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THE EMERGENCE OF CHATGPT: EXPLORING ITS POTENTIAL IN DESIGNING ISLAMIC RELIGIOUS EDUCATION LEARNING

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ABSTRACTS

The phenomenon of the emergence of ChatGPT certainly provides a new colour in various sectors of life, including in the field of education, both general education and Islamic education. ChatGPT is reliable enough to have potential in the learning process, but in its application, it can cause pros and cons. Therefore, this study aims to describe the potential of ChatGPT in Islamic Religious Education and the challenges faced in applying ChatGPT in Islamic Religious Education. This type of research is qualitative research with a library research method. The results showed that ChatGPT has great potential to have a significant impact on Islamic Religious Education learning because it can increase the productivity of both teachers in facilitating the development of teaching tools and materials and students in exploring ideas freely. However, in its application, ChatGPT has several challenges that can cause problems related to accuracy, ethics, and compatibility with values in Islamic education, as well as general academic integrity issues that include the risk of plagiarism, fraud, and misuse of information sources. ChatGPT has enormous potential in facilitating the learning process of Islamic Religious Education, but behind this potential, there are several challenges faced in its application. Therefore, teachers must always be proactive in integrating ChatGPT into the learning process to ensure that the information obtained by Islamic values is upheld. Teachers' policies in using ChatGPT for students also need to be carried out so that the degradation of critical reasoning and in-depth understanding of Islamic Religious Education materials does not occur.

A. INTRODUCTION

In today's digital era, the development of information technology continues to progress rapidly. This is marked by significant innovations in various sectors of life, including education. (Fauzi et al. 2023). One of the latest innovations that stands out is the emergence of the Chat Generative-Based Transformer (Chat GBT). This technological innovation is a form of artificial intelligence that can provide the experience of interaction between humans and machines with a higher level of humanity. (Iqbal, Ahmed, and Azhar 2022). The presence of this technology opens up new opportunities in the context of learning. (Maulana, Darmawan, and Rahmat 2023), in the learning design of Islamic education.

Learning design has an essential role in helping a learner achieve goals. (Sutrisno and Yulia 2022). No exception the learning of Islamic religious education. The advent of GBT chat technology has created new opportunities. (Ramadhan et al. 2023) At the level of learning design development. The integration of technology into education is expected to increase efficiency. (Febrianti et al. 2023), accessibility (Hidayatullah et al. 2023) and quality of learning (Tomi 2023), included in the context of PAI learning.

Islamic religious education has unique characteristics that require a deep and contextual learning approach. (Sartiwi 2023). This challenge involves a deep understanding of Islamic teachings by developing moral values and strengthening religious identity. Therefore, innovation in learning design is needed to answer these challenges.

The presence of GBT chat offers excellent potential for creating interactive and personalised student learning experiences. GBT chat can provide a more engaging learning environment by responding to questions, presenting information, and interacting naturally. (Ramadhan et al. 2023).

However, it should be recognised that applying GBT chat in learning Islamic religious education also has specific challenges, such as maintaining the authenticity of religious materials and ensuring that Islamic values use this technology ethically.

By understanding this context, this study aims to explore the potential of GBT chat in Islamic religious education and the challenges faced in its application to Islamic religious education learning.

Many previous researchers have researched the phenomenon of GBT chat's emergence in the education world. These studies were conducted with different focuses. Aiman Faiz and Kurniawaty's (2023) research explains to educators that moral reinforcement must be applied when utilising the convenience of GBT chat technology. The results revealed that educators need to instil moral knowing abilities based on academic' values, ethics and morals. Furthermore, it was explained that although convenience can be obtained through GBT chat, socially, emotionally, and psychologically, educators cannot be replaced at any time. (Faiz and Kurniawaty 2023).

Further research was conducted by Fikri Kurnia Ramadhan et al. (2023), entitled "Utilization of Chat GBT in Education." The results revealed that the use of Chat GBT in education has a positive side, but it needs to be given direction and supervision so as not to make graduates who think less have a sense of laziness that is just copy-paste. (Ramadhan et al. 2023).

The current research and previous research have similar topics, but the current research focuses on the potential of GBT chat in Islamic religious education and the

challenges faced in its application. Research with this focus has not been found in many previous studies, which is what became the novelty of this study.

