

The Reality of Artificial Intelligence (AI) Technology Usage in the Teaching and Learning of Fiqh Ibadah Courses in Private Higher Education Institutions (PHEIs)

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ABSTRACT

The use of artificial intelligence technology (Artificial Intelligence) is becoming more widespread and has an impact on teaching and learning, including in the field of Shariah studies. Through the rapid growth in the field of artificial intelligence, university students who study Fiqh Ibadah courses have the potential to benefit greatly to obtain a more interesting and interactive learning experience. However, the use of AI in Fiqh Ibadah courses is still doubtful in terms of effectiveness and the probability of information errors found. Thus, this study aims to identify the reality of the use of artificial intelligence technology such as (ChatGPT) in learning Fiqh Ibadah courses among students at Private Higher Education Institutions. The methodology of this study uses a quantitative method approach by selecting sampling through the distribution of questionnaires involving a total of 66 students of Tuanku Syed Sirajuddin International Islamic University (UniSIRAJ) and others. The findings of the study found that there are pros and cons of using artificial intelligence in Shariah studies. Artificial Intelligence technology can be a useful tool to improve the understanding of Fiqh Ibadah concepts in the digital era, provide quick responses to student questions, and encourage discussions about certain topics. Therefore, the use of AI needs to be monitored by teaching staff to ensure the integrity of the information and compatibility with the traditional Fiqh learning approach. Finally, the implications of this study show that the use of AI technology must be based on the principles of Islamic law.

Keywords: Reality; Technology; Artificial Intelligence; Fiqh Ibadah, Private Higher Education Institution (PHEIs)

INTRODUCTION

Fiqh Ibadah includes rules and practices in worship such as ṭahārah (purification), ṣalāh (prayer), ṣawm (fasting), zakāh (almsgiving), ‘umrah and ḥajj (pilgrimage), qurbān (sacrifice), ‘aqīqah (newborn offering), and others. Understanding the theory and practice is important for effective learning. The method of learning Fiqh Ibadah in previous times was different compared to now. The traditional method uses a manual and structured approach that relies on direct contact between teachers and students through study classes and book resources. Traditional approaches may not be enough to meet the needs of today's students (Hosni et al., 2023).

The development of technology to create artificial intelligence technology Artificial Intelligence (AI) has changed the way of learning significantly (Nur Afiqah et al., 2024; Samsudin, et al., 2023). The method of finding, exploring and understanding religious Fiqh has also changed significantly (Ubai et al., 2024). AI has evolved the way we approach the study of Fiqh of worship and plays a role in facilitating the search for information on the science of Fiqh of Worship. AI also opens up new opportunities for teaching and learning (T&L) without the limitations of place and time (Sharifuddin & Hashim, 2024). Through the rapid growth in the field of artificial intelligence, university students who study Fiqh Ibadah courses have the potential to benefit greatly to obtain a more interesting and interactive learning experience (Norazlina et al., 2020).

However, the use of artificial intelligence technology i.e. Artificial Intelligence (AI) in the field of education presents challenges from the point of view of fraud and plagiarism. This view is in line with Sani's (2023) study

stating that worry and anxiety over the misuse of Chat GPT can lead to fraud and plagiarism among students (Adawiah et al., 2023). Therefore, this study aims to identify the reality of the use of artificial intelligence technology such as (ChatGPT) on the learning of Fiqh Ibadah courses among Private Higher Education Institutions (PHEIs) students.

RESEARCH METHODOLOGY

This study uses a quantitative approach. Acquisition of data and information through the method of distribution of questionnaires. This method can provide objective and measurable data on questions related to the reality and challenges of using artificial intelligence technology in the teaching and learning (T&L) of Fiqh Ibadah courses among Private Higher Education Institutions (PHEIs) students. The instrument used in this study is a questionnaire. Questionnaires are distributed to obtain feedback, data or information required from respondents. This aims to get a true picture from the respondents and also facilitate the analysis process in obtaining research results. Questionnaires were distributed to 66 students at Private Higher Education Institutions consisting of UniSIRAJ, IPTIPs through social media platforms. The questionnaire of this study has two parts. First; demographic information of respondents. Second; The questions presented encompass the reality of the experience as well as the challenge of the respondents to the use of AI artificial intelligence technology in helping to find information related to Fiqh Ibadah in teaching and learning. Next, the information data obtained is analyzed through analytical methods using Spreadsheet software to achieve the outlined objective, which is to identify the reality of the use of artificial intelligence technology for the learning of Fiqh Ibadah courses among IPTS students.

