


Chapter 3

Generative AI and the Future of Personalised Islamic Religious Learning: An Overview

Mussa Saidi Abubakari

 <https://orcid.org/0000-0003-3782-281X>

*Dig Connectivity Research Laboratory (DCRLab), Uganda & Universiti Brunei
Darussalam, Brunei*

ABSTRACT

This chapter assesses the wave of transformation that generative artificial intelligence (GenAI) can bring for personalised Islamic religious education (IRE). It elaborates on how AI-generated content can make a difference and help create spiritually tailored learning experiences based on individual needs and goals. Historical practices are compared with modern educational theories to see the uptake of GenAI in different fields related to IRE (e.g., Quranic recitation and Hadith retrieval). The major benefits of AI are thoroughly described, including increased learner motivation, engagement, and educator support, alongside the ethical, pedagogical, and infrastructural challenges for IRE contexts. The chapter concludes with practical recommendations for implementation and strategic planning while discussing future trends and research directions. The chapter places generative AI in the context of moulding Islamic learning, sensitivity, and responsibility to culture and Islamic theology.

DOI: 10.4018/979-8-3373-2302-2.ch003

INTRODUCTION

Islamic religious education (IRE) is rooted in a tradition that dates back over a millennium and is formalised based on the texts of the Qur'an and Hadith. Pedagogical methodologies in IRE have also been established over the centuries (Daun & Arjmand, 2018). In this case, the tradition has typically meant a very holistic type of pedagogy, developing spiritual and moral dimensions along with the intellectual for students' growth (Sabki & Hardaker, 2013). In the history of Islamic education, the IRE system aimed to develop the whole person – spiritually, morally, and cognitively – rather than mere content conveyance. It has, therefore, proved equally resilient and formidable in human and community formation. However, this contemporary digital world presents different challenges and prospects from those that classical scholars had imagined. Contemporary Muslims live in a world of fast technological change and information oversupply, and knowledge has new meanings and forms of expression. These changes have inevitably begun to influence Islamic teaching and learning methods as well. There is a growing imperative to adapt time-honoured educational practices to the needs and contexts of today's learners while preserving the spiritual authenticity that is central to Islamic pedagogy.

One key educational paradigm gaining attention worldwide is personalised learning. Personalisation refers to tailoring the learning process to individual learners' needs, abilities, interests, and paces. In secular education, personalised learning approaches have been shown to improve student engagement and achievement by addressing differences in background knowledge and learning styles (Chan & Hu, 2023; Jauhiainen & Garagorry Guerra, 2024). Within Islamic religious learning, personalisation holds significant promise as well. Every learner's journey in faith is unique – for example, a new convert requires a different approach than a lifelong student, and a child memorising Qur'an has different needs than an adult studying advanced jurisprudence. Personalised Islamic learning can cater to individual spiritual growth by meeting students at their level of understanding and guiding them step-by-step (Thoriquttyas & Rohmawati, 2024). It allows content to be adjusted to one's proficiency, whether simplifying complex theological concepts for a beginner or providing in-depth sources to an advanced learner (Musolin et al., 2024). Traditionally, Islamic education often achieved personalisation through close teacher–student mentorship; an instructor (such as a sheikh or ustadh) would tailor guidance to each disciple, granting more attention where needed and challenging students according to their capabilities (Abdullah et al., 2023). In contemporary large classrooms or online settings, however, such one-on-one customisation is harder to implement consistently. This gap motivates exploring new methods to personalise learning on a scale, ensuring that each student can progress in faith and knowledge optimally.

32 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/generative-ai-and-the-future-of-personalised-islamic-religious-learning/387764

Related Content

Accelerating Precision Medicine Through Advanced Computational Techniques: Hyper Soft Computing in Drug Discovery

B. M. Parashiva Murthy, Saba Fatima, Harishchander Anandaram, B. J. Job Karuna Sagarand Deepshree Buchade (2025). *Integrating Artificial Intelligence Into the Energy Sector* (pp. 307-330).

www.irma-international.org/chapter/accelerating-precision-medicine-through-advanced-computational-techniques/374516

Combating Cyberbullying With Generative AI: Large Language Models (LLMs) in Cyberbullying Prevention

B. Sandhiya Rajeshwariand I. Divya (2025). *Combating Cyberbullying With Generative AI* (pp. 329-364).

www.irma-international.org/chapter/combating-cyberbullying-with-generative-ai/369064

Recognition of Chemical Entities using Pattern Matching and Functional Group Classification

R. Hemaand T. V. Geetha (2016). *International Journal of Intelligent Information Technologies* (pp. 21-44).

www.irma-international.org/article/recognition-of-chemical-entities-using-pattern-matching-and-functional-group-classification/171439

An Improved Hunter-Prey Optimizer-Based DenseNet Model for Classification of Hyper-Spectral Images

Arunadevi Thirumalraj, V. Ashaand Balasubramanian Prabhu Kavın (2023). *AI and IoT-Based Technologies for Precision Medicine* (pp. 76-96).

www.irma-international.org/chapter/an-improved-hunter-prey-optimizer-based-densenet-model-for-classification-of-hyper-spectral-images/332828

From Paper Fairs to Predictive Paths: Ethical AI Across Generations in Career Development

Mahala Geronasso, Stefania Escobar, Joan Avisoand Christopher Dutt (2026). *The Impact of Artificial Intelligence on Hospitality Education* (pp. 353-382).

www.irma-international.org/chapter/from-paper-fairs-to-predictive-paths/411861