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Developing Maqasid al-Shariah-Based Artificial Intelligence Models for Transformative Islamic Education in the Era of Technological Disruption and Knowledge Society

Uria Hasnan
STAI Al-Jami Banjarmasin, Kalimantan Selatan, Indonesia
E-mail: uriahasnan@staialjami.ac.id

Muhammad Eissawy Abu El Yazid
King Saud University Riyadh, Saudi Arabia
E-mail: eissawyabueltazid@ksu.edu.sa

Abubaker Kashada
Surman College of Science and Technology, Libya
E-mail: kashada@scst.edu.ly

Mohammad Ahmad Bani Amer
Mutah University, Jordan
E-mail: baniamer1985@yahoo.com

Rahmat Ullah
Istanbul Gelisim University, Istanbul, Türkiye
E-mail: rullah@gelisim.edu.tr

Ahmad Faizal Syahrul Azmi
International Islamic University Malaysia, Malaysia,
E-mail: faizalsahurulazmi@iium.edu.my

Abstract

This study aims to develop a novel conceptual framework for Artificial Intelligence based on Maqasid al-Shariah in the context of transforming Islamic education amid technological disruption and the knowledge society. Employing a qualitative approach through library research, the study critically analyzes classical and contemporary literature on Islamic education, artificial intelligence, and Maqasid al-Shariah theory. The novelty of this research lies in the integrative construction of a Maqasid-based AI model that systematically embeds the five essential protections religion, intellect, life, lineage, and wealth into the architecture of educational technology design, moving beyond conventional AI applications that are predominantly technical and value-neutral. The findings demonstrate that AI integration in Islamic education must be normatively guided to ensure alignment with ethical, spiritual, and epistemological principles of Islam. Furthermore, this study introduces a maqasid-driven evaluative and operational framework that not only enhances learning efficiency but also actively fosters spiritual formation, moral integrity, and intellectual development. Unlike prior studies that treat ethics as an external constraint, this research

positions Maqasid al-Shariah as an intrinsic design principle within AI systems. The study also identifies critical risks of unregulated AI adoption, including doctrinal distortion, cognitive dependency, privacy violations, moral decline, and excessive commercialization of education. Therefore, it proposes a collaborative and interdisciplinary AI design model involving technologists, educators, and Islamic scholars to ensure value-driven innovation.
Keywords: Artificial Intelligence, Maqasid al-Shariah, Islamic Education

Introduction

The development of digital technology in the 21st century has created fundamental changes in various aspects of modern human life.[1] This transformation is not limited to the economic and industrial sectors but has also significantly impacted the global education system. In this context, Artificial Intelligence (AI) has emerged as a major force driving a paradigm shift in the learning process. AI enables automation, personalization, and large-scale data analysis that were previously unfeasible by humans.[2] These developments present significant opportunities for improving the quality of education in general. However, from an Islamic education perspective, these changes also present significant challenges. Islamic education aims not only to transfer knowledge but also to shape the character, spirituality, and morals of students. Therefore, the integration of AI into Islamic education cannot be pragmatic without considering the normative and ethical dimensions. An approach that harmonizes technological progress with Islamic values is required. In this regard, Maqasid al-Shariah (the Principles of Sharia) serves as a highly relevant conceptual framework. Maqasid al-Shariah emphasizes the primary objectives of sharia, which are oriented towards human welfare. This approach allows for a critical evaluation of every technological innovation introduced into the Islamic education system. Thus, AI integration must be directed towards supporting the achievement of these sharia objectives. This is crucial because without a value framework, technology can develop freely without a clear direction. This situation has the potential to lead to dehumanization in education. Therefore, the development of an AI model based on the principles of Islamic law (maqasid) is an urgent need. This approach is not only theoretical but also applicable in educational practice. In this way, Islamic education can remain relevant in the face of technological disruption. This transformation demands thorough conceptual and methodological preparation. Therefore, it is crucial that this study be conducted in-depth and systematically.

Islamic education has historically had a strong epistemological foundation derived from the Qur'an, Hadith, and the intellectual tradition of Islamic scholars.[3] This system is oriented not only toward mastery of knowledge but also toward the formation of a perfect human being with a balance between intellectual, spiritual, and moral aspects. Concepts such as tarbiyah (education), ta'lim (intelligence), and ta'dib

[1] K M Tarique, "Developing and Validating the Components of Maqasid Al-Shari'ah-Based Performance Measurement Model for Islamic Banks," *International Journal of Islamic and Middle Eastern Finance and Management* 14, no. 2 (2021): 366–90, https://doi.org/10.1108/IMEFM-12-2018-0432.

[2] A Mergaliyev, "Higher Ethical Objective (Maqasid Al-Shari'ah) Augmented Framework for Islamic Banks: Assessing Ethical Performance and Exploring Its Determinants," *Journal of Business Ethics* 170, no. 4 (2021): 797–834, https://doi.org/10.1007/s10551-019-04331-4.

