# Ethics of Artificial Intelligence Use in Islamic Education in the Digital Era: A Qualitative Study on Teacher Authority and Student Academic Integrity at SD Negeri Rejosari

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**Abstract**

The development of Artificial Intelligence (AI) in education offers opportunities to improve learning effectiveness, but it also brings up ethical issues, changes in teacher authority, and challenges to students' academic integrity. In the context of Islamic education, AI usage needs to be considered not just in terms of technological benefits, but also from the perspective of values, responsibility, honesty, and character building of students. This study aims to analyse the ethics of AI use in Islamic education and examine changes in teacher authority and students' academic integrity in the digital era at SD Negeri Rejosari. The research uses a qualitative approach with a case study design. Data was collected through interviews, observations, and documentation involving teachers and students as research data sources. Data was analysed through stages of data reduction, data presentation, and thematic conclusion drawing. The study found that using AI is beneficial in supporting information searches, developing learning materials, and completing student tasks. However, unstructured use can lead to dependency, reduce learning independence, and encourage dishonest AI use in task completion. In such cases, the teacher's authority shifts from merely being a source of information to becoming a guide, facilitator, and ethical technology usage advisor. The study concludes that AI should be used as a learning support tool while teachers continue to play a central role in fostering responsibility, ethics, and academic integrity in students according to Islamic education values.

***Keywords:*** artificial intelligence, Islamic education, teacher authority, academic integrity, digital ethics

## Introduction

The development of Artificial Intelligence (AI)—specifically Generative Artificial Intelligence (GenAI)—has brought about significant changes in educational practices. AI technology enables learners to access information rapidly, generate text, summarize materials, and assist in completing various learning tasks. Furthermore, these advancements are beginning to reshape the patterns of interaction among learners, educators, and sources of knowledge. AI no longer functions merely as a supporting technology; rather, it has become an integral part of the learning ecosystem, influencing how learners acquire, process, and produce knowledge. This evolution suggests that the integration of AI into education is not simply a matter of utilizing technology, but also entails shifts in pedagogical practices, the dynamics between

educators and learners, and the core values that underpin the educational process. Recent studies indicate that while GenAI holds the potential to enhance learning effectiveness, it simultaneously presents new challenges for educational practices and academic integrity (Saputri et al. 2026).

The issue becomes more complex when AI is used without an ethical foundation or adequate pedagogical oversight. The ease of generating instant answers may encourage students to use AI to complete assignments, bypassing the processes of critical thinking, subject comprehension, or independent work. Such a situation risks fostering a dependency on technology, undermining learner autonomy, and raising concerns regarding academic honesty and integrity. Simultaneously, the presence of AI challenges the role of the teacher as the primary source of knowledge, as much of the information once provided by educators can now be accessed by students through AI systems. However, this should not be interpreted as a loss of teacher authority; rather, it represents a shift in the nature of that authority—from a mere conveyor of information to a mentor, facilitator, evaluator, and guide for the responsible application of knowledge. Research on academic integrity indicates that generative AI can enhance learning efficiency, yet it also increases the risk of academic dishonesty if not accompanied by digital literacy and a robust ethical framework.

From the perspective of Islamic education, the use of AI must be situated within an educational framework that is not solely oriented toward cognitive achievement, but also encompasses the cultivation of character, responsibility, honesty, and proper conduct (*adab*) among learners. Research on AI in Islamic religious education indicates that while AI offers opportunities to support learning, its implementation requires teacher competence and oversight grounded in Islamic ethical values. Other studies concerning the ethical pedagogy of AI among Islamic religious education teachers in Indonesia highlight the critical role of educators in fostering responsible AI usage through instruction, digital literacy, and character education. Meanwhile, research on the shifting authority of teachers in AI-driven learning environments suggests that teachers do not lose their authority; rather, they reconstruct it across epistemic, pedagogical, and moral-relational dimensions. Consequently, teachers in Islamic education occupy a strategic position to ensure that AI serves as a pedagogical tool, rather than a substitute for the educational process and the pedagogical relationship between teacher and learner (Pedagogis 2026).

