



Chat GPT and AI Applications as Islamic Religious Education Learning Assistants

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Abstrack: Education in the modern era has undergone a significant transformation along with the advancement of digital technology. Digital technologies that are currently popularly applied in the field of education are ChatGPT and AI (Artificial Intelligence) applications as interactive and responsive learning assistants. This study aims to examine how the use of ChatGPT and AI applications is used wisely as learning assistants. The research employs a qualitative, literature-based approach and is analyzed through content analysis. The data of this research was taken from various literature sources such as scientific articles, books, and other relevant references. The results of this study show that the application of ChatGPT and AI in Islamic Religious Education (PAI) can improve the quality and effectiveness of learning through blended learning models and artificial intelligence applications through features such as visual mentors, voice assistants, and translator presenters. However, during implementation, several challenges remain, including limitations in digital infrastructure, low digital literacy among teachers, and concerns about the accuracy and authenticity of religious content. Wise strategies need to be carried out to improve digital literacy, verify information generated by AI, instill ethics, and conduct supervision. ChatGPT and AI applications have a positive impact, such as increasing students' motivation and interest in learning. But it also has negative impacts such as technology dependence, lowering academic integrity, and plagiarism. Therefore, the use of ChatGPT and AI applications needs to be done carefully and responsibly.

Keywords: ChatGPT; Artificial Intelligence; Islamic Religious Education

Abstrak: Pendidikan pada era modern telah mengalami transformasi signifikan seiring dengan kemajuan teknologi digital. Teknologi digital yang saat ini populer diterapkan dalam bidang pendidikan adalah ChatGPT dan Aplikasi AI (*Artificial Intelligence*) sebagai asisten pembelajaran interaktif dan responsif. Penelitian ini bertujuan untuk mengkaji bagaimana penggunaan ChatGPT dan aplikasi AI digunakan secara bijak sebagai asisten pembelajaran. Metode penelitian menggunakan metode kualitatif dengan pendekatan studi kepustakaan dan dianalisis menggunakan analisis konten. Data penelitian ini diambil dari berbagai sumber literatur seperti artikel ilmiah, buku dan referensi lain yang relevan. Hasil penelitian ini menunjukkan bahwa penerapan ChatGPT dan AI dalam Pendidikan Agama Islam (PAI) dapat meningkatkan mutu dan efektivitas pembelajaran melalui model pembelajaran *blended learning* dan aplikasi kecerdasan buatan melalui fitur seperti *visual mentor*, *voice asisten* dan *presentator translator*. Namun dalam penerapannya masih terdapat berbagai tantangan seperti keterbatasan infrastruktur digital, rendahnya literasi digital bagi guru, akurasi dan keotentikan konten agama. Strategi bijak perlu dilakukan untuk meningkatkan literasi digital, memverifikasi informasi yang dihasilkan oleh AI, menanamkan etika dan melakukan pengawasan. ChatGPT dan aplikasi AI memberikan dampak positif seperti meningkatkan motivasi dan minat siswa dalam belajar. Tetapi juga memberikan dampak negatif seperti ketergantungan teknologi, menurunkan integritas akademik, plagiarisme. Oleh karena itu, penggunaan ChatGPT dan aplikasi AI perlu dilakukan secara hati-hati dan bertanggung jawab.

Kata Kunci: ChatGPT; Kecerdasan Buatan; Pendidikan Agama Islam

1. INTRODUCTION

Education in the modern era has undergone significant transformation along with the advancement of digital technology. Sources of knowledge that previously depended on books, are slowly being replaced by digital which provides convenience and practicality in accessing knowledge. Various information can be obtained quickly through technology-based devices, so that humans no longer depend on stacks of books. Artificial intelligence (AI) is one of the most prominent technological advancements. AI is designed to create hardware and computer systems that have the ability to think and logic like humans and have characteristics that resemble human intelligence (Hasibuan, 2024). The use of AI in education is expected to increase learning effectiveness, facilitate access to learning resources, and increase low learning motivation due to the use of monotonous learning methods (Al-Ansori et al., 2025).

ChatGPT is an artificial intelligence that is currently popularly applied in the field of education. ChatGPT is an AI application developed through natural language processing technology, so this system has the ability to interact between humans and machines in a responsive and realistic manner. ChatGPT has been used as a learning tool, discussion companion and an easily accessible source of information. The presence of ChatGPT has great potential in supporting independent learning (T. Sutrisno, 2025). Technological advances can change the way humans learn, work and create. The success of ChatGPT depends on the ability of humans to use technology wisely and responsibly (Judijanto et al., 2025).