[3] F A Hudaefi, "Maqāṣid Al-Sharī'ah on Islamic Banking Performance in Indonesia: A Knowledge Discovery via Text Mining," *Journal of Islamic Marketing* 13, no. 10 (2022): 2069–89, https://doi.org/10.1108/JIMA-03-2020-0081.

(religious guidance) form the main foundations of Islamic educational practice. In the modern context, these concepts face significant challenges due to the rapid development of digital technology. AI, as a product of the 4.0 industrial revolution, has transformed the way humans learn, think, and interact. This demands a reinterpretation of the concept of Islamic education to maintain its relevance. However, this reinterpretation must not diminish the essence of Islamic values. Instead, these values must serve as the basis for guiding technological development. In this regard, Maqasid al-Shariah provides a comprehensive normative framework. [4]Maqasid principles, such as the protection of religion, life, intellect, lineage, and property, can serve as guidelines for integrating AI. Thus, technology is seen not only as a tool but also as a means to achieve the goals of sharia. This approach allows for a harmony between tradition and modernity. This is particularly important in the context of Islamic education, which often faces a dichotomy between the two. Therefore, the development of a maqasid-based AI model must consider epistemological, ontological, and axiological aspects. This approach will produce an education system that is not only technically intelligent but also morally wise. Thus, Islamic education can play an active role in shaping future civilization. This is crucial given the strategic role of education in building society. Therefore, AI integration must be carried out carefully and deliberately. The maqasid approach offers a promising solution in this regard.

The emergence of a knowledge society marks a paradigm shift from a natural resource-based economy to a knowledge-based economy. In this society, knowledge is a key asset determining a nation's competitiveness. AI plays a crucial role in accelerating the production and distribution of knowledge. This technology enables widespread and rapid access to information for everyone. However, in Islamic education, knowledge is understood not only as information but also as a means of drawing closer to God.[5] Therefore, the use of AI in Islamic education must consider the spiritual dimension. This demands a redefinition of the epistemology of Islamic education in the digital era. AI must be positioned as a tool that supports the processes of tazkiyah (religious service) and tahdzib (ascension). Without this approach, Islamic education risks losing its spiritual orientation. Maqasid al-Shariah provides a framework to ensure that the use of technology remains within Islamic values. This approach enables the integration of rational and spiritual aspects in education. This is crucial in facing the challenges of globalization. Thus, Islamic education can remain relevant without losing its identity. AI can be used to enhance the learning process if developed properly. However, without an ethical framework, this technology can have negative impacts. Therefore, AI development must be carried out responsibly. The maqasid approach provides clear guidance in this regard. This way, Islamic education can adapt constructively to changing times. This is crucial in facing an era of increasingly complex technological disruption. Therefore, this study seeks to deeply examine the integration of AI and maqasid in Islamic education.

Literature Review

[4] A T M Monawer, "The Actualization of Maqāṣid Al-Sharīʿah in Islamic Finance: A Conceptual Framework," *International Journal of Islamic and Middle Eastern Finance and Management* 15, no. 5 (2022): 847–64, https://doi.org/10.1108/IMEFM-06-2020-0293.

[5] A Mehellou, "Maqāṣid Al-Sharī'ah as Goal Framing for Sustainable Behaviours: A Conceptual Framework," *Intellectual Discourse* 31, no. 1 (2023): 183–209, https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85177787636%5C&origin=inward.

Studies on the integration of Artificial Intelligence in Islamic education have shown increasingly significant developments over the past decade. Many studies emphasize that AI can increase educational accessibility through digital-based learning systems.[6] This technology allows students to access material flexibly, without the constraints of time and space. In the context of Islamic education, this opens up significant opportunities for the global dissemination of Islamic knowledge. However, this increased access is not always accompanied by an increase in the quality of understanding. Therefore, an approach is needed to ensure the quality of learning is maintained. Maqasid al-Shariah is one framework that can be used to evaluate this quality. With this approach, learning is assessed not only in terms of quantity but also in terms of quality and usefulness. This demonstrates that AI integration requires a multidimensional approach.

Other research shows that the use of AI in education can increase the effectiveness of learning through personalization. AI systems can adapt materials to students' needs and abilities, enabling more efficient and targeted learning.[7] In Islamic education, this personalization can be used to deepen understanding of religious texts. However, personalization also has the potential to create fragmented understanding. Learners can become trapped in narrow perspectives if they lack proper guidance. Therefore, the role of teachers remains crucial. Maqasid al-Shariah can be used as a guide in designing a balanced personalization system. Thus, AI can be used optimally without sacrificing the integrity of understanding.