Although research on AI in education is developing rapidly, much of the existing literature tends to address AI-related issues in isolation. Some studies focus on the opportunities and challenges of using AI in learning, while others emphasize teacher competencies, the ethics of AI usage, or concerns regarding academic integrity. Research on academic integrity has largely been conducted within the context of higher education, with relatively limited exploration at the primary education level. Similarly, discussions concerning the authority of teachers in the face of AI are mostly situated within the broader context of pedagogical shifts, higher education, or secondary-level religious education. This situation highlights the need for research that more holistically connects the ethics of AI usage, the evolving authority of teachers, and student academic integrity—specifically within the context of Islamic primary education. Furthermore, systematic reviews on Generative AI (GenAI) and academic integrity indicate that the majority of research remains focused on higher education, underscoring the necessity to expand the scope of inquiry to other educational levels.

Given these limitations, there is a research gap in explaining how the actual use of AI relates to shifts in teacher authority and the development of student academic integrity within an educational context oriented toward Islamic values—specifically at the primary school level. While previous research has indicated that AI can support learning while simultaneously posing ethical risks, the interplay between these three aspects—the ethics of AI use, teacher authority, and student academic integrity—has not been extensively examined in the context of primary education. Furthermore, there is a need for empirical insight into how teachers respond to the presence of AI in the learning process, and how students interpret and utilize AI when completing academic tasks. Consequently, research within a specific local setting, such as SD Negeri Rejosari, is essential for gaining an empirical understanding of the dynamics surrounding AI usage in daily educational practice.

The novelty of this research lies in its attempt to integrate three dimensions that have typically been studied separately: the ethics of AI usage, the reconstruction of teacher authority, and student academic integrity, all within the perspective of Islamic education. This study does not view AI merely as an educational technology, but rather as a phenomenon capable of transforming the dynamics of knowledge, responsibility, and authority within the educational process. Within this framework, the authority of the teacher is reconstructed—not by maintaining the teacher as the sole source of information, but by strengthening their role as an epistemic guide, a director of technology use, a character builder, and a guardian of values such as honesty and academic responsibility. By focusing on the context of SD Negeri Rejosari, this research aims to provide an empirical perspective on how the ethical principles of Islamic education can be applied to guide the use of AI, ensuring that human beings, teachers, the learning process, and the cultivation of moral character remain at the heart of education. This perspective aligns with recent research that positions AI as a supporting tool, rather than a replacement for the teacher's role in the moral and spiritual development of students.

Based on the description above, this study aims to analyze the ethics of using Artificial Intelligence (AI) in Islamic education within the digital era at SD Negeri Rejosari. Specifically, this research seeks to: (1) analyze the forms and patterns of AI usage in students' learning activities; (2) identify ethical issues arising from the application of AI; (3) examine shifts and the reconstruction of the teacher's authority in the context of AI integration; and (4) investigate the implications of AI usage for students' academic integrity. Through these objectives, this study is expected to provide both conceptual and empirical contributions to the development of Islamic educational practices—practices capable of leveraging advancements in AI technology without compromising values such as honesty, responsibility, *adab* (proper conduct/etiquette), independent learning, and the central role of the teacher in shaping students' character.

## Methods

### Research Design

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the ethics surrounding the use of Artificial Intelligence (AI) in Islamic education—specifically concerning shifts in teacher authority and student academic integrity at SD Negeri Rejosari. This approach was selected because the research is not oriented toward measuring relationships between variables; rather, it focuses on exploring the experiences, interpretations, practices, and responses of teachers and students regarding the use of AI in the

learning process. A case study design enables the researcher to examine this phenomenon contextually within the school environment, taking into account the interplay between school policies, instructional practices, the role of teachers, and student behavior in utilizing AI technology (Ibrohim, Aziz, and Sahrodi 2026).

**Participants**

The research participants consist of teachers and students from SD Negeri Rejosari who have experience with or have been involved in using AI technology for learning activities. Participants were selected using purposive sampling, based on the criterion that they possess information relevant to the research focus. Teachers were selected to provide data on shifts in their roles and authority, patterns of supervision, and ethical perspectives regarding the use of AI; meanwhile, students were selected to explore their experiences, patterns of AI usage, understanding of academic integrity, and the extent to which they rely on AI to complete assignments. The research data may be further strengthened through documentation, such as instructional materials, student assignments, school rules or policies concerning the use of technology, and other documents relevant to the research focus.

