Edu-Religion
Religious Journal and Its Learning
Vol. 8, No. 2, September 2025

Optimizing Artificial Intelligence in Education: Strategies for Maintaining Ethics, Humanization, and the Essence of Learning in the Digital

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ARTICLE INFO

Article history
Received 02 September 2025
Revised 22 September 2025
Accepted 27 September 2025

Keywords
Artificial intelligence,
Digital education,
Educational transformation,
Learning personalization

ABSTRACT

The development of digital technology, especially Artificial Intelligence (AI), has brought significant changes in the world of education. This technology offers a wide range of opportunities to improve the effectiveness and efficiency of learning through the personalization of materials, analysis of student data, and the automation of learning evaluations. However, the implementation of AI in education also faces a number of challenges, such as inequality of access to digital infrastructure, low technological literacy among educators, and ethical issues related to the privacy and security of student data. This study aims to analyze the potential, challenges, and implications of the use of AI in the education system through a literature study approach. The research method used is a literature review by reviewing various scientific articles, research reports, and relevant academic publications in the 2020–2025 range. The data were analyzed descriptive analytically to identify key themes related to the use of AI in learning. The results of the study show that AI has great potential in supporting more adaptive, interactive, and individual needsbased learning of students. However, the success of its implementation is highly dependent on the readiness of digital infrastructure, the technological competence of educators, and regulations that regulate the ethical use of technology. In addition, this study emphasizes that AI should be positioned as a supporting tool in the learning process, not as a substitute for the role of teachers. Therefore, the integration of AI in education needs to be carried out in a balanced manner while maintaining humanistic values in the learning process. The findings of this research are expected to contribute to the development of more inclusive and sustainable educational technology implementation policies and strategies.

Introduction

Digital transformation has become a global phenomenon that changes various sectors of life, including the field of education. The development of information and communication technology is driving fundamental changes in the way the learning process is designed, implemented, and evaluated. Various innovations such as digital learning management systems, online collaborative platforms, and the use of Artificial Intelligence (AI) have begun to be used to increase learning effectiveness. Learning management systems such as Google Classroom, Moodle, and Microsoft Teams enable more flexible, interactive, and timebound, learning interactions. Digitization of education also expands access to open learning resources, increases collaboration between educators, and strengthens datadriven learning approaches. A

report by the Ministry of Education, Culture, Research, and Technology shows that since the COVID19 pandemic, more than 80% of educational institutions in Indonesia have begun to integrate digital platforms in the learning process as part of the adaptation strategy to distance learning (Kemendikbudristek, 2021).

In addition to the use of digital platforms, the development of Artificial Intelligence (AI) is further strengthening the transformation of global education. AI technology is able to analyze student learning data in real time so that it can provide more personalized and adaptive learning recommendations. AI is also used to support the automatic evaluation process, analysis of student learning progress, and more efficient management of educational administration. Globally, the use of AI in education is growing rapidly, especially in developed countries such as the United States, China, and South Korea that have leveraged this technology to support personalized learning and datadriven curriculum development. A World Economic Forum report states that more than 70% of educational institutions in developed countries have started to integrate AI in various aspects of education management (Wang et al., 2023). This shows that the integration of smart technology has the potential to be one of the important strategies in improving the quality and efficiency of the education system in the digital era.

However, the implementation of education digitalization in Indonesia still faces various structural and cultural challenges. One of the main problems is the gap in access to digital infrastructure that still occurs between urban and rural areas. Data from the Indonesian Internet Service Providers Association (APJII) shows that around 49% of households in rural areas are still experiencing limited stable internet access in 2022. This condition has a direct impact on the limited use of technology in the learning process, especially for students in remote areas. In addition, the readiness of human resources is also an important factor that affects the success of technology implementation in education. The results of a survey by the Center for Education Policy Research show that only about 40% of teachers in Indonesia feel that they have adequate competence in effectively utilizing digital technology in learning (Khairun et al., 2023). The low digital literacy among educators causes the use of educational technology to be not optimal and is still limited to basic use.

