ChatGPT-Driven Knowledge Authenticity: A Reflection

Mohd Noor Daud[1], Siti Kausar Zakaria[2,*]

[1] Faculty of Human Sciences, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia
[2] Faculty of Education and Humanities, UNITAR International University, Petaling Jaya, Selangor, Malaysia

ARTICLE INFO	ABSTRACT
	This study discovers how students perceive and involve with ChatGPT in the context of learning Islamic content, concentrating on its practice, benefits, boundaries, and suitability as an educational tool. Using a qualitative method and thematic analysis, data were collected from 21 undergraduate of Islamic Education Students at a Malaysian public university through open-ended survey questions. Results expose that students practice ChatGPT mainly as a supplementary assistant for idea making, fast admittance to resources and direction, while stressing the importance of authenticating its outputs with reliable Islamic sources. Main concerns elevated contain issues of accurateness, ethical consequences, and the theological boundaries of AI in understanding sacred texts. Students established critical engagement by cross-read-through content and recognizing the inimitable role of scholarly authority in religious learning. The results encompass beyond the specific framework of Islamic education to address larger queries of knowledge legitimacy in the digital age, where AI-generated content must be proved, contextualized, and morally accomplished. This case demonstrates both the prospects and encounters offered by artificial intelligence in mediating human thoughtful how digital tools can accelerate learning yet risk weakening epistemological honesty. By relating faith-grounded education with the greater field of science and technology, the study highpoints that AI incorporation must be led by ethical, cultural, and epistemological frameworks to safeguard that innovation supports, not exchanges authentic knowledge.

1. Introduction

The integration of ChatGPT technology in learning Islamic studies embodies a significant development in the application of artificial intelligence. ChatGPT, leveraging natural language processing (NLP), can produce human-like transcript, or possibly enabling new interpretations of Qur'anic texts for instance may leads to immense questions that need to be clarified about its relevance. In this regard, numerous studies have placed the basis for understanding how ChatGPT can improve religious education. According to Atwell *et al.*, [1], leveraging NLP for tasks such as reasoning and knowledge extraction from Qur'anic texts might certainly facilitate new interpretations and enhance accessibility to Qur'anic knowledge, aligning with the broader goals of Qur'anic NLP advancements. The integration of advanced NLP tools could indeed facilitate new

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* Corresponding author.
E-mail address: sitikausar@yahoo.com

interpretations and enhance accessibility to the Qur'an's messages, aligning with the paper's focus on developing applications for Qur'anic studies [2]. This reproduces a conjunction between emergent NLP technologies and the principles of critical digital pedagogy, where students are involved with digital tools in a thoughtful and values-driven way, mostly in religious contexts.

Authors in Basid *et al.*, [3] highlight that artificial intelligence like ChatGPT can transform the understanding of the Qur'an by offering correct explanations allied with established exegeses. By utilizing the tool, it can examine textual and contextual elements of verses, improving understanding of *asbabu nuzul* and the relationships between verses. This incorporation not only helps in producing human-like interpretations but also proposes a new motivation for grasping the eternal messages of the Qur'an, therefore progressing Islamic studies. As technology proposes chances for improved accessibility and understanding of the Qur'an, whereas also posing ethical and interpretative encounters. The use of AI (Artificial Intelligence) in this context must be sensibly managed to safeguard alignment with Islamic values and scholarly honor. This careful engagement allies with Islamic epistemology, where knowledge ('ilm) must be authentic (sahih), beneficial (nafi'), and grounded in authoritative sources. The usage of AI must consequently be enclosed within Islamic ethics of knowledge.

ChatGPT can pose security risks to information. In some cases, this technology may be used to produce false content, including potential algorithmic bias and misrepresentation of meaning. The incorporation of AI must bring into line with Islamic ethical values like justice, expediency, and carefulness to ensure that interpretations remain accurate to Qur'anic principles and do not compromise scholarly authority or the truth of the text. Study by Abdalhussein [4] on the application of generative AI, specifically through the model "Digital Muhammad ibn Ismail Al-Bukhari," in Islamic studies concentrating on dealing sensitive content like Ahadith, indicate a substantial decrease in hallucinations, nevertheless challenges such as remaining biases and handling unclear questions persist. This research underlines the importance of identifying LLMs' restrictions and highlights the necessity for cooperative efforts in fine-tuning these models by authoritative texts. Its stress is on safeguarding accurateness and trustworthiness in managing authoritative Islamic texts.

Another issue raised by Sembok *et al.*, [5] in their study regarding the translation of the legal verses of the Qur'an such as from Surah Al-Mā'idah which poses substantial challenges due to their intricate legal, theological, and cultural context. This study was applying Rosa's Descriptive Translation Studies framework, comparing AI-generated translations (ChatGPT) with Abdullah Yusuf Ali. It was revealing that while AI offers speed and reliability, Yusuf Ali's human translation more effectively captures the nuanced and contextual connotations, highlighting critical inferences for improving the accurateness and trustworthiness of Qur'anic translations in both traditional and digital methods.