**Research Procedures**

Research Procedure. The research was conducted in several stages: preparation, data collection, data analysis, and drawing conclusions. During the preparation stage, the researcher defined the research focus, developed interview and observation guidelines, and selected participants based on established criteria. Data collection was carried out through interviews with teachers and students, observations of instructional practices and the use of AI, and an examination of relevant documents. The collected data were then transcribed, categorized, and analyzed systematically to identify patterns and themes related to the ethics of AI use, teacher authority, and academic integrity. Finally, the researcher interpreted the findings and formulated conclusions based on the interrelationships among the themes identified in the field.

**Data Collection**

Research data were collected through semi-structured interviews, observations, and documentation. Semi-structured interviews were employed to explore in depth the perspectives and experiences of teachers and students regarding the use of AI—covering its benefits, risks, ethical limitations, shifts in the teacher's role, and practices related to completing assignments with the help of AI. Observations were conducted to gain direct insight into instructional practices, teacher-student interactions, and the specific ways AI technology is integrated into academic activities. Meanwhile, documentation was used to supplement the research data through the examination of student assignments, instructional materials, school policies, and other documents pertinent to the use of AI. These three techniques were applied in a complementary manner to obtain a more comprehensive dataset, facilitating the triangulation of both data sources and research methods. (Maulidah, Naja, and Jannah 2026).

**Data Analysis**

The data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which encompasses data condensation, data display, and conclusion drawing and verification. During the data condensation phase, the researcher selected, focused, coded, and categorized the data based on the research focus—specifically, the ethics of AI usage, teacher authority, and student academic integrity. The categorized data were then presented through narrative descriptions and thematic mapping to identify patterns and relationships among the findings. The subsequent phase involved drawing and verifying

conclusions, an iterative process that entailed comparing data derived from interviews, observations, and documentation. The validity of the data was strengthened through the triangulation of sources and techniques, ensuring that the research interpretations were not based on a single source of information, but rather on the consistency of the various data collected throughout the study.

## Results

The research findings were obtained through interviews, observations, and documentation conducted at SD Negeri Rejosari. The data were analyzed thematically to identify patterns in the use of Artificial Intelligence (AI) in learning, shifts in teacher authority, challenges to students' academic integrity, and the ethical strategies employed by teachers to guide the use of AI. Based on this analysis, four primary themes emerged: (1) AI as a learning tool, (2) the transformation of teacher authority, (3) the challenges posed by AI to students' academic integrity, and (4) the ethical strategies used by teachers regarding the application of AI.

### Artificial Intelligence as a Learning Aid

Research findings indicate that Artificial Intelligence (AI) has begun to be used as a tool to support the learning process. Teachers and students utilize AI primarily for seeking information, developing learning materials, clarifying concepts that are not yet well understood, and assisting with the completion of learning tasks. The presence of AI provides relatively rapid access to a wide range of information and alternative explanations, extending beyond the learning resources found in textbooks or provided directly by teachers. In this context, AI functions primarily as a supplementary learning resource rather than a replacement for the core learning resources used in the educational process (Mollick 2023).

The use of AI also offers opportunities for teachers to develop learning materials and activities. AI can be utilized to generate ideas for learning activities, create examples, formulate questions, and help present content in a way that is easier for students to understand. Nevertheless, research indicates that information produced by AI cannot be accepted at face value. Teachers must still verify the suitability, accuracy, and relevance of the information generated by AI before incorporating it into their instruction.

### The Transformation of Teacher Authority in the Era of Artificial Intelligence

Research findings indicate that the presence of AI does not eliminate the role of the teacher; rather, it drives a transformation in the nature of a teacher’s authority within the learning process. While teachers were previously positioned primarily as the main source of knowledge, the advent of AI now enables learners to independently access information and explanations through digital technology. Consequently, the teacher’s role has evolved—shifting from a mere conveyor of information to a facilitator, guide, validator, evaluator, and educator of character.

This transformation is particularly evident in the teacher’s role in verifying information that students obtain through AI. Teachers remain essential for determining whether the information generated by AI is accurate, relevant to learning objectives, and appropriate for the students' developmental stage. Furthermore, teachers provide contextual explanations and guidance that go beyond the mere transmission of information. Consequently, a teacher’s authority in the learning process is no longer rooted solely in the mastery of information, but also in the ability to provide pedagogical and moral direction to students.

In the context of Islamic education, this role becomes even more significant because the educational process is directed not only toward the mastery of knowledge but also toward the cultivation of *adab* (proper conduct), honesty, responsibility, trustworthiness, and the character of the learners. Therefore, the use of AI still necessitates the presence of a teacher to provide value-based orientation throughout the learning process.

