories based on conceptual similarities. This process involved axial coding, where relationships between codes were examined to form higher-level thematic groupings. The categories were then organized into several main themes that reflect the focus of this study, including: (1) the application of Artificial Intelligence in education; (2) the development of Islamic character in primary education, and (3) the role of spiritual ethics in guiding the use of educational technology.

Third, in the interpretation stage, the identified themes were analyzed to explore patterns, relationships, and conceptual connections across the selected studies. This stage aimed to generate a structured understanding of how Artificial Intelligence can be integrated into Islamic education while maintaining ethical and spiritual values (Krippendorff, 2020).

To ensure transparency and rigor in the coding process, this study also presents an example of the coding and categorization results, as shown in table 1.

Table 1. *Categorization of Article Focus, Initial Codes, Categories, and Research Themes*

No	Article Focus	Initial Code	Category	Theme
1	AI-based adaptive learning systems	personalization, automation	AI in Education	Application of AI
2	Intelligent tutoring systems	feedback, learning support	AI in Education	Application of AI
3	Islamic character development	moral values, discipline	Character Education	Islamic Character Formation
4	Spiritual awareness in learning	reflection, ethical values	Spiritual Ethics	Ethical Framework
5	AI ethics in education	data privacy, bias	AI Ethics	Spiritual Ethics in Technology

RESULT AND DISCUSSION

1. Trends in Artificial Intelligence Research in Education

The results of the Systematic Literature Review (SLR) reveal that research on Artificial Intelligence in Education (AIED) has experienced a significant increase since 2020. This finding is consistent with bibliometric analyses conducted by (Bond et al, 2024), which indicates that AI-related studies in education have expanded rapidly, particularly in areas such as learning analytics, adaptive learning, and intelligent tutoring systems.

To present the findings more systematically, this study summarizes selected articles in Table 2.

Table 2. *Summary of AI in Education Studies (2020–2026)*

No	Author(s)	Year	AI Method	Focus	Findings
1	Bond et al.	2024	Learning Analytics	Higher Education	Improves data-driven learning
2	Bowers et al.	2024	Simulation AI	Virtual Learning	Enhances interactivity
3	Alqaissi & Qtait	2025	Predictive Analytics	Student Performance	Predicts outcomes
4	Bashirynejad et al.	2025	Adaptive Learning	Personalization	Individualized learning
5	Simoni et al.	2025	Intelligent Tutoring	Learning Support	Automated feedback
6	Shishehgar et al.	2025	Machine Learning	System Efficiency	Improves system performance
7	Tolentino et al.	2025	AI Curriculum	Curriculum Design	Drives innovation
8	Pupic et. al	2023	Digital Competency	Education Readiness	Requires new skills

Statistical Distribution of AI Methods

From the total analyzed studies (n = 27), the distribution of AI methods is as follows: Adaptive Learning: 30%, Learning Analytics & Predictive Analytics: 25%, Intelligent Tutoring Systems: 20%, Machine Learning Applications: 15%, Simulation-based Learning: 10%.

These results indicate that personalization and data-driven learning dominate AI implementation, highlighting a shift toward individualized learning environments.

2. Comparative Analysis and Research Gap

Previous studies primarily emphasize the technical and pedagogical benefits of AI in education. For example, (Bond et al, 2024) Focus on data-driven learning, while (Bashirynejad et al, 2023) Highlight personalization through adaptive systems. Similarly, Pupic (2023) Emphasize digital competency development as a key requirement for AI integration.

However, these studies lack explicit discussion on ethical and spiritual dimensions, particularly within Islamic educational contexts. This research addresses this gap by integrating AI with spiritual ethics and Islamic character education, which has rarely been explored in previous literature.

The novelty of this study lies in: 1) Integrating AI technology with Islamic character education; 2) Introducing spiritual ethics as a normative framework; 3) Applying this integration specifically in the Madrasah Ibtidaiyah context.

Thus, this study extends previous research by moving beyond technical efficiency toward value-based AI integration.

