International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Integration Of Multidisciplinary Approaches In Islamic Studies In The Era Of Artificial Intelligence

Rachmadian Choirunnisa
Sultan Aji Muhammad Idris State Islamic University Samarinda
Misbakhus Sururi
Sultan Aji Muhammad Idris State Islamic University Samarinda

Corresponding Author: rachmadiannisa01@gmail.com

Abstract

This article examines the integration of multidisciplinary approaches in Islamic Studies in the era of Artificial Intelligence (AI). The rapid development of AI technology has transformed the structure of education, communication, research, and religious practices worldwide. Islamic Studies are increasingly required to adopt interdisciplinary and multidisciplinary perspectives in order to remain relevant in addressing contemporary global challenges. This paper explores the relationship between Islamic Studies and modern discipline.s such as sociology, psychology, philosophy, communication studies, computer science, digital humanities, and education technology. The article also discusses the role of Artificial Intelligence in Islamic education, digital da'wah, smart religious applications, online fatwa systems, and AI-assisted learning models. Using qualitative library research methods, this study argues that multidisciplinary integration strengthens contextual understanding, innovation, critical thinking, and ethical awareness in Islamic scholarship. The findings indicate that Islamic educational institutions should develop collaborative academic models, technological literacy, and ethical frameworks to ensure that technological advancement remains aligned with Islamic values.

Keywords: Islamic Studies, Artificial Intelligence, Multidisciplinary Approach, Islamic Education, Digital Transformation.

INTRODUCTION

The development of Artificial Intelligence (AI) has become one of the most significant transformations in contemporary civilization. AI technologies influence nearly every aspect of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

human life, including economics, politics, healthcare, communication, education, and religion. In education, AI has transformed learning systems through adaptive learning platforms, intelligent tutoring systems, virtual classrooms, automated assessment tools, and personalized educational experiences. These technological advancements have reshaped how knowledge is produced, distributed, and accessed globally. Likewise, Islamic education and Islamic Studies are undergoing substantial changes as a result of digital innovation and technological modernization (Russell & Norvig, 2021).

Historically, Islamic civilization has demonstrated a strong tradition of integrating religious knowledge with scientific inquiry. Classical Muslim scholars such as Al-Farabi, Ibn Sina, Al-Ghazali, and Ibn Khaldun developed intellectual traditions that combined theology, philosophy, astronomy, medicine, mathematics, and social sciences. This historical heritage illustrates that Islam encourages scientific exploration, critical thinking, and intellectual advancement. Knowledge in Islamic civilization was not viewed as separated into rigid categories but rather as interconnected disciplines aimed at understanding both divine revelation and human existence (Nasr, 2024). However, in the modern era, Islamic Studies often experience fragmentation and separation from scientific and technological disciplines. In many educational institutions, religious sciences are taught independently from modern sciences and technological developments. As a consequence, Islamic scholarship sometimes struggles to address contemporary global challenges effectively. This separation creates a gap between traditional religious understanding and the rapidly evolving realities of modern society, especially within the context of Artificial Intelligence and digital transformation (Azra, 2025).

Artificial Intelligence presents both opportunities and challenges for Islamic Studies. On the positive side, AI enables easier and broader access to religious knowledge through digital Qur'an applications, online learning platforms, virtual religious discussions, multilingual translation systems, and AI-based educational tools. Students and scholars can now access Islamic literature, classical manuscripts, and global academic resources more efficiently than ever before. AI also supports the development of innovative teaching methods that can improve the effectiveness of Islamic education (Holmes, Bialik, & Fadel, 2019).

Nevertheless, AI also raises important ethical and intellectual concerns. Questions regarding religious authority, authenticity of interpretation, misinformation, algorithmic bias, and digital manipulation become increasingly relevant in the era of AI. The use of AI-generated religious content may influence how individuals understand Islamic teachings without proper scholarly supervision. Additionally, technological dependency may reduce critical reflection and

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

weaken direct engagement with authentic religious scholarship. Therefore, Islamic Studies must develop ethical frameworks capable of guiding the responsible use of Artificial Intelligence within religious and educational contexts (Floridi & Cowls, 2020). The integration of multidisciplinary approaches is essential because contemporary social problems are increasingly complex and interconnected. Issues such as cyber culture, digital ethics, environmental crises, social inequality, globalization, religious extremism, and cultural transformation cannot be addressed through a single disciplinary perspective. Islamic Studies must therefore engage collaboratively with social sciences, humanities, natural sciences, and technological disciplines in order to remain relevant and responsive to modern challenges (Mulyadhi Kartanegara, 2015).