Based on the description, research questions can be formulated. First, what is the potential of Chat GBT in Islamic education? Second, what are the challenges faced in implementing GBT chat in Islamic religious education? With the emergence of technological innovations in Chat GBT, it can be utilised as much as possible to present more exciting and interactive learning while still preparing yourself to face every challenge.

B. METHOD

This research uses qualitative data from literature reviews or literature studies. This research examines concepts and theories based on existing literature and is relevant to the case or problem found. The collection technique used in this literature research is the documentation method, which looks for data about things or variables in the form of notes, books, papers or articles, and journals. Literature material from various references is analysed to support propositions and ideas (Adlini et al., 2022). Data sources are obtained from books, research, and articles on several database sites such as Garuda, Scopus and Sinta related to the selected topic, then downloaded and reviewed via the internet (Puteri et al., 2023). The data that has been obtained is then analysed using descriptive analysis methods. The descriptive analysis method is carried out by describing facts followed by analysis, not only deciphering but also providing sufficient understanding and explanation (Habsy, 2017).

C. RESULT AND DISCUSSION

The ChatGPT Phenomenon in Education

Artificial intelligence has undergone rapid development in recent years. ChatGPT (Generative Pre-trained Transformer) is one of the latest innovations. ChatGPT is an artificial intelligence (AI) technology that automatically generates text based on user input. (Faiz and Kurniawaty 2023). However, although ChatGPT is quite reliable, it also raises pros and cons, especially in education, because it can lead to academic cheating. ChatGPT can make it easier for users to access various information in the form of conversation bubbles, but this can also lead to fraud, such as plagiarism. (Maulana, Darmawan, and Rahmat 2023) Plagiarism is taking someone else's work or ideas without giving appropriate credit or citing sources. It can harm many parties, including the original author, readers, educational institutions, and ChatGPT users. Therefore, ChatGPT users must pay attention to academic ethics in making assignments, papers, or scientific papers by quoting, referencing, or mentioning the sources of information used correctly and clearly. (Setiawan and Luthfiyani 2023).

One of the opportunities for using ChatGPT in education is related to learning efficiency and productivity. ChatGPT can help increase the efficiency and productivity of learning for students, lecturers, and educational institutions in carrying out tasks. (Putra et al., 2023). ChatGPT can provide additional explanations, recommendations, interactive learning resources, and assignment and troubleshooting help. (T. et al. et al., 2023). ChatGPT can also be used in research activities for instant data retrieval, summaries, and several other research tasks. (Nindya Risnina et al. 2023). Thus, ChatGPT can enrich the learning experience and save time and effort.

Then, regarding the emergence of ChatGPT, Wawan Mas'udi, Dean of the Faculty of Social Sciences UGM, explained that although the phenomenon of artificial intelligence is quite surprising, things like this can be predicted in advance. (Rizky and Nandyatama 2023). "The development of artificial intelligence is not new; it has even become part of modern society. As a phenomenon and consequence of digital technology, we should be able to anticipate it," he said, quoted from the UGM website on Thursday (28/12/2023) (Rizky and Nandyatama 2023).

However, the use of ChatGPT in education also has limitations and risks that need to be considered. ChatGPT has limited understanding, an inability to replace creative work, answers that are not always accurate, a failure to distinguish between fact and opinion, and the need for a stable internet connection. (T. U. S. H. Wibowo et al. 2023) Due to its dependence on ChatGPT, ChatGPT can also reduce the essence of the manual research process and facilitate students' critical reasoning and creativity. (T. U. S. H. Wibowo et al. 2023) (Maulana, Darmawan, and Rahmat 2023). It is even thought that ChatGPT will own the copyright as "author" in some official works in the future. Therefore, there must be innovation regarding copyright or authorship to place this technology well. Thus, ChatGPT users must prioritise critical thinking, creativity, and collaboration in developing science correctly, in addition to prioritising academic ethics in making assignments, papers, and scientific papers. (Mangasak, Angelin, and Studi Teknologi Pendidikan 2023) Currently, the concern about the emergence of AI is also that it will substitute for human jobs. There will be job losses, and robots and systems will be in place. This condition urges humans to increase their capabilities equally or above technology to maintain their existence. (Azzahra, N, and Abimanyu 2023).

ChatGPT is indeed one of the artificial intelligence innovations that has the potential to help the learning and research process. However, it also raises challenges and ethical problems that need to be overcome. ChatGPT users must be responsible and wise in utilising this technology, not forgetting the academic values and creativity characterising humans. ChatGPT is not the end goal but rather a tool that can improve education quality and effectiveness if used appropriately.