The former Malaysian Minister of Religious Affairs has specified that ChatGPT is inappropriate for religious orientation. Critics have emphasized its issues, comprising hallucinations and an absence of visible classical reasoning. ChatGPT cannot obviously clarify the basis behind its inferences. He evaluates ChatGPT's truthful accurateness in replying selected questions consuming a dataset from prior study on an al-Qur'an knowledge base system, thus proposes a more concrete technological insights to sustenance or challenge the stance on the usage of ChatGPT in religious contexts. To make the utmost of ChatGPT in this setting, it's significant to improve the quality of interaction between users and the system. ChatGPT can be leveraged to deliver content that is more pertinent and allied with the Islamic religious education curriculum. By programming ChatGPT to bring more structured answers built on recognized Islamic literature, students can obtain more correct and in-depth evidence. Additionally, integrating ChatGPT into the learning process can increase student engagement through interactive features such as real-time discussions. These remarks bring into line with the technology acceptance model (TAM), which proposes that perceived practicality and

apparent ease of usage determine users' aim to accept technology. In this circumstance, religious students weigh utility against ethical risk and theological accurateness.

So, it is a challenge for computer scientists to embody the knowledge, wisdom, and law of the Qur'an in intelligent systems. It must be emphasized on the building systems that can reply to questions grounded on the Qur'an. Reference Roldugin [6] debates on the integration of ChatGPT to improve the efficacy of Qur'anic learning. While it highlights the possibility for AI to expand understanding and understanding of the Qur'an, it also highlights the necessity for a careful method to avoid extreme reliance on technology, which could hamper cognitive development. This relates to principals of constructivist learning theory, where students actively figure knowledge through critical engagement, reflection, and directed learning, particularly in religious contexts that value teacher-facilitated learning. Despite evolving attention in AI applications in Islamic studies, little is identified about how students themselves perceive and critically participate with these technologies within faith-grounded learning frameworks.

This study aims to explore on how students perceive and engage with ChatGPT in the study of Qur'anic texts and other Islamic content, mainly in terms of its usage, benefits, limitations, and appropriateness as an educational tool. It is expected that AI can be exposed not only to new openings in religious education, but proper considerations must be considered. It is needed to address encounters such as interpretation correctness and religious sensitivity to safeguard that AI applications respect religious principles and encourage inclusivity in Islamic studies. The obligation of strict direction and proper procedures in AI application within Islamic education to safeguard truthful explanation and admiration for religious values, thus safeguarding inclusivity and conserving the honor of religious principles amidst technological progressions.

2. Methodology

This study adopts an exploratory qualitative research design, appropriate for understanding intricate insights and subjective experiences by using thematic analysis to gain a deeper thoughtfulness on how students perceive and engage with ChatGPT in the study of Qur'anic texts and other Islamic content, mainly in terms of its usage, benefits, limitations, and appropriateness as an educational tool. Thematic analysis was chosen for its flexibility in leading wide written answers and its power in determining common topics, patterns, and vision drawn from samples' personal experiences and perspectives [7]. A total of 21 Bachelor of Islamic Education Study students from a public university in Malaysia were participated in the study. By utilizing purposive sampling technique which is specifically selected based on their specialization (Islamic Education Studies) to gain in-depth understanding and insights, as they are directly involved with religious content, making them perfect informers for this investigation.

Data was gathered using an open-ended interview survey governed through online Google Forms concerning on the usage AI in learning the Qur'an or Islamic content, benefits and concerns they have about its accurateness, ethics, and appropriateness as a learning instrument. This construction permitted students to express their experiences generously and in their own words, offering rich qualitative data appropriate for thematic analysis. The responses were analyzed using Braun and Clarke's six-phase thematic analysis framework, familiarization with the data, all responses were read multiple times to gain an in-depth understanding of the content and identify initial impressions and generating initial codes. Relevant statements and ideas were systematically coded using data-driven (inductive) coding to capture meaningful segments that indicated challenges, searching for themes, codes were examined and grouped into potential themes that represented broader patterns or issues, reviewing themes, themes were reviewed and refined to ensure they were coherent, distinct,

and accurately reflected in the dataset, defining and naming themes, each theme was clearly defined to convey the essence of the challenge it represented and finally producing the report, a comprehensive narrative was developed around the final themes, supported by representative quotes from the participants. Ethical permission was gained prior to data collection. Participants were conversant about the objective of the study and gave their agreement before submitting answers. Anonymity and confidentiality were preserved throughout the process, and participation was totally voluntary.