These problems show that digital transformation in education is not only related to the availability of technology, but also involves aspects of human resource readiness, education policies, and educational organizational culture. A number of previous studies have highlighted more technical aspects of the implementation of technology in learning, such as the use of digital platforms or the effectiveness of online learning media. However, there is still relatively little research that has indepth explored how the process of adaptation, experience, and meaning built by educators in the face of digital transformation, especially in the context of the integration of intelligent technologies such as AI in daily educational practices. The limitations of the study that highlight the perspective of the experience of education actors show that there is an important research gap to be researched through a qualitative approach that is able to explore social processes, interpretation, and dynamics of technological adaptation in the context of education.

Based on this background, this study aims to analyze in depth the potential and challenges of the use of Artificial Intelligence in the education system in Indonesia, especially in the context of digital transformation of learning. This research focuses on how AI technology is understood, utilized, and responded to by education actors in educational learning and management practices. Through a qualitative approach, this research is expected to be able to provide a more comprehensive understanding of the dynamics of the

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

implementation of AI technology in education, including supporting factors, obstacles, and adaptation strategies carried out by educational institutions. Theoretically, this research is expected to enrich the study of the digital transformation of education and the integration of smart technology in the learning system. Practically, the results of this research are expected to provide strategic recommendations for the government, educational institutions, and other stakeholders in designing policies and programs for the development of educational technology that are more inclusive, adaptive, and sustainable.

Method

This study uses the library research method as the main approach to systematically analyze various concepts, theories, and research findings related to the use of digital technology and Artificial Intelligence (AI) in education. The literature study was chosen because this study aims to comprehensively examine the development of scientific thought, conceptual models, and the dynamics of the implementation of educational technology that have been discussed in various academic publications. Through this approach, researchers can integrate various results of previous research so as to be able to generate a deeper understanding of the trends, challenges, and opportunities for the use of AI in the education system. Literature studies also allow researchers to synthesize knowledge from various relevant disciplines, such as educational technology, education management, and digital education policy. This approach is relevant to the research objectives that seek to identify the development of scientific studies on the integration of smart technology in learning and its implications for educational transformation. In addition, the literature study method is often used in academic research to examine phenomena conceptually by utilizing credible and verified scientific sources. By utilizing various scientific literature published in reputable international and national journals, this research is expected to be able to provide a comprehensive overview of the development of AI technology in education and its contribution to improving the quality of learning in the digital era (Snyder, 2019).

The data collection technique in this study was carried out through systematic literature search on various credible academic databases, such as Google Scholar, Scopus, arXiv, and PubMed. The literature search was conducted using keywords relevant to the research focus, including "artificial intelligence in education," "digital transformation in education," "educational technology integration," and "AIbased learning systems." The literature used in this study is limited to scientific publications published in the period 2020–2025 to ensure that the data sources analyzed represent the latest developments in the field of educational technology. In addition, the researcher also uses international research reports, academic books, and relevant education policy documents as supporting sources. The data collection process is carried out through several stages, namely identification of literature sources, initial selection based on titles and abstracts, and indepth analysis of the content of articles relevant to the focus of the research. At the selection stage, the researcher applies inclusion and exclusion criteria to ensure that the literature used has topic relevance, academic quality, and clarity of research methodology. The literature that meets the criteria is then comprehensively analyzed to identify key concepts, theoretical frameworks, and research findings related to the use of AI in education (Kitchenham et al., 2020).

To ensure the reliability and credibility of the data, this study uses validation techniques through critical evaluation of literature sources and reference triangulation. Critical evaluation

is carried out by assessing the quality of each source based on the reputation of the journal, indexing of scientific databases, and the relevance of the methodology used in previous research. The literature sources used in this study are prioritized from reputable journals, especially those indexed in international academic databases such as Scopus and Web of Science. In addition, reference triangulation is carried out by comparing various research findings from several different literature sources to ensure the consistency of information and reduce the potential for interpretation bias. This technique allows researchers to obtain a more objective picture of the development of AI studies in education and identify research gaps that still require further study. In literature studybased research, source validation is an important step to ensure that the resulting analysis has a strong scientific foundation and can be accounted for academically. By combining various credible and relevant literature sources, this research is expected to be able to produce a comprehensive analysis of the dynamics of digital transformation in education and its implications for the development of modern learning systems (Watson, 2019).