A multidisciplinary approach allows Islamic Studies to contribute not only to theological discussions but also to broader societal issues. Through integration with psychology, sociology, philosophy, communication studies, political science, environmental studies, and information technology, Islamic scholarship can provide comprehensive solutions grounded in ethical and spiritual values. Such integration also strengthens the role of Islamic educational institutions in preparing future generations capable of navigating technological change while maintaining moral responsibility and religious identity (Abdullah, 2020).

Furthermore, the era of Artificial Intelligence requires Islamic educational institutions to reform their educational paradigms. Curriculum development should incorporate digital literacy, critical thinking, technological competence, and ethical awareness alongside traditional Islamic sciences. Teachers and scholars must also adapt to new educational models that utilize technology responsibly without neglecting spiritual formation and moral development. In this context, AI should be viewed not merely as a technological tool but as a phenomenon that requires ethical guidance rooted in Islamic principles (UNESCO, 2021).

This article aims to examine the importance of integrating multidisciplinary approaches within Islamic Studies in the era of Artificial Intelligence. The discussion explores the relationship between Islamic intellectual traditions and technological advancement, the opportunities and challenges created by AI, and the role of Islamic educational institutions in responding to contemporary transformations. The article also emphasizes the importance of maintaining Islamic ethical values and spiritual principles amid rapid technological development. Through multidisciplinary integration, Islamic Studies can continue to contribute constructively to global civilization while preserving its moral and spiritual foundations (Rahman, 2020).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

THEORETICAL FOUNDATION OF MULTIDISCIPLINARY APPROACHES

A multidisciplinary approach refers to the use of multiple scientific disciplines to analyze a particular issue or phenomenon. In education and research, multidisciplinary integration encourages collaboration between scholars from different academic backgrounds. This approach allows complex problems to be understood from various perspectives and produces more comprehensive solutions (Moran, 2020). In Islamic Studies, multidisciplinary approaches combine classical Islamic sciences with modern academic disciplines. Traditional Islamic sciences include tafsir, hadith, fiqh, usul fiqh, aqidah, and tasawuf. Meanwhile, modern disciplines include sociology, anthropology, psychology, economics, political science, computer science, communication studies, and digital humanities (Azra, 2025).

The Qur'an itself encourages critical thinking, reflection, and scientific exploration. Many Qur'anic verses invite humans to observe nature, society, and history as signs of God's power. Therefore, integrating modern sciences into Islamic Studies is consistent with Islamic intellectual traditions (Qur'an 3:190–191; Al-Attas, 1999). Multidisciplinary approaches strengthen Islamic scholarship in several ways. First, they promote contextual understanding of religious texts and social realities. Second, they encourage innovation and adaptability in Islamic education. Third, they support the development of ethical frameworks for addressing modern technological challenges (Nasr, 2024). Furthermore, multidisciplinary integration helps Islamic Studies remain relevant in global academic discourse. Modern universities increasingly emphasize interdisciplinary collaboration, digital literacy, and problem-solving skills. Islamic educational institutions must therefore adapt their curricula to contemporary educational standards without abandoning their religious foundations (Rahman, 2020).

ARTIFICIAL INTELLIGENCE IN MODERN EDUCATION

According to Artificial Intelligence has become one of the main drivers of educational transformation. AI systems can analyze student behavior, personalize learning experiences, and provide real-time feedback. Educational institutions worldwide increasingly use AI technologies to improve learning efficiency and educational accessibility. (Holmes et al., 2019). One of the most significant contributions of AI in education is adaptive learning technology. Adaptive systems can identify students' strengths and weaknesses, then adjust educational content accordingly. This personalized approach increases learning effectiveness and student engagement. (Luckin et al., 2006).