Potential Applications and Benefits of ChatGPT in Islamic Education

The misuse of ChatGPT in education, including Islamic religious education, provides many benefits for teachers and students. Teachers can use ChatGPT to access more exciting information to help them learn new things and improve their teaching strategies. With ChatGPT technology in Islamic education, teachers and students can have an exciting and dynamic learning experience. (Muttaqin 2023, 3). Artificial intelligence (AI) – such as ChatGPT – in Islamic religious education learning brings excellent potential to increase efficiency and effectiveness. (Fauziyati 2023).

ChatGPT can be used as a virtual teaching assistant for Islamic religious education teachers. ChatGPT has the potential to significantly impact curriculum design, assessment strategies, and teaching methods in the field (Lee, 2023). ChatGPT can function as a responsive chatbot that can assist teachers in developing learning tools. The advantages of using ChatGPT in making administration, such as RPP, are time efficiency and ease of access (Fitria, 2023, p. 55; Saputra & Serdianus, 2023). With the advent of AI technology, traditional lectures and demonstrations may no longer be practical for conveying information or facilitating student learning. Therefore, PAI

educators must diligently and proactively explore and implement the most appropriate teaching methods for technology-enabled learning.

In this case, we tried to analyse ChatGPT's responses to several PAI learning activities, including lesson planning, assessment instruments, and questions for student test assessments.

Responses Generated from ChatGPT on Learning Planning

To explore ChatGPT's responses to learning outcomes, we propose a prompt that is as detailed as possible. In it, it is stated what approach and method will be used, how many times the learning meeting will be completed, and what kind of activities will be.

Table 1. ChatGPT responses to instructions for planning lessons

Prompt	<i>"Make a lesson plan on the material "Avoiding Student Fights, Liquor, and Drugs" for grade 2 high school with a differentiated learning approach and discovery learning method. Make a lesson plan for two meetings where this learning activity consists of 3 activities: Introduction, Core, and Closing. Do not forget to include learning objectives for each meeting and ensure the learning activities can trigger students to be active, creative, and collaborative."</i>
Response	<p>Lesson Plan: Avoiding Student Fights, Drinking, and Drugs Grade: 2nd High School Learning Approach: Berdiferensiasi and Metode Discovery Learning</p> <p>Meeting 1: Learning Objectives: Students can identify factors that can cause fights among students. Students understand the negative impact of liquor and drugs on health and social life. Students can formulate strategies to avoid fights, booze, and drugs.</p> <p>Learning Activities: Introduction (20 minutes): Ice-breaking: Brainstorming about students' experiences or knowledge of fighting, drinking, and drugs. Introduction: Avoiding fights, booze, and drugs in a student setting is essential.</p> <p>Core (50 minutes): Short presentation: Information on the factors causing fights among students and the adverse effects of alcohol and drugs. Group activities: Students are divided into small groups to conduct brief research on fighting statistics on the adverse effects of drinking and drugs.</p>

	<p>Group discussions: Students share research results and formulate strategies to avoid fights, booze, and drugs.</p> <p>Closing (20 minutes): Presentation of group results: Each group presents the results of research and strategies formulated. Reflection: Students reflect on their understanding of avoiding fights, booze, and drugs.</p> <p>Meeting 2: Learning Objectives: Students can develop creativity in conveying information about the dangers of fighting, drinking, and drugs. Students can collaborate in creating anti-fight, liquor, and drug campaigns.</p> <p>Learning Activities: Introduction (15 minutes): Interactive quiz: Assess students' understanding from previous encounters through a short quiz. Warm-up: Ice-breakers to excite students.</p> <p>Core (60 minutes): Creative workshops: Students learn how to convey information creatively through media such as posters, short videos, or social media campaigns. Division of tasks: Students are divided into groups to design anti-fight, liquor, and drug campaigns. Teacher guidance: Teachers provide advice and assist groups in planning their campaigns.</p> <p>Closing (25 minutes): Group presentation: Each group presents their campaign. Peer assessment: Students provide positive and constructive feedback to other groups. Final reflection: Students reflect on their learning and follow-up plans to support anti-fight, booze, and drug campaigns.</p> <p>Additional Notes: Ensure the material is presented in relevant and exciting language to students. Facilitators should actively support groups that require additional guidance. Maintain an inclusive and collaborative learning atmosphere.</p>
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The response from ChatGPT was obtained in less than 2 minutes. With this prompt, PAI teachers can design PAI learning that triggers student activeness,

creativity, and collaborative skills. However, it should be noted again that the prompt's results do not respond to relevant and usable learning resources and media. For this, PAI teachers can create another prompt after the prompt.