The use of ChatGPT and various AI applications as a means in the learning process poses challenges for the world of education. Students' dependence on AI can hinder critical thinking skills and reduce students' independence in searching for information. The application of AI, especially in the realm of Islamic Religious Education (PAI), risks eroding the moral and spiritual values that are the main basis of Islamic education. Students tend to use AI as the primary source of information without verifying the truth and legitimacy of the source. This raises concerns about the validity of the information generated because AI obtains information from various sites on the internet whose credibility is not necessarily guaranteed and does not go through the scientific sanad process which has been a tradition of Islamic science (Auwalayah et al., 2025).

The indiscriminate use of AI can shift the role of teachers in providing answers to questions about religion and morality (Fauziyati, 2023). This will result in limited communication between students and teachers during learning activities as students tend to ask AI questions rather than asking teachers directly. Limited communication in the learning process will have an impact on character formation, development of empathy skills and social skills for students and teachers (Najib, 2024). Thus, teachers need to guide, direct, and establish strong relationships with students so that the role of teachers as educators is not replaced by AI (Fauziyati, 2023).

The urgency of this research is that ChatGPT and various AI applications have significant potential in improving the quality of learning in a more interactive, efficient and effective manner. However, the unsupervised use of AI can pose new challenges in Islamic Religious Education. Therefore, a cautious attitude is needed in using AI while still being based on Islamic values and maintaining a balance between the role of technology and the role of humans in learning (Fitriyani et al., 2025). The purpose of this study is to examine how the use of ChatGPT and AI applications is used wisely as PAI learning assistants.

This research uses a qualitative method with a library research approach. According to Sari and Asmendri, literature research is a research method that focuses on collecting data and information from various sources such as textbooks, scientific articles, research journals, research reports, theses, dissertations, and trusted online sources (Abdurrahman, 2024). This study uses content analysis techniques as a data processing method. According to Krippendorff, content analysis is a research technique used to draw valid and retestable conclusions based on the analyzed data (Masrukhin, 2014). This research was conducted through the review and analysis of relevant literature. The data of this research was taken from various literature sources such as scientific articles, books and other references that have a connection with ChatGPT and AI applications as PAI learning assistants.

2. RESULTS AND DISCUSSION

2.1 Utilization of ChatGPT and AI in PAI Learning

The application of ChatGPT and AI in Islamic Religious Education (PAI) can improve the quality and effectiveness of learning. ChatGPT is a platform that allows users to interact interactively and responsively by utilizing *natural language processing technology*. ChatGPT in education acts as an independent learning assistant, so students can ask questions directly about Islamic material. This platform serves as a source of practice questions that assist teachers in making digital-based learning evaluations. In addition, ChatGPT can also be used as an alternative explanation medium because it can convey difficult concepts in language that is easy for students to understand (T. Sutrisno, 2025).

ChatGPT is widely used by students as a means of supporting students in independent learning. Students use ChatGPT to understand Islamic Religious Education materials such as moral beliefs, worship, Islamic history and so on. ChatGPT helps students understand the material with simple and clear delivery, when the explanations from the book are difficult to understand. Students often use ChatGPT to summarize material, complete assignments and look for project assignment ideas. ChatGPT functions as a digital learning assistant that is responsive, interactive, and improves students' learning abilities independently (A. Sutrisno & Kadri, 2025).

The use of ChatGPT in PAI learning provides an opportunity to apply a *blended learning model*, where the roles of teachers and technology are integrated. Teachers act as mentors and assist students in verifying the correctness of information from ChatGPT, straightening out misunderstandings and utilizing ChatGPT to encourage students to think critically during classroom discussions. *The blended learning model* increases student activity during learning activities and strengthens the relationship between digital technology and spiritual values that are the foundation of Islamic religious education (T. Sutrisno, 2025).

Artificial intelligence (AI) is now a means of communication in the learning process for the Indonesian people. Various pioneering companies contribute to accelerating the development of AI technology and increasing the growth of the AI industry ecosystem in Indonesia. For example, Nugraheni et al.'s research used a concordance-based search technique and N-Gram in the Indonesian translation of the Qur'an. In the research, Herwanto et al. developed a web application that has a Qur'an index search feature that displays letters, verses, topics and subtopics. In addition, Fitriani's research is to group the Indonesian translation of the Qur'an into five categories: *aqidah*, *akhlak*, *ibadah*, and *muamalah* (Fuad et al., 2024).