AI also supports online learning systems. Virtual classrooms, intelligent tutoring

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

applications, automated grading systems, and educational chatbots have become common features of modern education. These technologies became especially important during the global COVID-19 pandemic when educational institutions shifted toward digital learning environments. (UNESCO, 2021). In Islamic education, AI technologies are used for Qur'an memorization systems, Arabic language learning, Islamic educational games, and virtual da'wah platforms. Applications powered by speech recognition technology can help students improve Qur'anic recitation and tajwid pronunciation. (Rahman, 2022).

However, AI implementation in education also raises important concerns. Overdependence on technology may reduce human interaction between teachers and students. Educational inequality may increase because not all communities have equal access to digital technology. Therefore, educational institutions must combine technological innovation with human-centered educational values. (Selwyn, 2019).

INTEGRATION OF SOCIAL SCIENCES IN ISLAMIC STUDIES

Social Learning Social sciences provide important tools for understanding contemporary Muslim societies. Sociology, anthropology, psychology, and political science contribute to the contextual analysis of Islamic teachings and social practices *(*Esposito, 2018). Sociology helps scholars understand social change, religious movements, urbanization, globalization, and digital culture among Muslim communities. Modern Muslim societies face challenges related to social inequality, identity politics, migration, and technological transformation. Sociological analysis allows Islamic scholars to examine these issues systematically. *(*Turner, 2011).

Anthropology contributes to the understanding of cultural diversity within the Muslim world. Islamic practices vary across regions due to historical, cultural, and social influences. Anthropological approaches help scholars appreciate local Islamic traditions without ignoring universal Islamic principles (Geertz, 1999). Psychology also plays an important role in Islamic Studies. Mental health, spirituality, emotional intelligence, and personal development are increasingly discussed within Islamic educational contexts. Islamic psychology integrates spiritual values with psychological theories to support holistic human development. (Badri, 2018). Political science is relevant in analyzing democracy, governance, international relations, and Islamic political movements. Contemporary issues such as human rights, religious tolerance, and social justice require interdisciplinary understanding. (Hefner, 2000). The integration of social sciences into Islamic Studies strengthens the relevance of Islamic scholarship in addressing real social problems. This approach promotes contextual interpretation, critical analysis, and constructive

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

dialogue. (AbuSulayman, 2006)

DIGITAL HUMANITIES AND ISLAMIC KNOWLEDGE

Digital humanities combine digital technology with humanities research. In Islamic Studies, digital humanities have transformed the preservation, analysis, and dissemination of Islamic knowledge. Digital libraries and online archives enable scholars to access classical Islamic manuscripts from different parts of the world. This accessibility supports international collaboration and accelerates academic research. AI-powered text analysis tools can identify linguistic patterns, thematic structures, and historical developments within Islamic literature. (Matthew K. Gold and Lauren F. Klein, eds., Debates in the Digital Humanities (Minneapolis: University of Minnesota Press, 2016), 12–18.) Natural language processing technologies also support Qur'anic translation systems and Arabic language analysis. Machine learning algorithms can organize large collections of Islamic texts efficiently and improve information retrieval systems. (Steven Bird, Ewan Klein, and Edward Loper, Natural Language Processing with Python (Sebastopol: O'Reilly Media, 2009), 1–10.)

Social media platforms have significantly transformed religious communication. Islamic scholars, educators, and organizations now use YouTube, Instagram, TikTok, podcasts, and online seminars to spread Islamic knowledge globally. Digital da'wah enables broader public engagement and increases access to religious education. (Heidi A. Campbell, Digital Religion: Understanding Religious Practice in New Media Worlds (London: Routledge, 2013), 45–60.)

Nevertheless, digital transformation also creates challenges. Misinformation, religious extremism, and superficial interpretations spread rapidly through social media. Some online religious content lacks scholarly verification and contextual understanding. Therefore, digital literacy and ethical awareness are essential in contemporary Islamic education. (Heidi A. Campbell and Stephen Garner, Networked Theology: Negotiating Faith in Digital Culture (Grand Rapids: Baker Academic, 2016), 88–102.)