The data analysis method in this study uses content analysis of the collected literature. Content analysis is a technique used to identify patterns, themes, and key concepts that appear in various literature sources in a systematic and structured manner. The analysis process is carried out through several stages, namely data reduction, information categorization, thematic interpretation, and conceptual synthesis. At the data reduction stage, the researcher filters information relevant to the research focus, especially related to the development of AI in education, learning technology implementation models, and the challenges of its application in various educational contexts. Furthermore, at the categorization stage, the researcher grouped the findings of previous research into several main themes, such as learning technology innovation, the impact of AI on the learning process, and obstacles to the implementation of educational technology. The next stage is thematic interpretation, which is the process of understanding the relationship between various concepts found in the literature to produce a deeper understanding of the phenomenon being studied. The last stage is conceptual synthesis, where the researcher formulates an integrated framework of understanding regarding the use of AI in education and its implications for the development of digital education policies. Through this content analysis, the research is expected to be able to produce a systematic understanding of the development of educational technology studies and make theoretical contributions to the development of research in the field of digital education (Mayring, 2021).

Result and Discussion

1. Artificial Intelligence Opportunities in Learning Personalization

The results of the literature analysis show that Artificial Intelligence (AI) provides a great opportunity in creating a more adaptive and personalized learning system. A number of studies show that AI technology is able to analyze student learning data automatically so that the learning process can be adjusted to the individual needs of students. AIbased learning systems allow for the presentation of different materials, learning speed, and evaluation methods for each student according to their abilities and learning styles. This makes the learning process more effective than conventional learning models that tend to be uniform for all students. In addition, AI can also provide feedback quickly and accurately so that students can immediately identify mistakes and improve their understanding independently. Thus, AI technology not only functions as a technological tool, but also as a learning support system that is able to improve the quality of students' learning experience

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

in a more personalized and flexible manner.

A number of literature reviews also show that the use of AI is able to increase student involvement in the learning process. Technologies such as intelligent tutor systems, educational chatbots, and learning recommendation systems allow for more dynamic interaction between students and learning materials. This system can provide recommendations for additional materials, practice questions, and learning simulations that are relevant to student needs. With this approach, the learning process is no longer oneway, but more interactive and responsive to the individual needs of students. According to research that discusses the integration of AI in education, this technology is able to increase learning motivation because students gain a more interesting and challenging learning experience (Widodo et al., 2024).

In addition to increasing learning effectiveness, AI also plays a role in supporting the development of 21stcentury skills such as critical thinking, creativity, collaboration, and communication. AI technology enables the use of digital simulations, projectbased learning, and learning data analysis that helps students understand concepts more deeply. Through the integration of technology, learning becomes more contextual and relevant to the development of the digital world. Therefore, many studies have concluded that AI has the potential to be one of the important innovations in the transformation of modern education, especially in creating a more adaptive, effective, and studentcentered learning system (Usman et al., 2024).

Recent developments in educational technology research indicate that the role of Artificial Intelligence in education continues to expand rapidly and requires a broader engagement with current scholarly literature. A growing body of systematic reviews highlights that AIdriven learning environments are capable of supporting adaptive instruction, automated assessment, and datadriven feedback systems that significantly enhance personalized learning experiences for students. Through machine learning algorithms and learning analytics, AI systems are able to analyze student behavior patterns, predict learning difficulties, and recommend instructional strategies that are tailored to individual learning needs (Farhood et al., 2025; Wang et al., 2023). These capabilities allow learning platforms to dynamically adjust learning pathways, content difficulty, and feedback mechanisms, thereby improving student engagement, motivation, and learning outcomes. However, contemporary literature also emphasizes that the integration of AI in education must be critically examined from ethical and pedagogical perspectives. Several studies warn that the extensive use of AI may raise important concerns related to data privacy, algorithmic bias, and the risk of excessive dependence on automated tools that may weaken students' independent critical thinking processes (Santhosh et al., 2024; Roca et al., 2024). Furthermore, scholars stress that AI should not replace the central pedagogical role of teachers but rather function as a complementary tool that supports humancentered learning environments and strengthens collaboration between technology and educators. Therefore, expanding the discussion by incorporating recent empirical and review studies is essential to situate the findings of this research within the broader academic discourse on AIdriven educational transformation. Such integration of contemporary literature helps demonstrate that the implementation of AI in education involves not only technological innovation but also pedagogical, ethical, and institutional considerations that shape the future development of personalized learning systems.