3. Islamic Character and Spiritual Ethics in Education

The findings confirm that Islamic character education focuses on values such as honesty, discipline, and social responsibility (Pranoto & Haryanto, 2024). At the same time, spiritual ethics emphasizes the integration of moral values with religious awareness in shaping behavior (Budiyanti & Parhan, 2024).

However, the SLR results indicate that less than 10% of analyzed studies explicitly discuss ethical frameworks, and almost none address spiritual ethics in AI integration. This confirms a significant research gap.

4. Practical Implementation in Madrasah (Concrete Scenario)

To address this gap, this study proposes several practical implementation scenarios, “Scenario 1: AI-Based Personalized Islamic Learning”. a) AI system

recommends Qur'an learning materials based on student ability; b) Integrated with akhlaq values (honesty, discipline); c) Teacher monitors ethical behavior alongside academic progress. "Scenario 2: Ethical AI Learning Analytics" a) AI tracks student performance; b) Data interpreted using Islamic ethical principles (fairness, justice); c) Avoids bias and promotes equal learning opportunities. "Scenario 3: AI-Supported Character Education" a) AI provides reflective prompts (e.g., moral dilemmas); b) Students respond based on Islamic values; c) Encourages moral reasoning + spiritual awareness.

In addition to the empirical findings identified through the SLR, this study also provides a theoretical reinforcement by connecting the results with established educational and ethical theories. From a deontological perspective, the findings confirm that the integration of Artificial Intelligence in education must be guided by moral obligations and ethical principles rather than solely by technological efficiency (Holmes et al. 2022) . This aligns with the view that educational technology should serve human values and not replace them. Furthermore, from the perspective of the character education theory proposed by Lickona (1991), the use of AI in educational settings can support the development of moral knowing, moral feeling, and moral action when it is integrated with value-based learning approaches.

In addition to the empirical findings identified through the Systematic Literature Review (SLR), this study provides theoretical reinforcement by connecting the results with contemporary perspectives on ethics and technology in education. Recent studies emphasize that the integration of Artificial Intelligence in education must be guided by ethical frameworks that prioritize human values, transparency, and accountability rather than merely focusing on technological efficiency(Holmes et al, 2022; Luckin 2022). This perspective aligns with the argument that educational technology should function as a tool to enhance human development rather than replace human roles in moral and character formation.

Furthermore, the findings of this study are consistent with recent research highlighting that AI-supported learning environments can contribute to students' cognitive and behavioral development when integrated with value-based pedagogical approaches (Bashirynejad et al, 2023; Ruksakulpiwat et al, 2023). This indicates that Artificial Intelligence can support not only personalized learning but

also the development of responsible and ethical behavior when embedded within a structured educational framework.

In addition, contemporary studies on educational technology integration emphasize the importance of balancing technological innovation with pedagogical and ethical considerations to ensure meaningful learning experiences (Alqaissi & Alqadi 2023; Pupic et al, 2023)**.** Therefore, the findings of this study reinforce the argument that the successful integration of Artificial Intelligence in Islamic education depends not only on technological readiness but also on the alignment between technological innovation and spiritual ethical values that guide students' moral development.

Compared to previous studies, this research provides a more comprehensive perspective by explicitly integrating ethical and spiritual dimensions into the discussion of Artificial Intelligence in education. Prior studies such as Bashirynejad, et al (2023) and Pupic et al 92023) primarily focus on technological innovation, digital transformation, and personalized learning systems, with limited attention to the ethical implications of AI use in educational contexts. Similarly, Alqaissi & Alqadi (2023) emphasize the applications and challenges of AI in education but do not specifically address the role of moral and spiritual values in guiding technology use. More recent studies have begun to highlight the importance of ethical frameworks in AI-supported education (Holmes et al, 2022; Luckin, 2022), yet these discussions remain largely general and are not specifically contextualized within Islamic educational environments. In contrast, this study offers a novel contribution by proposing a spiritual ethics framework that integrates Islamic moral values into the use of Artificial Intelligence in Madrasah Ibtidaiyah. This approach extends existing literature by positioning ethical and spiritual considerations as central components in AI-based educational practices, thereby bridging the gap between technological innovation and value-based education.

5. Implications for Islamic Education

The findings suggest that AI integration requires: a) Policy development (ethical AI guidelines); b) Teacher training (AI + Islamic pedagogy); c) Curriculum integration (technology + moral values).