ETHICAL ISSUES OF AI IN ISLAMIC STUDIES

Ethics is one of the most important discussions regarding Artificial Intelligence. AI systems are designed and controlled by humans, meaning that algorithms may contain social, political, or cultural biases (Russell & Norvig, 2021). In Islamic contexts, algorithmic bias may lead to inaccurate religious interpretations or discriminatory outcomes. For example, AI-generated religious responses may ignore cultural diversity or oversimplify complex theological issues (Bunt, 2018). Another ethical concern relates to religious authority. Traditionally, Islamic knowledge is

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

transmitted through qualified scholars with recognized educational backgrounds and chains of learning. AI systems cannot fully replace human scholars because religious interpretation requires contextual understanding, wisdom, and moral responsibility (Al-Attas, 1995). Privacy and data protection are also important concerns. Many Islamic educational applications collect personal data from users. Developers and institutions must ensure responsible data management aligned with Islamic ethical principles such as honesty, justice, and accountability (Floridi, 2013). The use of AI in Islamic education should therefore follow ethical guidelines. Technology must support human development rather than replace human relationships and moral values. Islamic ethics emphasize balance between technological progress and spiritual responsibility (Nasr, 2002).

THE ROLE OF ISLAMIC UNIVERSITIES

Islamic universities play a strategic role in integrating multidisciplinary approaches and technological innovation. Higher education institutions are responsible for preparing future generations capable of responding to global transformation (Al-Attas, 1999). Islamic universities should redesign their curricula to include digital literacy, critical thinking, interdisciplinary research, and technological competence. Students need both religious understanding and modern scientific skills to compete in the global era (Nasr, 2006).

Research collaboration between Islamic scholars and technology experts is also essential. Collaborative research can produce ethical AI systems compatible with Islamic values and social needs (Bunt, 2018). In addition, Islamic universities should develop digital infrastructure such as online libraries, virtual laboratories, and AI-based learning platforms. Lecturers and students require continuous professional development to adapt to technological change (Selwyn, 2016). Universities should also encourage innovation and entrepreneurship. Technology-based Islamic educational products, halal digital industries, and Islamic financial technology offer significant economic opportunities for Muslim societies (Wilson, 2009). By integrating religion, science, and technology, Islamic universities can contribute to global civilization while preserving Islamic identity and ethical values (Sardar, 2011).

Table 1. Data Analysis Table Implications of Integration of Multidisciplinary Approaches in Islamic Studies in the Era of Artificial Intelligence

1. Integration of Islamic Studies and Artificial Intelligence
AI technologies provide new opportunities for accessing, analyzing, and disseminating Islamic knowledge through digital platforms. Implications: Islamic education institutions need to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

strengthen digital literacy and AI competencies among students and educators to ensure the effective and ethical use of technology.
2. Collaboration between Religious and Scientific Disciplines Combining Islamic studies with computer science, social sciences, and data analytics encourages broader perspectives in addressing contemporary issues. Implications : Interdisciplinary collaboration can produce innovative research, improve problem-solving abilities, and increase the relevance of Islamic studies in modern society.
3. Ethical and Critical Understanding of Technology The rapid development of AI raises concerns regarding bias, misinformation, religious authority, and ethical decision-making. Implications : Islamic scholars and educational institutions should develop ethical frameworks based on Islamic values to guide the responsible development and application of AI technologies.

Implications of the Integration of Multidisciplinary Approaches in Islamic Studies in the Era of Artificial Intelligence

1. ***Enhancement of Digital and Technological Competencies***
   The integration of multidisciplinary approaches encourages students and scholars of Islamic Studies to develop digital literacy and technological skills. This competency is essential for navigating AI-driven educational environments and engaging with digital sources of Islamic knowledge.
2. ***Strengthening Interdisciplinary Research and Innovation***
   Collaboration between Islamic Studies and other disciplines such as computer science, sociology, education, and data science promotes innovative research. Such integration enables scholars to address complex contemporary challenges through comprehensive and evidence-based approaches.
3. ***Development of Ethical AI Governance Based on Islamic Values***
   As AI increasingly influences knowledge production and dissemination, Islamic ethical principles can contribute to the development of responsible AI practices. This integration helps ensure that technological advancement aligns with values such as justice, accountability, transparency, and human welfare.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