3. Results and Findings

Analysis of demography show that 61.5% of the respondents were female, while 38.5% were male. The distribution of study year presented that the majority (76.9%) were from year 1, followed by 7.7% of participants from year 2, and 15.4% from year 4. The responses from the questions expose varied outlooks and practices concerning the usage of ChatGPT in studying the Qur'an or Islamic content. Some participants integrate it cautiously, whereas others discard or limit its use. From the codes detected, i.e., cross-checking with reliable sources, avoiding AI due to accuracy concern, idea making, searching for pertinent Islamic literature, referring experts for validation and using reliable sites, five themes were categorized.

3.1 Students' Engagement with ChatGPT

Though many respondents use it just to supplement their study, not as the core basis of truth, as shown by respondent 11, "I ask about Qur'anic or Islamic topics, then I recheck the points given by ChatGPT on Google or reliable sources like official mufti websites, existing research, and classical books to ensure the information is authentic. AI is just a tool to help develop ideas when I run out of them. Students also used to assist in finding articles, interpretations or meaning, as quoted from respondent 3, "I use AI to find relevant articles".

Students emphasize on confirming AI outputs with credible sources such as books, scholars, or official Islamic institutions, such as expressed by respondent 8, "by asking AI to retrieve interpretations from tafsir books transcribed by those conversant in Qur'anic exegesis", respondent 12, "I also refer to my lecturer for more certainty", explained that students will validate the sources with authorities such lecturers, scholars, official websites or books and respondent 17, "The use of AI is acceptable only when one possesses a certain level of foundational knowledge, without it, it is more appropriate to seek guidance from a teacher or expert".

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Students viewed that AI is used for brainstorming and getting immediate information, but not as a final authority, such as voiced by participant 12, "I use it when I have an urgent question I want to know". Students use it just to get quick answers or creative input. Students highlighted on the responsibility of its usage by emphasizing that it should not be used blindly, critical evaluation is key, as quoted from respondent 9, "using AI to find related books or as a guide, not to blindly copy", "asking questions and evaluating the answers given" (respondent 10). Analysis of responses exposes

a well-adjusted approach to AI in Islamic studies. Students worth its accessibility but prioritize authenticity, scholarly validation, religious integrity, and clear ethical limit set, particularly in matters as sacred as the Qur'an. Table 1 below shows the themes, codes, and categories on student engagement with ChatGPT.

Table 1
Themes, codes, and categories on student engagement with ChatGPT

Themes	Codes	Categories
Support for learning	Additional tool Brainstorming idea Fast admittance to resources	Practice and learning improvement
Concern for legitimacy and religious sensitivity	Avoid using AI for holy texts Favor scholars' clarification Uncertainty in AI's accurateness	Religious and theological
Cross-checking with valid sources	Confirm with books, *mufti* websites, scholars, and lecturers Critical authentication	Thoughtfulness authentication and scholarly meeting
Idea formation and fast access	Fast information retrieval Use crucial questions Content discovery	Usefulness and user-friendliness
Ethical substances and supervision	Avoid blind usage Concerns over plagiarism Critical evaluation	Ethical consciousness and accountability

4. Discussion

The results of this study expose a nuanced and ethically aware approach among students for the integration of AI explicitly ChatGPT in studying Qur'anic and Islamic content. Qualitative data advocates that students approach AI not as an ultimate basis of religious knowledge, but as a supplementary instrument to support in learning. The utmost prominent theme is "ChatGPT as support for learning", underlines a pragmatic usage of AI. Students practice it for idea making, fast access to related resources, and direction in research, yet do so with caution and critical discretion. For instance, respondent 11's remark about rechecking ChatGPT's outputs with reliable sources captures a balanced approach that values both innovation and traditional approach. The result was consistent with the studies by Alfurqan *et al.*, [8] that students view ChatGPT as a complementary instrument for learning Qur'anic and Islamic content, accenting careful practice. They apply it for idea creation and resource access while prioritizing confirmation with reliable bases, harmonizing invention and tradition. A finding echoed by [9], where students practice it but stress careful verification of AI outputs.

A repeated concern through the information was authenticity and religious sensitivity. Numerous students voiced worry or absolute rejection of AI in handling sacred transcripts. This carefulness highlights a shared awareness of the theological risks related with depend on AI for interpretation the divine sacred scripture. As respondent 7 noted, the explanation of Qur'anic texts needs scholarly understanding that AI cannot imitate, thus reinforcement the idea that human expertise remnants central in religious education. Report Malik [10] emphasizes that ChatGPT having absences of theological understanding needed for understanding sacred manuscripts, such as the Bible or Qur'an. Human expertise remnants indispensable in religious learning, as AI cannot imitate the depth of scholarly clarification required. Report Nur *et al.*, [11] highlights the theological jeopardies of trusting on AI for sacred proclamations and understanding Qur'anic complexities, underpinning the

importance of human expertise and the necessity for scholarly considerate that AI cannot duplicate in religious education.