The use of AI in Islamic Religious Education can help the learning process be more effective and innovative. First, *visual mentors*, which are visual lesson media that help students easily understand the material by using pictures and videos. The features offered by this platform such as data collection, labeling, image processing, extraction of essential features and the model training process. Through this medium, students can learn to read the Qur'an and understand religious materials through the help of pictures and videos. This platform can assist teachers in sharing subject matter and interactive quizzes, so that it can increase students' interest in learning. Second, *Voice Assistant* is a voice assistant, such as Google Assistant, Siri, or Cortana. Students can learn to read the Qur'an, understand *tajweed*, master the *makhraj* of letters and recite verses correctly with the help of *voice* assistants. Third, *Presentation Translator* is a presentation translator used to translate text from one language to another. Students who do not yet understand Arabic can use a presentation translator to translate the Qur'an. This can make it easier for students to understand the content of the reading (Fitri Sarinda et al., 2023).

2.2 The Challenges of Using ChatGPT and AI in PAI Learning

2.2.1 Limitations of Digital Infrastructure

The main challenge in implementing artificial intelligence (AI) as a learning medium is the limitation of digital infrastructure. Schools in rural areas are still experiencing limited stable internet connections, which hinders accessing AI-based digital learning platforms such as adaptive learning systems, virtual assistants and online simulation labs. In addition, schools do not have

adequate facilities such as local networks, servers and computers, so they are not able to operate AI applications to the fullest. Conditions like this cause the use of AI to be uneven and only schools in urban areas have adequate facilities. This inequality will have the potential to deepen the gap in the quality of education between schools in urban and rural areas. Therefore, the availability of government and the private sector in providing sustainable digital infrastructure, including internet networks, hardware, and maintenance systems is needed for AI adoption to run smoothly (Helsa, 2025).

2.2.2 Low digital literacy for PAI teachers

PAI teachers have the responsibility to guide students in internalizing moral values and character. However, most PAI teachers still experience obstacles in utilizing digital technology into the learning process. These obstacles include limited understanding and skills in operating digital devices, as well as limited opportunities for teachers to participate in relevant and sustainable digital training (Nurhayati et al., 2025). One of the obstacles in Islamic education today is that teachers lack digital competence. Most educators and education personnel have not mastered technology, so their digital literacy is still relatively low (Najib, 2024). The government should give priority by providing digital training programs, so that teachers can adapt to technological developments in learning (Nurhayati et al., 2025).

2.2.3 Accuracy and authenticity of religious content

The use of ChatGPT and AI in PAI learning has quite serious challenges, especially in maintaining the authenticity and validity of content delivered through digital platforms. In this era of digitalization, the dissemination of information is getting faster and more diverse, so it requires strict supervision to prevent the spread of invalid information and deviates from Islamic values. An educator has the responsibility to ensure that AI-based subject matter remains in line with Islamic values and that the information produced can be trusted to be true (Asriani et al., 2024).

2.3 *Smart Strategies for Using ChatGPT and AI in PAI Learning*

The use of ChatGPT and AI applications in PAI learning requires a wise strategy in its application. Teachers as facilitators and evaluators need to teach digital literacy to students before introducing ChatGPT and AI applications. This is important because ChatGPT has limitations in understanding Islamic material, showing that the combination of the use of AI and hands-on teaching is very important to be applied so that students can understand the material in depth. While AI speeds up the learning process, teachers also play an important role in ensuring a thorough understanding. Effective learning requires the role of teachers in combining technological sophistication with contextual guidance so that the depth of understanding and quality of student material mastery can be achieved in a balanced manner (Nurfaiza, 2024).

The use of ChatGPT requires verification of the information generated. Students should not rely on AI as the primary source of information, but rather should check the results that AI obtains with Islamic literature. Teacher involvement is essential to help students understand Islamic material, assess the accuracy of information and develop critical thinking skills. Teachers play a role in providing direction to students on how to use AI wisely, avoid dependency and maintain an effective learning process. ChatGPT and AI applications can be used as a means of support in PAI learning activities without eliminating the role of teachers and student involvement (A. Sutrisno & Kadri, 2025).

The balance between spiritual experience and the use of AI is crucial in PAI learning. Educators need to design strategies to integrate the use of AI wisely, so that they can motivate students without diminishing the value of spiritual values. These strategies include the use of AI as a tool to facilitate in-depth discussions that relate Islamic values to everyday life, encourage personal reflection and increase understanding of ethical considerations in utilizing AI. For example, using AI to study Islamic history, students can conduct individual reflections or group discussions with the teacher's guidance about the material being relevant to current conditions. Through this strategy, AI helps the implementation of learning effectively while maintaining spiritual values. The development of guidelines for the use of

AI in Islamic Religious Education in line with morals and culture is an important step to integrate modern technology with Islamic values (Hidayat et al., 2024).