DISCUSSION

The integration of multidisciplinary approaches in Islamic Studies reflects the historical tradition of Islamic civilization. Classical Muslim scholars such as Ibn Sina, Al-Farabi, Al-Ghazali, and Ibn Khaldun contributed to multiple scientific disciplines simultaneously. Their intellectual legacy demonstrates that Islam supports scientific inquiry and intellectual openness (Nasr, 1996). Artificial Intelligence should not be viewed merely as a technological tool but also as a social and ethical phenomenon. AI influences how people learn, communicate, consume information, and understand religious teachings. Therefore, Islamic Studies must address technological transformation critically and constructively (Bostrom, 2014). Multidisciplinary integration encourages critical thinking and contextual understanding. Students become more capable of analyzing contemporary social problems using both religious principles and scientific methods. This educational approach also strengthens creativity, collaboration, and innovation (Jacobs, 1989). However, technological advancement should not weaken spiritual values and human relationships. Islamic education emphasizes moral development, compassion, responsibility, and social justice. These values remain essential in the digital era (Al-Attas, 1991). The future of Islamic Studies depends on the ability of educational institutions to adapt to global transformation while preserving Islamic ethical foundations. Balanced integration between religion and technology can create educational systems that are innovative, inclusive, and humane (Hefner, 2009).

CONCLUSION

The era of Artificial Intelligence requires Islamic Studies to adopt multidisciplinary approaches integrating theology, social sciences, humanities, and technology. This integration strengthens the relevance of Islamic scholarship in responding to contemporary social and technological challenges. Artificial Intelligence offers significant opportunities for Islamic education, including personalized learning systems, digital research tools, online communication platforms, and global educational access.

However, ethical supervision remains essential to ensure that technological advancement aligns with Islamic values and human dignity. Islamic educational institutions should promote interdisciplinary collaboration, digital literacy, critical thinking, and ethical awareness. Universities, scholars, and policymakers must work together to develop educational systems capable of balancing modernization with spiritual integrity. Ultimately, the integration of multidisciplinary approaches in Islamic Studies can contribute positively to global civilization and support the development of ethical and humane technology in the future.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

FUTURE DIRECTIONS

The future direction of the integration of multidisciplinary approaches in Islamic Studies in the era of Artificial Intelligence requires a balanced combination of religious values, scientific innovation, and ethical responsibility. Islamic Studies should continue to expand beyond traditional textual analysis by incorporating data science, digital humanities, sociology, psychology, and information technology. Future academic development should focus on creating AI systems that are culturally sensitive, ethically responsible, and aligned with Islamic principles such as justice, honesty, compassion, and public benefit (*maslahah*). Islamic educational institutions are expected to establish interdisciplinary research centers where scholars of religion collaborate with experts in technology, social sciences, and humanities to address contemporary global challenges. Such collaboration can contribute to the development of AI applications for Islamic education, digital fatwa systems, Qur'anic analysis, and preservation of Islamic intellectual heritage.

In addition, the future of Islamic Studies depends on strengthening digital literacy and critical thinking among students, scholars, and Muslim communities. The rapid growth of AI-generated information requires Islamic scholars to develop the ability to evaluate digital content critically and responsibly. Future research should also explore ethical governance of AI from Islamic perspectives, including issues of algorithmic bias, data privacy, religious authority, and social justice. International collaboration between Islamic universities, research institutions, and technology industries will become increasingly important in shaping inclusive and ethical technological development. By integrating multidisciplinary knowledge with Islamic ethical foundations, Islamic Studies can remain relevant, adaptive, and capable of contributing positively to the advancement of global civilization in the digital age.

REFERENCES

Abdullah, M. A. (2020). *Multidisciplinary, interdisciplinary, and transdisciplinary approaches in Islamic studies*. Yogyakarta: UIN Sunan Kalijaga Press.