FINDINGS AND DISCUSSION

The findings of the study are the results of data obtained through the distribution of questionnaires to target students at Private Higher Education Institutions (PHEIs). The debate on the findings and the debate of the study is divided into two themes which are first; Respondent demographics, second; The reality of using artificial intelligence technology (AI) such as (ChatGPT) in the learning of Fiqh Ibadah courses among PHEIs students. Further discussion in more detail is as follows:

Demographic Analysis / Respondents' Background

Table 1. Demographic Analysis / Respondents' Background

Item	FINDINGS	Justification
1 Gender	37 respondents- female (56.1%) 29 respondents- male students (43.9 %)	Female student population is more than male students
2 Age	63 respondents (95.5%)- between 18 to 28 years 2 respondents (3%) -29 to 39 years 1 respondent (1.5%) -40 to 50 years	The majority of respondents aged between 18 to 28 years who took Fiqh Ibadah courses in each program
3 Faculty	Faculty of Islamic Studies – 51 students (79.7%) Centre for Foundation Studies – 4 students (6.5%) Faculty of Qur'an and Sunnah – 2 students (3.2%) Faculty of Islamic Finance and Muamalah – 1 student (1.6%)	Islamic Studies Faculty dominate while the remaining 13 students are from various other faculties..

	Faculty of Business and Management Sciences – none	
4Academic Program	19 respondents (29.7%) – Bachelor of Islamic Studies 12 respondents (17.2%) – Diploma in Islamic Studies 12 respondents (17.2%) – Diploma in Sharī‘ah 5 respondents (7.8%) – Bachelor of Sharī‘ah (Islamic Economics) 9 respondents (14.1%) – Other programs	The majority of respondents gave feedback that the program made the Fiqh Ibadah course the core. The majority of respondents are enrolled in programmers where Fiqh al-‘Ibadah is a core course.

Table 1 shows that there are a total of 66 respondents among PHEIs students who have responded to this study. Four items consisting of gender, age, faculty and study program followed are a demographic analysis of the respondents. The manifestation, the majority of respondents are women, aged 18 to 28 years from the Bachelor of Islamic Studies program, Faculty of Islamic Studies, UniSIRAJ. No respondents represented the Faculty of Business and Management Science because there is no Fiqh Ibadah related course in their program structure.

The Reality of The Use of Artificial Intelligence Technology (AI) Such As (ChatGPT) in The Learning of Fiqh Ibadah Courses Among PHEIs Students

Research Findings and Debate The reality of the use of artificial intelligence technology (AI) such as (ChatGPT) in the learning of Fiqh Ibadah courses among IPTS students is as follows:

Table 2. The reality of the use of artificial intelligence technology (AI) such as (ChatGPT) in the learning of Fiqh Ibadah courses

Item	FINDINGS	Justification/Debate
The use of AI is very beneficial in T&L sessions	63 respondents (97%) – Yes 2 respondents (3%) – No	The majority agreed that the use of AI was very useful and beneficial to them during the T&L session. Only 2 respondents denied that AI was directly beneficial. Technology facilitates human affairs such as searching for articles, writing, checking the credibility of scientific writing, etc.
AI applications facilitate the teaching and learning of Fiqh Ibadah courses at Private Higher Education Institutions	54 respondents (81.8%)- Yes 12 respondents (18.2%)-No	The majority gave feedback stating that AI applications facilitate them in the teaching and learning of Fiqh Ibadah courses. However, a total of 12 respondents stated otherwise.
Searching for information related to Fiqh Ibadah using man-made technology (AI)	53 respondents (80.3%)- Yes 5 respondents (19.7%)- No	A total of 53 people representing 80.3% used man-made technology (AI) to find information related to Fiqh Ibadah. However, there are 5 respondents who say they do not use it. This explains that most students search for information using AI because it is faster and faster, but a few do not do in-depth research before receiving the information.

Frequency of using AI in searching for information related to Fiqh Ibadah	35 respondents (62.5%) - range between 1 to 5 times. 11 respondents (9.6%) - range from 6 to 10 times 10 respondents (17.9%) - more than 10 times.	The researcher's research shows that 35 respondents have a frequency of use of 1 to 5 times because students have a special reference book or a special module in the T&L session throughout the lecture following the course syllabus. They are only looking for material for the assignment given by the lecturer.
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Summary of discussion on Table 2 shows that the findings reveal that the majority of students perceive AI as a beneficial and supportive tool in their learning of Fiqh al-‘Ibadah. Most respondents utilize AI platforms such as ChatGPT to enhance their understanding, access references quickly, and assist with academic tasks (Misnawati, 2023; Pontjowulan, 2023). Nevertheless, a minority expressed hesitation, likely due to concerns about accuracy, overreliance, or ethical issues in AI use. Overall, the study indicates a positive trend in AI adoption among students in Islamic studies, particularly in improving accessibility and learning engagement for Fiqh al-‘Ibadah courses at Private Higher Education Institutions ((Sharifuddin& Hashim, 2024; Norazlina et al., 2020).