**Artificial Intelligence and Student Academic Integrity**

Research findings indicate that the use of AI presents both opportunities and challenges for students' academic integrity. On the positive side, AI can help students obtain additional explanations, explore information, compare various answers, and receive assistance when they struggle to understand learning materials. However, the uncontrolled use of AI can lead to a reliance on the answers generated by the technology.

One of the issues identified concerns the tendency of students to use AI to complete assignments without engaging in a sufficient process of understanding or independent effort. This situation potentially limits students' opportunities to develop critical thinking skills, a sense of responsibility, and autonomous learning. The issue of academic integrity becomes particularly apparent when AI-generated responses are used directly and submitted as the students' own work—without any review, refinement, or acknowledgment of the use of AI.

Research findings indicate that the primary issue does not lie in the use of AI itself, but rather in how and for what purpose it is employed. AI can serve as a helpful tool for understanding subject matter, exploring alternative sources of information, and developing ideas. Conversely, using AI as a substitute for a student's own thinking process and academic effort can raise concerns regarding academic integrity. Therefore, the responsible use of AI requires students to understand, verify, process, and evaluate the information generated by AI before incorporating it into their academic work.(Maqsood, Chen, and Jacobsson 2024).

**Teachers' Ethical Strategies in Guiding the Use of Artificial Intelligence**

Further research findings indicate that teachers play a crucial role in establishing ethical boundaries for the use of AI in learning. Rather than simply prohibiting the use of AI, teachers provide guidance on what is permissible and what should be avoided. While AI can be utilized to seek explanations, generate ideas, or assist in understanding course material, students are still expected to think independently, verify the accuracy of information, and produce work based on their own understanding.

Teachers also emphasize the values of honesty and responsibility when students use AI. This guidance concerns not only the technical skills required to use the technology but also fundamental educational values. From the perspective of Islamic education, the responsible use of AI is linked to the values of honesty, trustworthiness (*amanah*), accountability, discipline, and respect for the intellectual process.

Thus, the research findings indicate that ethical AI literacy entails more than just the technical ability to operate AI tools. Learners must also possess an awareness of the boundaries for AI use, the capacity to verify information, and a sense of responsibility for the outcomes of their work. In this process, teachers play a crucial role as mentors, guiding the use of AI to ensure it continues to support educational goals and the character development of learners.

**Synthesis of Research Findings**

Based on the overall research findings, the use of AI in education brings about changes in learning patterns, the position of teachers, and the academic behavior of students. AI serves as a tool that facilitates the acquisition and development of information; however, its presence

does not replace the function of a teacher. Instead, the teacher's role shifts from being the primary source of information toward a more robust role as a facilitator, guide, validator, evaluator, and director of values (Priya et al. 2026).

At the same time, the use of AI poses challenges to students' academic integrity, particularly when it is employed to replace the processes of critical thinking and independent work. Consequently, guidance from teachers is essential to ensure that the use of AI remains within ethical boundaries. Research findings indicate that the integration of AI into Islamic education requires a careful balance between leveraging technology, maintaining the teacher's pedagogical authority, fostering student autonomy, and reinforcing values such as honesty and academic responsibility.