This aligns with studies showing that successful AI adoption depends on institutional readiness and ethical frameworks (Alqaissi & Alqadi, 2023; Holmes et al, 2022).

Policy-oriented studies also emphasize the importance of institutional readiness and governance frameworks to ensure that the integration of Artificial Intelligence in education aligns with ethical standards and educational goals (OECD, 2021; UNESCO, 2021)**.**

6. The Dominance of Technological–Pedagogical Orientation in AI Research and the Absence of Ethical–Spiritual Integration

The findings of this study reveal that the development of Artificial Intelligence in education is predominantly driven by technological and pedagogical considerations. The statistical analysis of the selected studies shows that the majority of research focuses on adaptive learning systems (30%), learning analytics (25%), and intelligent tutoring systems (20%). These approaches emphasize efficiency, personalization, and data-driven decision-making in learning processes.

This trend is consistent with previous studies, such as (Bond et al, 2024), which highlight that AI in education is largely oriented toward improving learning performance through data analytics and automation. Similarly, Bashirynejad et al (2023) emphasize the role of AI in enabling personalized learning experiences, while Pupic et al (2023) Underline the importance of digital competencies in supporting AI-based education.

However, despite these advancements, the findings of this study indicate a significant imbalance in the research landscape. Less than 10% of the analyzed studies explicitly address ethical considerations, and almost none integrate spiritual ethics as a foundational framework in AI-based educational practices. This confirms that current AI research in education tends to adopt a technocentric paradigm**,** where technological effectiveness is prioritized over ethical reflection and value-based considerations.

From the perspective of Islamic education, this imbalance presents a critical challenge. Islamic educational philosophy fundamentally emphasizes the integration of knowledge, morality, and spirituality as inseparable components of the learning process. Therefore, the absence of ethical–spiritual dimensions in AI

research indicates a disconnect between contemporary technological developments and the core objectives of Islamic education.

This study, therefore, extends previous research by introducing a value-oriented paradigm, in which Artificial Intelligence is not merely viewed as a tool for enhancing efficiency but as a medium that must be aligned with ethical principles and spiritual values. This conceptual shift represents a significant contribution, as it repositions AI within a broader educational framework that prioritizes human values, moral responsibility, and spiritual awareness**.**

7. Integrating Artificial Intelligence with Spiritual Ethics: A Transformative Framework for Islamic Education

Building upon the identified gap, this study proposes that the integration of Artificial Intelligence with spiritual ethics represents a transformative approach to addressing the challenges of digital education in Islamic contexts. The findings suggest that AI has substantial potential to support educational processes; however, its implementation must be guided by a clear ethical and spiritual framework to prevent unintended consequences such as technological dependency, ethical violations, and the erosion of moral values.

Previous studies, such as Holmes et al (2022), Emphasize the importance of human-centered AI, which places ethical considerations at the core of technological development. Similarly, (Ruksakulpiwat et al, 2023) Highlight that the integration of AI in education requires a balance between technological innovation and human values. However, these studies remain largely general and do not specifically address the integration of spirituality within educational technology.

In contrast, this study advances the discussion by explicitly incorporating spiritual ethics as a normative foundation for AI utilization in Islamic education. This framework is particularly relevant for Madrasah Ibtidaiyah, where the primary educational objective is not only cognitive development but also the formation of Islamic character and spiritual awareness. In addition, the increasing use of AI-driven tools such as chatbots in education has raised concerns regarding ethical responsibility, transparency, and the role of human supervision in learning processes (Kooli, 2023).

The integration can be operationalized through several key dimensions: a) Ethical Governance of AI: ensuring that AI systems are designed and implemented

in accordance with Islamic ethical principles such as justice (عدل/*'adl*), honesty (صديق/*ṣidq*), and responsibility (امانة/*amanah*); b) Spiritual-Based Learning Design: integrating AI-supported learning with activities that promote reflection, moral reasoning, and awareness of divine values; c) Teacher Mediation: positioning teachers not only as facilitators of technology but also as moral guides who contextualize AI use within ethical and spiritual frameworks.