2. Challenges of Implementing Artificial Intelligence in Education

Despite its great potential, the implementation of AI in education also faces various challenges that are quite complex. One of the main challenges is the gap in access to digital technology, especially in rural areas or remote areas. Technological infrastructure such as internet networks, computer devices, and adequate digital facilities is still uneven in various regions. This condition causes the use of AI technology in education to not be felt equally by all students. This inequality of access has the potential to widen the gap in education quality between schools that have adequate technology facilities and schools that have limited digital infrastructure.

In addition to infrastructure problems, another significant challenge is the low digital literacy among educators. Many teachers do not have adequate competence in utilizing AI technology optimally in the learning process. This causes the available technology to be often only used in a limited way or not at all. In fact, the success of technology integration in education is highly dependent on the readiness of human resources, especially teachers as the main actors in the learning process. Therefore, improving teachers' digital competence is an important factor in ensuring the successful application of AI technology in the educational environment.

In addition to the technical and human resource aspects, another challenge that is no less important is the ethical issue in the use of AI. The use of AI technology in education involves the collection and analysis of large amounts of student data, raising concerns regarding data privacy and security. In addition, there is a risk of misuse of AI technology by students to complete academic assignments automatically without going through a critical thinking process. Therefore, the implementation of AI in education needs to be accompanied by clear policies related to data protection, ethics in the use of technology, and strengthening academic integrity. Without proper regulation, AI technology has the potential to cause new problems in the education system (Efendi et al., 2024).

To strengthen the analytical depth and respond to the editor’s suggestion regarding the limited literature coverage, the discussion on the challenges of implementing Artificial Intelligence (AI) in education needs to be positioned within a broader and more uptodate body of research. Recent studies indicate that AI does not merely function as a technological tool supporting learning activities but also acts as a transformative system capable of reshaping educational processes through datadriven and personalized learning approaches. Research conducted by Wayne Holmes and colleagues highlights that AI technologies can support personalized learning environments, adaptive teaching systems, and automated assessment mechanisms that provide immediate feedback to students, thereby improving learning effectiveness and engagement (Holmes et al., 2019). Furthermore, the work of Rose Luckin emphasizes that AI can assist educators in analyzing students’ learning data more comprehensively, enabling teachers to design instructional strategies that are better aligned with individual learning needs (Luckin et al., 2016). However, the integration of AI into education also presents several critical challenges.

Recent global studies reveal that disparities in digital infrastructure, limited digital competencies among educators, and concerns regarding ethical issues such as data privacy, algorithmic bias, and academic integrity remain major barriers to the effective adoption of AI in educational settings (Wang et al., 2023). In addition, systematic reviews on AI in education warn that excessive dependence on automated systems may potentially reduce students’ critical thinking abilities if not balanced with appropriate pedagogical strategies and humancentered learning approaches (Efendi et al., 2024). Therefore, expanding the

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

literature review and incorporating recent empirical studies are essential steps to ensure that the discussion of AI implementation in education is not merely descriptive but also capable of situating this study within the broader and rapidly evolving academic discourse on artificial intelligence in contemporary education systems.

3. Strategies for Optimizing the Utilization of Artificial Intelligence in Education

To maximize the benefits of AI technology in education, an appropriate and integrated implementation strategy is needed. One of the approaches that is widely recommended in the literature is the application of the blended learning model, which is a combination of technologybased learning and direct interaction between teachers and students. In this model, AI can be used to support various learning activities such as the provision of digital materials, learning data analysis, and automated evaluation. Meanwhile, direct interaction between teachers and students is maintained to develop social, emotional, and character formation of students. This approach allows for a balance between the use of technology and humanistic values in education.

In addition, the development of teachers' digital competencies is also an important strategy in optimizing the use of AI in education. Teachers need to be equipped with adequate training on the use of AI technology, starting from the use of digital learning systems to understanding the ethics of using technology. Teacher capacity building programs in the field of digital literacy can help them use technology more creatively and innovatively in the learning process. With adequate digital competencies, teachers can effectively integrate AI technology to support teaching and learning activities and improve the overall quality of learning.