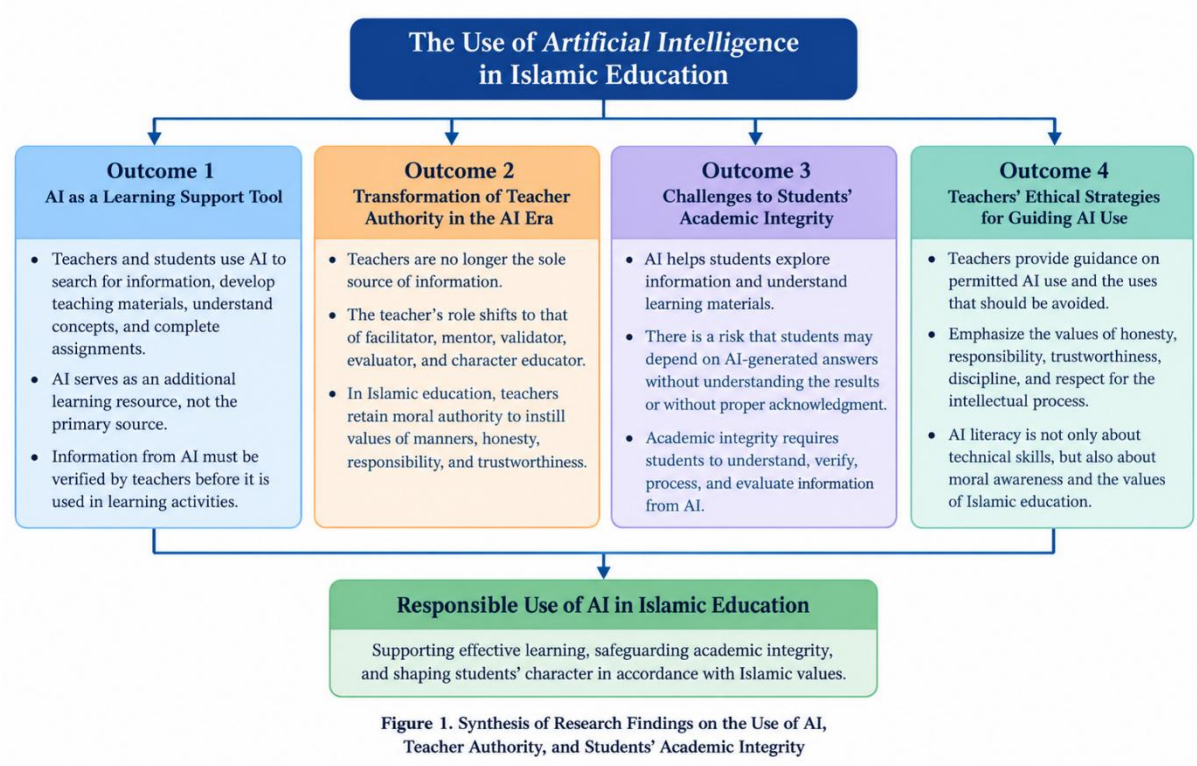



Figure 1. Synthesis of Research Findings on the Use of AI, Teacher Authority, and Student Academic Integrity

## Discussion

The research results indicate that the use of Artificial Intelligence (AI) in the learning process at SD Negeri Rejosari offers benefits while simultaneously presenting ethical issues that require attention. The findings do not suggest that the presence of AI automatically diminishes teacher authority or compromises the academic integrity of students. Instead, AI has altered patterns of interaction within the learning environment, prompting a reconstruction of the teacher's role. Teachers are no longer positioned solely as the primary source of knowledge; rather, they increasingly serve as facilitators, mentors, validators of information, guides in the use of technology, and shapers of student character. At the same time, the use of AI without adequate supervision may lead students to become overly dependent on technology-generated answers, potentially undermining their autonomy and honesty in completing academic tasks (Hidayatullah et al. 2026).

These findings indicate that the primary issue regarding the use of AI in education does not lie solely in the technology itself, but rather in how it is integrated into the educational process. AI can serve as a tool that supports learning when used to seek information, obtain

alternative explanations, summarize material, or help students grasp concepts they have yet to master. However, this function can become problematic when AI is used as a substitute for the students' own thinking processes. The shift from using AI as an aid to relying on it to generate complete answers can diminish opportunities for students to develop critical thinking skills, problem-solving abilities, and the capacity to formulate ideas independently. Thus, these research findings highlight the ambivalence of the technology: while AI can expand learning opportunities, it simultaneously introduces new risks to the development of academic character (Masalah and Sekolah 2025).

From the perspective of Islamic education, this issue carries broader implications; the educational process aims not merely to produce learners who possess knowledge, but also to cultivate individuals of good character—those who are responsible, honest, and conscious of their moral obligations. Consequently, the use of AI must be situated within a framework of values such as honesty (ṣidq), trustworthiness (amānah), responsibility, proper conduct (adāb), and the cultivation of character (ta'dīb). Learners must understand that obtaining answers from AI does not constitute a complete learning process. The true value of education lies in the process of comprehending, processing, verifying, and taking responsibility for the knowledge acquired. Within this framework, the ethical use of AI does not entail a rejection of technology; rather, it involves directing technology in a way that remains aligned with the goals of education and the development of moral character.