AbuSulayman, A. A. (2006). *Crisis in the Muslim mind*. Herndon, VA: International Institute of Islamic Thought.

Al-Attas, S. M. N. (1991). *The concept of education in Islam*. Kuala Lumpur: International Institute of Islamic Thought and Civilization.

Al-Attas, S. M. N. (1995). *Prolegomena to the metaphysics of Islam*. Kuala Lumpur: International Institute of Islamic Thought and Civilization.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Al-Attas, S. M. N. (1999). *The educational philosophy and practice of Syed Muhammad Naquib Al-Attas*. Kuala Lumpur: ISTAC.

Azra, A. (2025). *Islamic studies and contemporary challenges*. Jakarta: Kencana.

Badri, M. (2018). *Contemplation: An Islamic psychospiritual study*. Herndon, VA: International Institute of Islamic Thought.

Bird, S., Klein, E., & Loper, E. (2009). *Natural language processing with Python*. Sebastopol, CA: O'Reilly Media.

Bostrom, N. (2014). *Superintelligence: Paths, dangers, strategies*. Oxford: Oxford University Press.

Bunt, G. R. (2018). *Hashtag Islam: How cyber-Islamic environments are transforming religious authority*. Chapel Hill: University of North Carolina Press.

Campbell, H. A. (2013). *Digital religion: Understanding religious practice in new media worlds*. London: Routledge.

Campbell, H. A., & Garner, S. (2016). *Networked theology: Negotiating faith in digital culture*. Grand Rapids, MI: Baker Academic.

Esposito, J. L. (2018). *Islam and politics* (6th ed.). Syracuse, NY: Syracuse University Press.

Floridi, L. (2013). *The ethics of information*. Oxford: Oxford University Press.

Floridi, L., & Cowls, J. (2020). A unified framework of five principles for AI in society. *Harvard Data Science Review, 1*(1).

Geertz, C. (1999). *The interpretation of cultures*. New York: Basic Books.

Gold, M. K., & Klein, L. F. (Eds.). (2016). *Debates in the digital humanities*. Minneapolis: University of Minnesota Press.

Hefner, R. W. (2000). *Civil Islam: Muslims and democratization in Indonesia*. Princeton, NJ: Princeton University Press.

Hefner, R. W. (2009). *Making modern Muslims: The politics of Islamic education in Southeast Asia*. Honolulu: University of Hawai'i Press.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Boston, MA: Center for Curriculum Redesign.

Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: ASCD.

Kartanegara, M. (2015). *Integrasi ilmu: Sebuah rekonstruksi holistik*. Bandung: Mizan.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2006). *Intelligence unleashed: An argument for AI in education*. London: Pearson.

Moran, J. (2020). *Interdisciplinarity* (4th ed.). London: Routledge.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Nasr, S. H. (1996). *Religion and the order of nature*. New York: Oxford University Press.

Nasr, S. H. (2002). *The heart of Islam: Enduring values for humanity*. New York: HarperCollins.

Nasr, S. H. (2006). *Islamic philosophy from its origin to the present*. Albany, NY: State University of New York Press.

Nasr, S. H. (2024). *Islamic intellectual tradition and contemporary challenges*. New York: Oxford University Press.

Rahman, F. (2020). *Islam and modernity: Transformation of an intellectual tradition*. Chicago: University of Chicago Press.

Rahman, M. (2022). Artificial intelligence and Islamic education: Opportunities and challenges. *Journal of Islamic Education Studies, 7*(2), 45–60.

Russell, S., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Hoboken, NJ: Pearson.

Sardar, Z. (2011). *Reading the Qur'an: The contemporary relevance of the sacred text of Islam*. Oxford: Oxford University Press.

Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). London: Bloomsbury Academic.

Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Cambridge: Polity Press.

Turner, B. S. (2011). *Religion and modern society: Citizenship, secularisation and the state*. Cambridge: Cambridge University Press.

UNESCO. (2021). *AI and education: Guidance for policy-makers*. Paris: UNESCO.

Wilson, J. A. J. (2009). *Islamic marketing: Understanding the dynamics of Muslim consumers*. London: Routledge.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License