Chapters in The Fiqh Ibadah Course Where Information Search is Made Using Man-Made Technology (AI)

Figure 1: Chapters in the Fiqh Ibadah course where information search is made using man-made technology (AI)

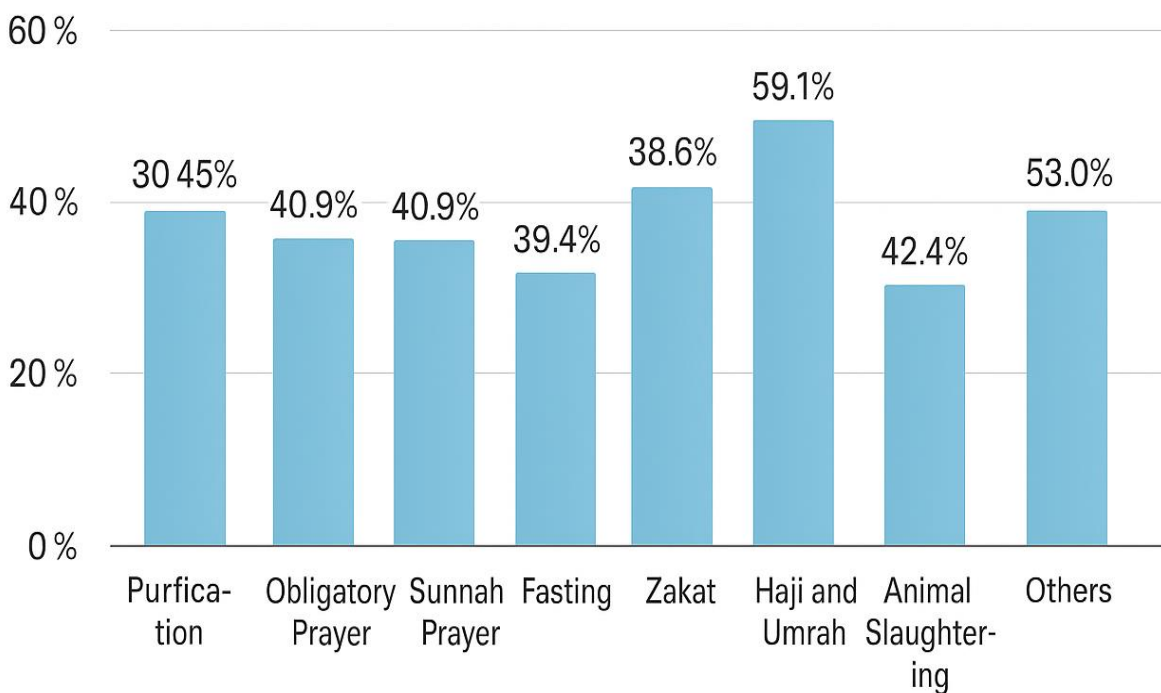


Figure 1 shows that the Hajj and Umrah chapter is the chapter with the highest recorded information search using human-made technology (AI). This is clear based on a total of 39 respondents (59.1%) giving their feedback. Researchers in this chapter require in-depth research on theoretical and practical aspects. Therefore, students seek more information to increase their understanding. Even so, the researcher suggests that this chapter needs a simulation or practical method to give a practical picture. Next, followed by the zakat chapter representing 38 respondents (57.6%), other chapters representing 35 respondents (53%) and the taharah chapter representing 30 respondents (45.5%). However, the fasting chapter recorded the lowest number of searches representing 26 respondents (39.4%). That being the case, researchers believe that fasting is more understandable because it is done as a fardu ain on Muslim individuals who perform mukalaf every year.