The findings regarding the shifting authority of teachers also carry significant theoretical implications. The presence of AI does not, in itself, render teachers irrelevant. On the contrary, as it becomes increasingly easy for learners to access information through technology, the teacher’s role in determining the validity, relevance, and moral value of that information becomes even more crucial. The authority of the teacher is shifting—moving away from an authority based on the possession of information toward one rooted in pedagogical, epistemic, and ethical competence. Teachers need not be the ones who hold every answer; rather, they must be capable of helping learners evaluate whether the answers obtained from AI are accurate, contextually appropriate, reliable, and consistent with educational values. In the context of Islamic education, this shift reinforces the teacher’s position as a *murabbi* (educator/nurturer) and a moral guide, rather than merely a conveyor of subject matter.

This shift also explains why the authority of teachers remains necessary amidst the development of generative technology. While AI can provide information in a short amount of time, it lacks the pedagogical standing and moral responsibility inherent to teachers. Teachers understand the character of their students, the progression of their abilities, the social context of learning, and the educational goals to be achieved. Therefore, although technology can assist in the transmission of information, pedagogical decision-making and the cultivation of values still require a human role. These research findings thus demonstrate that the advancement of AI should not be viewed as a competition between teachers and technology, but rather as a reconfiguration of the relationships among teachers, students, knowledge, and technology (Peran et al. 2026).

Regarding academic integrity, research indicates that the use of AI presents a different set of challenges compared to conventional academic practices. Students can obtain answers rapidly, bypassing the time-consuming process of searching for and processing information. This situation creates the potential for issues such as copying AI-generated answers, submitting work that is not entirely one’s own, or utilizing AI without acknowledging or understanding the

sources of information employed. The core issue is not merely whether students use AI, but whether they maintain accountability for the process and outcomes of their academic work. Consequently, in the era of AI, academic integrity must be defined in a more contextual manner: as the ability to use technology in an honest, transparent, critical, and responsible way.

These findings also indicate that an absolute ban on the use of AI is not the sole solution to issues surrounding academic integrity. An approach based solely on prohibition may fail to resolve the problem if students remain unaware of the ethical rationale behind such rules. More importantly, it is essential to foster AI literacy, coupled with ethical literacy. Students need to be taught when AI can be employed, for what purposes it may be used, how to verify the accuracy of the information it generates, and which tasks must continue to be performed through their own independent thought and capabilities. With this approach, teacher oversight shifts from being merely repressive to becoming an educational process that cultivates internal awareness within the students.

In terms of mechanisms, research findings indicate that the impact of AI on academic integrity is heavily influenced by patterns of use and the quality of guidance provided by teachers. When AI is utilized as a resource to clarify subject matter, offer alternative explanations, or facilitate exploration, the technology can enhance learning. Conversely, when AI is used to replace the thinking process and complete entire assignments on behalf of students, it creates a risk of dependency and a decline in academic autonomy. Thus, the relationship between AI and academic integrity is neither simple nor automatic. It is mediated by various factors, including digital literacy, an understanding of ethics, student characteristics, the nature of assignments, teacher supervision, and the school's academic culture.

In this context, the successful integration of AI into education depends heavily on the fidelity or alignment between the intended purpose of using AI and the actual practices implemented in the classroom. While AI can be designed as a learning aid, its function may shift in practice if clear boundaries and proper guidance are lacking. Teachers occupy a strategic position in ensuring that the use of AI remains consistent with learning objectives. Such oversight goes beyond merely checking whether students are using AI; it also involves examining the thought processes behind their answers, their ability to explain their own work, and their capacity to distinguish between accurate and incorrect information.

Theoretically, these findings expand the understanding of teacher authority within digital education. In the era of AI, teacher authority can no longer be defined merely as the capacity to master and convey information. Instead, it is increasingly determined by a teacher's ability to guide the learning process, validate information, cultivate pedagogical relationships, and provide moral orientation regarding the use of technology. Within the context of Islamic education, this reconstruction of authority can be understood as a shift from informational authority toward pedagogical and ethical authority. In other words, as technologies capable of providing information continue to evolve, the teacher's role in guiding students to use that information correctly and responsibly becomes ever more critical (Sadriani and Arifin n.d.)