The theme of cross-checking with valid bases further demonstrates the students' critical engagement with AI-generated content. Students consistently authenticated AI responses against recognized tafsir literature, lecturers, or institutional sources, revealing knowledgeable and thoughtful learning habits. This not only alleviates the risks of distortion but also establishes their capability to integrate technology responsibly within traditional contexts of Islamic knowledge. A researcher quantified that students' critical engagement with AI-generated content must involves cross-checking responses against recognized literature and institutional sources, while Sodikin [12] stressed on the importance of continuous assessment and response from both students and educators highlighting how students can authenticate AI-produced content against recognized bases and thus fostering critical engagement and responsible integration of technology inside traditional Islamic teaching settings. When students effectively cross-checked AI content with recognized tafsir literature, they established critical engagement and accountable technology incorporation within Islamic education, eventually enlightening learning behaviors and reducing misrepresentation risks. The report was supported by Salim *et al.*, [13], that the practice nurtures accountable technology incorporation within traditional Islamic knowledge, justifying misrepresentation risks and encouraging thoughtful learning behaviors.

Students also recognized AI's worth in idea formation and fast access, mostly in situations where they wanted instant data or creative input. Though, even in these cases, AI was regarded as a preliminary step rather than an authoritative basis. This method proposes that students are evolving digital literacy together with religious literacy, where technological accessibility does not dominate the epistemological weight of classical bases. Furthermore, the theme of ethical use and supervision shows that students are not only conscious of AI's limits but are also concerned about the moral consequences of its usage. Their stress on critical estimation, directed use, and scholarly oversight reproduces a thoughtful effort to preserve honor in religious education. These findings support the results from Ocampo *et al.*, [14], where students identify AI's value for idea expansion and fast information access, yet still favors it as initial, claiming on ethical practice and scholarly oversight to uphold respect in religious education. Similarly in Christian religious education in a study conducted by Pariama [15] in Polytechnic Ambon state, that students spot the worth of digital tools for idea construction and fast access to information, but still emphasizing ethical considerations and critical evaluation, ensuring that technological use complements rather than weakens traditional religious education values.

Generally, the data depicts a sensible viewpoint. Students value the hands-on benefits of AI but are cautious to uphold religious and academic standards. This thorough integration of AI reproduces a larger trend in contemporary Islamic education. One that hunts to harmonize technological progression with the safeguarding of authentic religious information. The results may notify educators, scholars, and designers of AI tools about the necessity to plan schemes that respect the sensitivities and epistemological contexts of faith-grounded students.

5. Conclusion

The results of this study expose a balanced, ethically aware, and critically involved method among students concerning the usage of AI, mainly ChatGPT, in learning the Qur'an and other Islamic contents. Though students recognized the usefulness of AI for brainstorming, fast access to material, and additional learning, they steadily stressed the importance of authenticity, scholarly proof, and religious sensitivity. This strain amid invention and legitimacy reflects a broader worldwide discourse

on how science and technology can reserve certainty and honesty in the era of machine intelligence. Students' cautious engagement echoes the vital encounter of our time, how to match technological opportunity with ethical accountability, guaranteeing that knowledge resulting through AI remains trustworthy, moral, and human-centered.

This cautious but constructive use of AI reproduces a rising consciousness that technological tools must help as assistances rather than authorities in substances of sacred information. As specified in the Qur'an: "So ask the people of knowledge if you do not know" (Qur'an 16:43). This verse underlines the principle that religious understanding must be grounded in scholarly authority, a standard which student in this study sustain by cross-read-through AI-generated content with trusted sources and referring to conversant persons. From a science and technology viewpoint, these results propose the development of a "accountable digital epistemology," in which legitimacy, confirmation, and moral authority become common standards across both sacred and scientific realms.

Furthermore, the ethical mindfulness showed by the participants bring into line with Islamic teachings that emphasize responsibility and honesty in looking for knowledge. The Qur'an teaches, "And pursue not that of which thou hast no knowledge; for every act of hearing, or of seeing or of (feeling in) the heart will be enquired into (on the Day of Reckoning) (Qur'an 17:36). This verse reflects the obligation to evaluate information before tolerating it, a method reflected by students who stress the necessity for carefulness, authentication, and moral direction in consuming AI. Their mindful efforts to evade misrepresentation and maintain respect for the Qur'an demonstrate an obligation to conserving the holiness of religious learning in the look of digital innovation. Finally, the incorporation of AI into Islamic education, when directed by ethical and scholarly ethics, holds promise for elevating learning while safeguarding the deepness and legitimacy of traditional knowledge. This understanding contributes to the wider scientific discourse on accountable AI, stressing that technological progression must coincide with social, spiritual, and moral intelligence to realize authentic advancement.

Acknowledgement

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