In addition, none of the learning objectives presented in the ChatGPT response results contained any spiritual domain relevant to the material. In PAI, learning the spiritual or faith domain included in the affective aspect is no less important; it can even be more important than the cognitive aspect. The effective area is a domain related to attitudes, interest values, appreciation (appreciation), and adjustment of social feelings. (Okra and Novera 2019, 46). One that belongs to the affective domain is a belief or faith domain. Tafsir (2000, 51) Explains that the domain of faith is essential in Islamic religious education because Islamic teachings concern rational and irrational matters. Thus, if the PAI teacher makes a lesson plan with the help of ChatGPT, the teacher needs to double-check its accuracy and relevance to the material to be taught. If necessary, the teacher can add something that is considered necessary or unnecessary from the response results.

Responses Generated from ChatGPT on Evaluation Instruments and Questions for Students

To explore ChatGPT's responses regarding evaluation instruments and questions for students, we proposed another prompt below ChatGPT's previous responses. Fixed prompts are created with details according to needs.

Table 2. ChatGPT response to instructions for creating an evaluation instrument

Prompt	<i>Make an evaluation instrument for the "Avoiding Student Fights, Drinking, and Drugs" material! These evaluation instruments include cognitive, affective, and psychomorphotic domains. Do not forget as well as the appropriate rating indicators for each domain! For the cognitive domain, do not forget to include an assessment of knowledge of postulates or verses and hadiths relevant to the material! Also, include evaluation tools or methods that can be used for the evaluation!</i>
Response	<p>Evaluation Instrument: Avoiding Student Fights, Booze, and Drugs</p> <p>Domain Kognitif:</p> <p><i>Objective: Students can identify the triggering factors of fights, understand the adverse effects of liquor and drugs, and draw up a plan of preventive action with knowledge of relevant propositions, verses, and hadiths.</i></p> <p><i>Assessment Indicators:</i></p> <p>a. Knowledge of Propositions or Verses:</p> <ul style="list-style-type: none"> - Administering a written test with questions that test students' understanding of propositions or verses relevant to the problems of fighting, drinking, and drugs.

	<ul style="list-style-type: none"> - Students are asked to identify and explain two or more propositions or verses related to the discussion. <p>b. Preventive Action Plan: Writing assignment: Students are required to draw up a preventive action plan detailing measures based on Islamic values and relevant postulates or verses.</p> <p><i>Evaluation Tools or Methods:</i></p> <ul style="list-style-type: none"> - Written test with structured questions. - Assignment of writing: "Preventive Action Plan". <p>Affective Domain: <i>Purpose: Students can understand and respond empathically to fight, booze, and drug problems and demonstrate a commitment to avoiding them.</i></p> <p><i>Assessment Indicators:</i></p> <ul style="list-style-type: none"> a. Empathy Observations during group discussions: Teachers observe student participation and their ability to demonstrate empathy for experiences and views related to fights, liquor, and drug issues. b. Commitment Statement Questionnaire or short interview: Students are asked to state their written or verbal commitment to avoiding fights, booze, and drugs. <p><i>Evaluation Tools or Methods:</i></p> <ul style="list-style-type: none"> - Observation of student participation. - Questionnaire or short interview. <p>Psychomotor Domain: <i>Objective: Students can demonstrate skills in responding to conflict situations without fights and show positive alternatives to coping with pressure and stress.</i></p> <p><i>Assessment Indicators:</i></p> <ul style="list-style-type: none"> a. Roles in Scenarios: Practice assessment: Teachers observe student engagement in role plays that simulate conflict situations and appropriate responses. b. Positive Alternative Communication: Oral presentation: Students are asked to present positive alternatives to coping with pressure and stress, focusing on Islamic values. <p><i>Evaluation Tools or Methods:</i></p>
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	<ul style="list-style-type: none"> - Practice assessment during role-playing. - Oral presentation with structured assessment criteria. <p>Note: The above evaluation instruments are designed to cover all three domains (cognitive, affective, and psychomotor) and use various evaluation tools and methods to provide a comprehensive picture of students' understanding and skills related to the material. Evaluation should be tailored to school policies and student characteristics.</p>
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With a detailed prompt, ChatGPT will also provide a detailed response according to the command. From the evaluation instrument obtained from ChatGPT, it can be seen that the evaluation instrument presented is quite complete and reaches all domains, as instructed. The response was even obtained automatically in less than 2 minutes. For evaluation instruments, PAI teachers can again check back and adjust to learning needs. For example, for the assessment criteria for an oral presentation, the PAI teacher can add another prompt afterwards, such as "Create assessment criteria for the oral presentation!"