Although this study yields significant findings, it has several limitations. First, it was conducted within the context of a single school—SD Negeri Rejosari—meaning that the specific characteristics of the school environment, teachers, and students may have influenced the results. Consequently, these findings are not intended to be statistically generalized to all primary schools. Second, qualitative research relies heavily on the openness of informants and the researcher's interpretation of data derived from interviews, observations, and

documentation. It is important to consider the possibility of discrepancies between actual AI usage practices and what was reported by the students and teachers. Third, AI technology evolves very rapidly; therefore, patterns of usage and the nature of ethical challenges may shift as new AI applications and features emerge. Fourth, this study focuses more on the experiences and practices of AI usage within a learning context, rather than on measuring changes in academic integrity through quantitative instruments.

Overall, this research asserts that the issue of AI in Islamic education is not merely a matter of accepting or rejecting technology; rather, it concerns how technology is situated within the framework of educational goals and moral values. While AI can expand access to knowledge and facilitate the learning process, these benefits do not automatically result in meaningful learning. The research findings indicate that the presence of AI necessitates a reconstruction of the teacher's role—shifting toward that of an intellectual and moral guide. The teacher's authority is not diminished by AI; instead, it evolves into the capacity to provide direction, verify information, offer mentorship, and instill ethical standards in the use of technology. Therefore, the ideal application of AI in Islamic education is one that keeps human beings, the process of critical thinking, personal responsibility, and the cultivation of character (akhlaq) at the very center of the educational endeavor (Chandra et al. n.d.).

## Conclusion

This study concludes that the use of Artificial Intelligence (AI) in Islamic education at SD Negeri Rejosari does not automatically eliminate the authority of the teacher; rather, it prompts a reconstruction of the form and function of that authority. The teacher's authority shifts from being the primary source of information toward a more complex role—acting as a learning facilitator, mentor, validator of information, guide in the use of technology, and a shaper of students' ethical values. Consequently, the presence of AI should not be viewed as a replacement for the teacher, but rather as a technology that necessitates the further development of the teacher's pedagogical competence, digital literacy, and a more robust ethical authority.

Regarding academic integrity, this research indicates that AI can serve two potential functions. On one hand, AI can assist learners in obtaining information, understanding course material, discovering alternative explanations, and supporting the learning process. On the other hand, the use of AI without proper guidance and ethical awareness can foster dependency, diminish independent thinking, and increase the risk of learners using answers that are not entirely the product of their own thought. Therefore, the ethical issues surrounding AI do not lie solely in the use of the technology itself, but rather in the purpose, process, and responsibility associated with its use.

The findings of this research offer a theoretical contribution by broadening the understanding of the concept of teacher authority in the era of AI. A teacher's authority is no longer primarily defined by their mastery of information, as students can now rapidly access information through technology. Instead, this authority is increasingly determined by a teacher's ability to guide the learning process, verify information, foster critical thinking skills, and provide moral orientation to students. From the perspective of Islamic education, this reconstruction reinforces the teacher's role as both an intellectual and moral guide—one responsible for directing the use of technology in alignment with values such as honesty, trustworthiness, responsibility, and proper conduct (adab).

In practical terms, the research findings imply a need for schools to shift their approach toward the use of AI. It is not sufficient for schools to merely prohibit or restrict AI usage; rather, they must establish educational and ethical guidelines for its application. Teachers should develop learning activities that encourage students to verify information generated by AI, explain their own work, provide personal reflections, and demonstrate the thought processes used to complete tasks. Such an approach can help transform AI into a learning aid without compromising students' autonomy or academic integrity.

This study also has limitations, as it was conducted within the context of a single elementary school; therefore, the findings cannot be statistically generalized to all elementary schools. Furthermore, qualitative research relies heavily on the openness of informants and the researcher's interpretation of data gathered through interviews, observations, and documentation. The rapid development of AI may also give rise to new forms of usage and ethical issues that are not covered in this study. Future research could expand the scope to include different locations and a broader range of participant characteristics, involve multiple schools, and employ a mixed-methods approach to examine the relationships among students' AI literacy, AI usage, autonomous learning, and academic integrity.

Ultimately, this research asserts that the primary challenge of AI in Islamic education is not whether the technology should be accepted or rejected, but rather how it is situated within the framework of educational goals and moral values. While AI can expand access to knowledge and support learning, human beings must remain at the center of the educational process. Therefore, the future of education in the age of AI is not primarily determined by the sophistication of the technology employed, but by the capacity of educators and educational institutions to ensure that such technology continues to serve the development of individuals who are critical, independent, honest, responsible, and possess strong moral character.

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