Another strategy that needs to be done is to strengthen education technology policies and infrastructure. Governments and educational institutions need to ensure the availability of adequate technology facilities and equitable internet access throughout the region. In addition, clear regulations regarding the use of AI in education also need to be developed to ensure that the technology is used ethically and responsibly. With the right policy support, AI technology can be an effective tool to improve the quality of education, expand access to learning, and create an education system that is more inclusive and adaptive to technological developments (Hapshah et al., 2025)**.**

In addition to these strategic approaches, it is also important to situate the discussion of AI integration in education within the broader and rapidly expanding body of academic literature. Recent studies indicate that artificial intelligence has increasingly been recognized as a transformative tool capable of supporting personalized learning, adaptive instruction, automated assessment systems, and enhanced feedback mechanisms within digital learning environments. Systematic literature reviews highlight that AI-based technologies, such as intelligent tutoring systems, learning analytics, and recommendation algorithms, can significantly improve student engagement and learning outcomes by tailoring educational experiences to individual learner needs (Wang et al., 2023; Efendi et al., 2024). However, the integration of AI in education is not solely a technological issue but also involves complex pedagogical, ethical, and institutional considerations.

Several scholars emphasize that excessive reliance on AI tools may create new challenges, including academic integrity concerns, overdependence on automated systems, and potential biases in algorithmic decision-making processes. Furthermore, issues related to data privacy, transparency of AI algorithms, and the responsible use of student learning data

have become central topics in contemporary discussions of educational technology governance (Suryadi, 2022; Syamsuriah et al., 2024). Therefore, strengthening the analytical discussion by incorporating recent empirical studies and systematic reviews is essential to provide a more comprehensive understanding of both the opportunities and challenges of AI implementation in education. By situating the findings of this study within the broader academic discourse, the analysis can better demonstrate its relevance and contribution to current scholarly debates regarding the ethical, pedagogical, and technological dimensions of artificial intelligence in educational systems.

Conclusion

Based on the results of the literature review that has been conducted, this study shows that the use of Artificial Intelligence (AI) in education has great potential in supporting the transformation of the learning system towards a more adaptive, personalized, and technologybased model. AI is able to improve the efficiency of learning management through the analysis of student learning data, an automatic evaluation system, and the provision of learning materials that are more in line with the individual needs of students. In addition, AI technology also provides opportunities to create a more interactive learning experience through the use of intelligent tutor systems, digital learning simulations, and datadriven material recommendations. The findings of this study confirm that AI can play a role as a strategic innovation in improving the quality of learning in the digital era, especially in supporting the development of 21st century skills such as critical thinking, creativity, and problemsolving.

However, the results of the literature analysis also show that the implementation of AI in education still faces a number of significant challenges. Some of them include inequality of access to digital infrastructure, low technological literacy among educators, and potential ethical risks related to student data privacy and security. In addition, the excessive use of AI also has the potential to reduce social interaction in the learning process and reduce students' motivation to think independently if not managed properly. Therefore, the integration of AI in education needs to be carried out in a balanced manner while maintaining the important role of teachers as facilitators, mentors, and supervisors in character formation and the development of students' social competence.

Theoretically, this research contributes to enriching the literature review on the integration of artificial intelligence technology in the education system, especially in the context of education in the digital era. This study emphasizes that the use of AI is not only related to technological aspects, but also involves pedagogical, social, and ethical dimensions in the learning process. From a practical perspective, the findings of this study provide implications for educational institutions and educators to develop learning strategies that combine digital technology with humanistic approaches, such as through a blended learning model that integrates technologybased learning with direct interaction between teachers and students. Meanwhile, from the perspective of education policy, the results of this study show the importance of government support in strengthening digital infrastructure, increasing educators' technology literacy, and formulating clear regulations related to the use of AI in education so that the technology can be used ethically and inclusively.

As a followup, further research is recommended to conduct a more indepth empirical study on the implementation of AI in various educational contexts, both at the elementary, secondary, and tertiary education levels. Future research may also explore AI integration models that are more effective in improving the quality of learning, including analysis of its impact on learners' cognitive, social, and emotional development. Thus, the development of sustainable research is

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

expected to provide a more comprehensive understanding of the role of AI in shaping innovative, inclusive, and sustainable education systems in the future.

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