In addition to compiling evaluation instruments, teachers can also compile HOTS (High Order Thinking Skills) based questions using the help of ChatGPT as follows:

Table 3. Examples of ChatGPT instructions and responses for writing HOTS questions for students

Prompts	<i>Make a HOTS (high-order thinking skills) question for the material "Avoiding Student Fights, Liquor, and Drugs". Include one or two case questions related to the material as well! Do not forget to include exciting and contextual stimuli when making HOTS questions! Use language that 2nd-grade high school students easily understand!</i>
ChatGPT's responses	<p>Pertanyaan HOTS (High Order Thinking Skills):</p> <ol style="list-style-type: none"> 1. Analysis (based on the provoking factors of fights): <i>Stimulus:</i> Provide an overview of conflict situations at school involving factors such as academic competition, cultural differences, and inequality. <i>Question:</i> Analyze how these factors can trigger student fights—present concrete solutions to reduce potential conflict. 2. Evaluation (Positive and Negative Impact of Alternatives on Health): <i>Stimulus:</i> Show research results on alternative activities that can reduce student stress, such as sports, art, and mentoring.

	<p><i>Question:</i> Evaluate the positive and negative impact of each alternative on students' physical and mental health. How can those choices be applied contextually in schools?</p> <p>3. Synthesis (Preventive Action Plan): <i>Stimulus:</i> Provide information about the high incidence of fights and drug abuse in certain schools. <i>Question:</i> Synthesize this information and make a plan of preventive action involving students' active participation. How can this plan be implemented effectively?</p> <p>4. Analysis (Link of Islamic Values in Prevention Plan): <i>Stimulus:</i> Hadith emphasises peace, tolerance, and Qur'anic verses forbidding liquor. <i>Question:</i> Analyze how the Islamic values contained in the hadith and verse can be integrated into the plan to prevent fights, alcohol abuse, and drugs among students.</p> <p>5. Case Questions: Case Studies (Conflicts Between Students): <i>Case:</i> A group of students gets involved in a conflict that escalates into a fight. Identify factors triggering the conflict and explain steps the school can take to prevent an escalation of violence. <i>Question:</i> How can students contribute to designing school conflict prevention programs?</p> <p><i>Note:</i> <i>HOTS questions stimulate students' higher-order thinking and use language that second-high school graders easily understand. The cases provide a natural context for relating theoretical understanding to practical situations.</i></p>
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From the results of these responses, ChatGPT even includes the division of questions according to their type, ranging from analysis, synthesis, evaluation, and questions related to a case. Some uses of words such as the word "escalation" in ChatGPT's responses may be too high and difficult to understand for 2nd graders (the material on "Avoiding Student Fights, Booze, and Drugs" is 2nd-grade high school material). Therefore, teachers still have to re-examine and adjust to students' learning needs and conditions.

Implementing Islamic religious education requires HOTS (higher-order thinking Skills) in every material delivery and evaluation; this needs to be done to equip students to understand and study problems and use knowledge in new situations. (Muthoharoh 2020) However, one of the difficulties experienced by Islamic Religious Education teachers is compiling HOTS questions for learning evaluation. (Marunduri and Wirdati

2021). Thus, ChatGPT's assistance in making HOTS questions benefits Islamic Religious Education teachers.