The Purpose of Using AI Applications in The Teaching And Learning of Fiqh Ibadah Courses

Figure 2 illustrates the various purposes for which students use Artificial Intelligence (AI) applications, such as ChatGPT, in the teaching and learning (T&L) of the Fiqh Ibadah course. The data collected from respondents shows the following distribution:

Figure 2: The purpose of using AI applications in the teaching and learning of Fiqh Ibadah courses

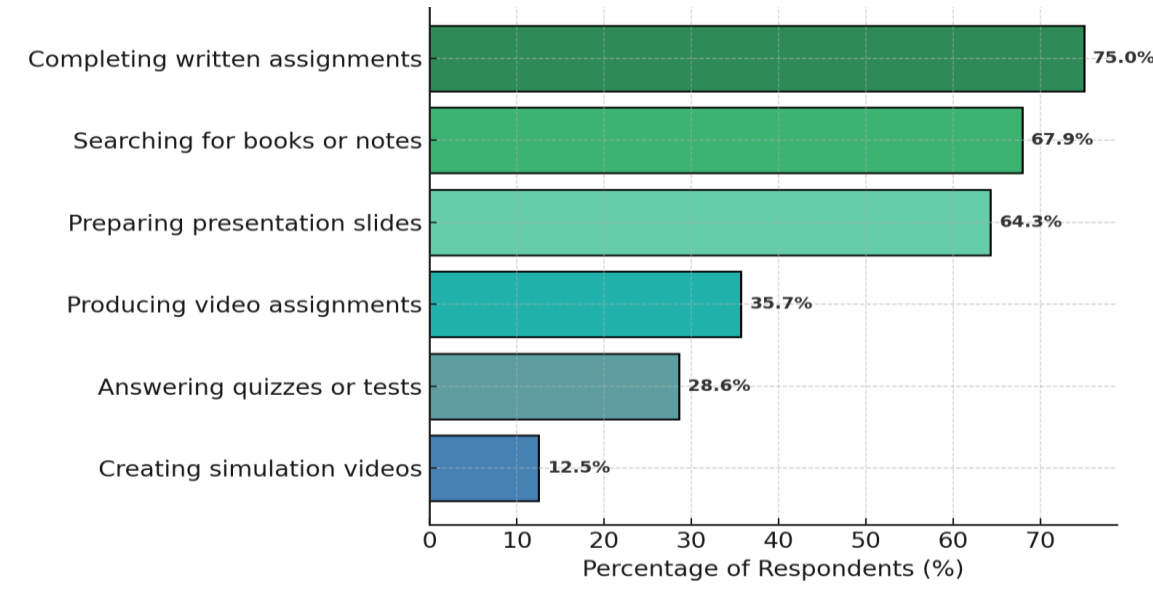


Figure 2 shows the purpose of using AI applications in the teaching and learning of Fiqh Ibadah courses at IPTS. A total of 42 respondents (75%) stated that the main purpose was to do a written assignment given by the lecturer. Next, looking for books or notes is the second highest purpose which is represented by 38 respondents (67.9%). Followed by the preparation of slides or materials for presentations, represented by 36 respondents (64.3%). A total of 20 respondents (35.7%) responded that the purpose of using the AI application for the Fiqh Ibadah course was to create a video assignment. For answering quiz questions or tests representing 16 respondents (28.6%). This is because the assessment is more clearly done face-to-face (Chokri, 2023). Only 7 respondents responded that the purpose of the search was to create a simulation video. This is because this course has just changed, the simulation assessment method is made through physical practice (Nugraha, Fahmi & Prakoso, 2023).

CONCLUSION

Based on the findings of this study, the researcher concluded:

1. The majority of respondents agreed with the use of AI as very beneficial in T&L sessions, AI applications facilitate the Teaching and Learning of Fiqh Ibadah Courses at Private Higher Education Institutions and the search for information related to Fiqh Ibadah using man-made technology (AI). The frequency of using AI in searching for information related to Fiqh Ibadah is dominated by one to 5 times. Chapter Hajj and Umrah are the highest made using human-made technology (AI). The purpose of using AI applications in the teaching and learning of Fiqh Ibadah courses is to create written assignments. This shows the reality that happens in PHEIs
2. The field of education is entering a new phase in the effort to deal with academic integrity as society navigates the second era of digital technology including ChatGPT. This application is very helpful for students to generate written assignment texts and answer all kinds of questions in just a few minutes. The emergence of ChatGPT provides many benefits to achieve the goals of developed and contemporary countries. Of course, adapting the sophistication of this technology is difficult, especially in the field of education such as Islamic studies, where the validity of the information must be emphasized.
3. Therefore, the use of ChatGPT as a learning tool ethically in completing scientific assignments, academic writing, essay writing, etc. is not considered plagiarism. However, as a Muslim, you need to be careful

with this application and always check to avoid wrong information and wrong references since the founder of this technology is not a Muslim. Based on the harm that arises, the Muslim community should be careful in the use of this technology. There is no doubt that this progress provides many benefits in many aspects of life but if there are no limits or guidelines, it is feared that the authenticity of Islamic knowledge will be disturbed and Muslims will be confused to distinguish between what is right and what is wrong.

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