This integrative approach transforms AI from a purely technological instrument into a value-driven educational tool, capable of supporting both academic achievement and character development.

Furthermore, this study highlights that the successful implementation of this framework requires institutional readiness, including curriculum adaptation, teacher training, and policy development. Without these supporting structures, the integration of AI risks reinforcing purely instrumental approaches to education that neglect its moral and spiritual dimensions.

Overall, the discussion demonstrates that while Artificial Intelligence offers significant opportunities for advancing educational systems, its current development remains largely confined to technical and pedagogical domains. This study contributes by expanding the discourse toward a holistic integration model, in which technological innovation is balanced with ethical responsibility and spiritual values.

Such an approach is essential for ensuring that the transformation of education in the digital era does not compromise its fundamental purpose: the formation of morally responsible and spiritually aware individuals.

CONCLUSION

This study has examined the integration of Artificial Intelligence (AI), Islamic character formation, and spiritual ethics within the context of Madrasah Ibtidaiyah through a Systematic Literature Review (SLR) approach. Based on the analysis of 27 selected articles, several key findings can be summarized.

First, the findings indicate that the development of Artificial Intelligence in education is predominantly oriented toward data-driven and personalized learning approaches, with the distribution of methods showing that adaptive learning systems account for approximately 30%, learning analytics and predictive analytics 25%,

intelligent tutoring systems 20%, machine learning applications 15%, and simulation-based learning 10%. This demonstrates that AI implementation in education is largely focused on enhancing learning efficiency, personalization, and automated decision-making processes.

Second, the analysis reveals that while AI technologies have significant potential to improve learning effectiveness, less than 10% of the reviewed studies explicitly address ethical considerations, and almost none incorporate spiritual ethics as a foundational framework. This finding confirms a substantial gap in the literature, particularly in the context of Islamic education, where moral and spiritual development constitutes a central educational objective.

Third, the study finds that Islamic character education remains a core component of Islamic educational systems, emphasizing values such as honesty, discipline, and social responsibility, which are cultivated through integrated curricular and extracurricular activities. However, the integration between these values and emerging digital technologies, particularly Artificial Intelligence, has not been systematically developed in existing research.

Based on these findings, this study proposes that integrating Artificial Intelligence with spiritual ethics is a strategic and necessary approach to addressing the challenges of digital transformation in Islamic education. AI should not be viewed solely as a technological tool but as a pedagogical medium that must be guided by ethical principles and aligned with the moral objectives of Islamic education. The novelty of this research lies in its effort to conceptualize a spiritual ethics–based framework for AI integration, which bridges the gap between technological innovation and value-based education within *Madrasah Ibtidaiyah.*

From a practical perspective, this study highlights the importance of developing policy frameworks, teacher competencies, and curriculum designs that integrate AI technologies with Islamic moral values. Such integration ensures that technological advancement contributes not only to cognitive development but also to the formation of students' moral character and spiritual awareness.

However, this study has several methodological limitations that need to be acknowledged. As an SLR-based study, the findings rely entirely on previously published literature, which may limit the representation of real-world practices. In addition, the study does not involve primary empirical data collection, and the analysis is primarily

qualitative, which may reduce the ability to generalize findings quantitatively. Furthermore, although the SLR process has followed systematic procedures, the selection of databases, keywords, and inclusion criteria may still introduce bias into the literature selection.

Therefore, future research is recommended to complement these findings through empirical studies, such as field-based research in Madrasah Ibtidaiyah, to examine the practical implementation of AI integrated with spiritual ethics. Further studies may also develop operational models or experimental designs that test the effectiveness of AI-based learning systems grounded in Islamic values.

In conclusion, the integration of Artificial Intelligence in Islamic education must go beyond technological adoption and move toward a holistic approach that balances innovation with ethical and spiritual considerations. By embedding spiritual ethics into AI utilization, Islamic educational institutions can respond to the challenges of the digital era while maintaining their fundamental mission of cultivating morally responsible and spiritually aware individuals. This finding is consistent with global perspectives emphasizing that the future of education depends on the responsible and ethical integration of Artificial Intelligence technologies (UNESCO, 2021).

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