ChatGPT can also be a reliable source of additional information beyond textbooks and classical literature, such as learning about Fiqh (Nugraha, 2023). This is useful for answering contemporary questions that may not be described in detail in classical literature. In addition, with a modern approach like this, it is possible that Fiqh and ChatGPT can also integrate with other sources, such as hadith, tafsir, and other Fiqh literature. Thus, users can refer directly to primary sources when discussing Fiqh issues quickly (Nugraha, 2023). Although some religious authorities have warned against relying on ChatGPT for spiritual guidance, it is considered impermissible under Islamic law (Al Lily et al., 2023, p. 8); however, ChatGPT can be used to inquire about general knowledge about religion. For example, jihad and heresy are subject to much debate (Arifianto et al.; Izzudin, 2023). In research by Arifianto (Arifianto et al. Izzudin 2023), It is implied that ChatGPT - in this context, the free version - can help us answer various questions or at least provide an understanding of religion at a conceptual level. However, it is related to matters that are still debated.

While for students, ChatGPT can be helpful for some of the things below. (Prananta et al. 2023, 1034):

Task completion: GPT chat can assist students in completing assignments or finding information quickly. Students can ask questions on any topic, ask for clarification, or look for reference materials. It can be a valuable tool for studying, researching, or completing everyday tasks.

Learning and Experimentation: Using GPT Chat can provide an interactive learning experience. Students can ask questions, test hypotheses, or seek advice on a variety of topics. It can help students expand their knowledge, try new things, or explore ideas freely.

Help in Education: GPT Chat can be a learning and educational tool. Students can ask ChatGPT questions for explanations, guidance, or reference materials. In this context, ChatGPT helps improve the accessibility and availability of academic information.

Product Development and Innovation: ChatGPT can be used in product development and innovation. For example, students can create a product, such as a poster or video presentation, and ask ChatGPT for help with ideas or development steps.

Although it can be used for almost any purpose, human consideration is still necessary to determine the validity of the information produced. (Kitamura 2023). Thus, training programs regarding the use of ChatGPT can be introduced to instil the necessary skills to produce optimal text specifications, which have the potential to become an integral part of 21st-century education incorporated into school curricula.

Challenges faced in the application of ChatGPT in learning Islamic religious education

Although ChatGPT is an innovative breakthrough in learning technology, it can be a double-edged sword, especially in Islamic religious education. Its ability to adapt and provide human-like responses makes it a potential tool to support learning. However, without proper design and strict control over its content, ChatGPT can pose significant problems with accuracy, ethics, and conformity with values in Islamic religious education.

a) Questionable Content Accuracy

One of the main challenges is the accuracy of the information presented by ChatGPT. Islamic religious education requires the presentation of information that is not only accurate but also based on credible and authentic sources. ChatGPT, which is not optimised to understand the nuances of Islamic religious learning, can potentially present misinformation or misinterpretation. For example, a study shows that students need precise information and in-depth explanations to understand the complex tenets of Islam. (Oktavia & Khotimah, 2023). Unverified AI-delivered content can lead to confusion and wrong interpretations of religious teachings.

b) Lack of Ethical Aspects

In Islamic religious learning, the ethical aspects of the information conveyed are also essential in addition to accuracy. AI-based systems such as ChatGPT may not yet be able to distinguish and propagate the moral values espoused in Islamic religious education. A lack of moral understanding can lead to ChatGPT delivering material that does not respect ethical boundaries in Islam. According to research, integrating technology in religious education must align with the values and ethical rules of the religion. (Frimayanti 2017). Failure, in this case, can reduce the overall quality of education.

c) Not by Islamic religious values

Islamic religious education not only focuses on knowledge but also the practice and understanding of the foundation's values. The use of ChatGPT that is not aligned with these values can result in responses that are irrelevant or even contrary to religious teachings. This is possible because artificial intelligence lacks a deep contextual understanding of Islamic theology and philosophy. The study by Hanafi et al. emphasises the importance of synchronising educational technology with religious values to ensure that technology supports and does not replace the essence of spiritual teaching itself. (Hanafi et al. 2021).

With these things in mind, it is imperative that ChatGPT be developed and applied carefully in Islamic religious learning. This includes adjusting algorithms to improve information accuracy, integrating religious and ethical principles, and adapting content to ensure conformity with Islamic values. Learning technology can be harmonised with authentic and meaningful religious education through a thoughtful and contextual approach.