The use of AI in PAI learning can increase effectiveness and facilitate learning activities. However, without a clear understanding of ethics and rules, the use of AI can pose problems for academic honesty. One of them is the declining authenticity of students' work because they tend to use AI to look for answers in a short period of time, which can lead to plagiarism. Therefore, a clear guide to the use of AI is needed so that students know the boundary between the correct use and misuse of technology. This policy should include restrictions on use, transparency, ethical education and sanctions that foster responsible academic attitudes (Astuti et al., 2025).

Teachers play an important role in instilling ethics in the use of AI to students so that students use technology with moral awareness in interacting in the digital world. Through ethics education, students will be encouraged to think critically about the information generated by AI by analyzing information, not just receiving raw answers. The uncontrolled use of AI without the guidance of teachers will lead to the loss of students' critical thinking skills. AI should be used as a supporting means to deepen knowledge, not as a substitute for the thought process. Maintaining a balance between technological advances and academic integrity is a shared responsibility between teachers and students in building a smart, ethical and integrity digital culture (Astuti et al., 2025).

2.4 Impact on PAI Learning

The use of AI in PAI learning has both positive and negative impacts on students. The positive impact of using ChatGPT and AI applications in learning is to increase students' motivation and interest in learning. These two aspects are important factors that affect academic success. Students who are highly motivated will be actively involved in the learning process and strive to meet learning needs to achieve optimal results. Learning motivation arises from internal factors such as happiness and satisfaction, as well as external factors such as social support awards (Supriyono et al., 2024).

The use of AI that is interactive and relevant can be proven to increase students' motivation to learn. Student involvement in learning activities also improves intellectual and emotional abilities. According to Sarq, students who actively participate will show an enthusiastic and motivated attitude, as well as experience increased achievement and learning independence. The use of AI can help students to actively participate in solving problems, asking questions, discussing and seeking information independently. Through AI applications such as ChatGPT, students can express ideas and improve the thought process in a more interactive and creative way (Supriyono et al., 2024).

The negative impact of the use of ChatGPT and AI in learning is students' dependence on AI in completing tasks. This dependence will result in increased acts of plagiarism and decreased students' confidence in their own ability to complete assignments. When students often search for answers using ChatGPT without analyzing the information and the validity of the source. This dependence will make students continue to rely on AI without trying to learn. The existence of ChatGPT is sometimes misused to cheat during exams. This will jeopardize integrity and affect student performance outcomes. Therefore, user awareness is needed in using it carefully and responsibly. Prevention efforts can be done by developing algorithms to reduce bias, strengthen security systems, and provide digital ethics education (Frandidicta et al., 2023).

Thus, the use of ChatGPT and AI applications in PAI learning can increase students' motivation and learning effectiveness, but on the other hand, it can lead to technology dependence and loss of academic integrity if it is not accompanied by strong supervision and digital ethics coaching.

3. CONCLUSION

The use of ChatGPT and artificial intelligence (AI) applications in Islamic Religious Education (PAI) learning brings great opportunities as well as challenges in educational transformation in the digital era. From the results of the literature analysis, it can be concluded that AI integration has the potential to improve the quality of learning, both from cognitive, affective, and spiritual aspects. ChatGPT acts as an *adaptive learning assistant* that is able to provide quick explanations, help practice

questions, and support independent learning. AI applications such as *visual mentors*, *voice assistants*, and *presentation translators* are also able to enrich students' learning experiences through interactive and multimodal approaches.

However, the use of AI in PAI should not be separated from Islamic ethical and spiritual values. Digital technology must be positioned as a means (*wasīlah*), not a goal (*ghāyah*) in education. Reliance on AI without teacher control can degrade the authenticity of scientific papers, weaken critical thinking skills, and erode the value of academic honesty. Therefore, the success of the application of AI in PAI learning is not only determined by the sophistication of technology, but also by *the moral wisdom of educators and students in using it*.

A comprehensive policy and pedagogical strategy is needed so that the use of AI remains in line with the mission of Islamic education. First, improving digital literacy and media ethics for teachers and students must be a priority through continuous training. Second, verification of Islamic content from AI results needs to be carried out with a scientific sanad approach to maintain the authenticity of Islamic teachings. Third, the development of a curriculum based on *digital ethics* and *spiritual intelligence* is important to ensure that technology functions to strengthen the values of faith, morals, and manners, not replace them.

Thus, ChatGPT and AI applications can be effective *pedagogical partners* in improving the quality of PAI learning if used wisely, ethically, and based on Islamic spirituality. Technology should be a tool for *da'wah and value education*, not just a cognitive medium. This is where the role of teachers as *digital murobbi* becomes very important: guiding students to be intellectually intelligent, digitally creative, and morally civilized in the midst of the current of the artificial intelligence revolution.

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