ChatGPT and Academic Integrity in Islamic Religious Education Learning

The use of technology in education has brought significant changes to teaching and learning methods, including in the context of Islamic religious education. ChatGPT, as an artificial intelligence innovation, provides excellent potential to support the learning process by providing instant answers and extensive information resources. However, its use can also raise academic integrity issues, which include the risk of plagiarism, cheating, and misuse of information sources. (Rachbini and Evi 2023).

a) Plagiarism and ChatGPT

Plagiarism, or theft of someone else's intellectual work without appropriate attribution, is one of the challenges faced in Islamic religious education when students might use answers generated by ChatGPT as their work. (Syah and

Siagian 2023) This tool can generate reflective texts based on user requests, but using it without understanding or acknowledging the source of origin can lead to violations of academic ethics. This is becoming a critical issue in an educational environment that values authenticity of thought and academic honesty.

b) Cheating in Learning

ChatGPT can be utilised to complete assignments or tests without a deep understanding of the student, thus harming the learning process that would otherwise develop the student's cognitive and reflective skills. This approach interferes with a fair assessment of students' understanding and reduces motivation to learn independently and ethically. (H. et al., 2023).

c) Misuse of Information Sources

The ease of access to religious information packaged in an attractive format by ChatGPT might trigger the uncritical use of such sources. In Islamic religious education, this can lead to misunderstandings about religious teachings if students take in information without adequate examination or reflection. (Aspahani 2019).

In response to this challenge, educators need to empower students to use technologies like ChatGPT wisely, ensuring their use is within academic integrity. This can be done by teaching the correct way of citing, emphasising critical thinking, and developing a deep understanding of Islamic religious teachings. (Nur 2019) Integrating ethical values and integrity into the Islamic education curriculum is crucial to avoiding the degradation of academic values in this digital era. (Huda, Duwila, and Rohmadi 2023).

ChatGPT and the Potential Conflict of Values in Islamic Education

The use of ChatGPT technology in Islamic religious education does not exclude the possibility of causing value conflicts. These can be caused by differences in the sources of value embraced by the millennial generation, which tends to be more liberal and pluralist, and the values upheld in Islam, which are relatively more conservative and absolute.

Millennials grew up in the information age and have been exposed to diverse perspectives and ideologies. (Elvinaro and Syarif 2021) Their views are often coloured by the principles of liberalism, which emphasises individual freedom, and pluralism, which values diversity and dissent. This often collides with the more rigid traditional view, which holds to the absolutism of truth in religious teachings.

In Islamic religious teaching, values such as adherence to the teachings revealed through the Quran and Hadith, moral virtues, and the practice of worship by the Shari'a are prioritised. (Daulay 2022). ChatGPT, as an entity designed to support a pluralism of ideas and freedom of expression, may inadvertently promote different or contradictory perspectives.

For example, in discussions about daily life, ChatGPT can provide answers from different views, which may not be by Islamic interpretations or understandings based on the Quran and Hadith. This can cause confusion among students, especially if there is no in-depth explanation and strong comparison of the information provided by ChatGPT.

Furthermore, ChatGPT has the potential to facilitate views that contradict basic Islamic principles, such as the concept of justice in economics, secular social policies, or even more progressive interpretations of women's rights in society. This can create a dilemma for educators who must balance the need to be fair and inclusive with maintaining religious teachings that must be delivered without compromise. (Habibie et al. 2021).

To avoid value conflicts, educators should proactively integrate ChatGPT into the curriculum. Educators should set strict parameters regarding using ChatGPT, ensuring that the dialogue that arises remains by Islamic values (Thohir et al., 2023). Educators should also actively monitor the use of ChatGPT so that they can immediately reach interpretations or information that may be misleading. Islamic religious education faces challenges in maintaining the authenticity of its teachings amid modernisation and liberalisation. The application of ChatGPT as a tool must be pursued with discretion to ensure that technology supports, not replace, the fundamental values Islam seeks to maintain.

D. CONCLUSION

In this study, it was revealed that the phenomenon of ChatGPT raises pros and cons. ChatGPT has enormous potential in the learning process for both teachers and students. For Islamic Religious Education teachers, ChatGPT can be a virtual assistant, assisting teachers in developing learning tools such as making administration lesson plans and significantly impacting curriculum design, assessment strategies, and teaching methods in the field. ChatGPT is also an additional source of information about Islamic Religious Education materials. ChatGPT can help students solve problems and find information quickly, and it provides an interactive learning experience to expand students' knowledge because they can explore ideas freely. Still, from the many benefits obtained by teachers and students, there needs to be anticipation regarding the challenges that arise so that ChatGPT remains an integral part of Islamic Religious Education.

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