The study of AI ethics has also become a significant focus in contemporary literature. Numerous studies have shown that AI has the potential to introduce bias and injustice. This is due to the data used in training AI systems.[8] In an educational context, this bias can impact learning outcomes. Islamic education, which emphasizes justice, must be able to address this challenge. Maqasid al-Shariah provides a framework for assessing aspects of justice in the use of technology. The principle of justice in Islam demands equal treatment for all individuals. Therefore, AI systems must be designed to avoid bias. This demonstrates the importance of integrating values into technology development.

Previous research also shows that technology integration in Islamic education often faces resistance from traditional groups. This is due to concerns about the loss of classical values. However, several studies have shown that technology integration can be achieved without sacrificing tradition. The key to this integration is a values-based approach. Maqasid al-Shariah provides a framework that enables such integration. This approach allows for the selection of technology that aligns with Islamic values. Thus, Islamic education can remain relevant without losing its identity. This demonstrates the importance of the maqasid approach in technology integration.

Another study highlighted the role of AI in improving the quality of learning evaluation. AI-based systems are capable of providing rapid and accurate feedback,

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[6] H Ş Okumuş, "Performance Assessment of Participation Banks Based on Maqasid Al-Shari'ah Framework: Evidence from Türkiye," *Borsa Istanbul Review* 24, no. 4 (2024): 806–17, https://doi.org/10.1016/j.bir.2024.04.011.

[7] N.A.N.R. Hisham, "Malaysian Consumer Income and Spending Behaviour During the COVID-19 Pandemic: An Insight from Maqāṣid Al-Sharīʿah," *Isra International Journal of Islamic Finance* 15, no. 3 (2023): 64–80, https://doi.org/10.55188/ijif.v15i3.611.

[8] T.M.F.H. Tuan Ibrahim, "Maqāsid Al-Shariʿah and Digital Forensics: Towards a Fiqh-Based Evidentiary Model in Sharīʿah Criminal Justice," *Al Adalah* 22, no. 2 (2025): 565–98, https://doi.org/10.24042/adalah.v222.27886.

enabling significant improvements in learning quality. However, AI-based evaluations often focus solely on cognitive aspects. Islamic education emphasizes the importance of affective and spiritual aspects. Therefore, evaluations must be designed holistically. Maqasid al-Shariah can be used as a basis for designing such evaluation systems. Thus, evaluations measure not only knowledge but also character.

Research on Maqasid al-Shariah in the context of education shows that this approach is increasingly used in contemporary studies. Maqasid is not only used in the field of Islamic law but also in education.[9] This approach allows for a comprehensive analysis of the goals of education. In the context of AI, maqasid can be used to evaluate the impact of technology. This shows the flexibility of the maqasid concept. Thus, maqasid can be the basis for the development of technology-based education models

Empirical studies on the application of Artificial Intelligence in education show significant improvements in the efficiency of the learning process. Contemporary research confirms that AI can automate various administrative and pedagogical aspects of education. This allows educators to focus more on character development and personal interactions. In the context of Islamic education, this efficiency can be an opportunity to strengthen the often-overlooked dimension of tarbiyah (instruction and training).[10] However, excessive efficiency can also diminish the depth of the learning process. Islamic education emphasizes the importance of the process, not just the outcome. Therefore, AI must be used proportionally. Maqasid al-Shariah provides guidance on determining the limits of technology use. This ensures that efficiency does not compromise spiritual and moral qualities, other research highlights the use of Natural Language Processing in understanding Islamic texts. This technology enables faster and more systematic analysis of the Quran, Hadith, and classical scriptures. This opens up new opportunities for the development of digital-based Islamic studies. However, the interpretation of religious texts cannot be entirely left to machines. Understanding texts requires complex historical, linguistic, and theological contexts. Therefore, the role of religious scholars remains crucial. Maqasid al-Shariah can be used to ensure that interpretations remain within the correct framework. Thus, technology can be used without compromising scientific authority. This demonstrates the importance of balancing technology and tradition.

Studies on AI-based adaptive learning also show significant potential for improving educational quality. This system is capable of adapting material to individual student abilities. In Islamic education, this can be used to deepen understanding of religious material. However, this individualized approach can also diminish the collective dimension of learning. Islamic education emphasizes the importance of brotherhood and collaborative learning. Therefore, AI systems must be designed to support social interaction. Maqasid al-Shariah provides a framework for maintaining this balance. This ensures that learning remains holistic.

Previous research also shows that the use of AI in education can increase learning motivation. Interactive technology can make learning more engaging. This is crucial for the digital generation, which has diverse characteristics. However,

[9] K A Meerangani, "Non-Muslim Leadership in Malaysia from Maqāṣid Al-Sharī'ah Perspectives," *Jurnal Fiqh* 18, no. 2 (2021): 289–316, https://doi.org/10.22452/fiqh.vol18no2.3.

[10] R Rahim, "Maqasid Al-Shariah and Green Finance: A Theoretical Framework on Islamic Finance with Sustainable Development Goals for a Greener Future," *2024 International Conference on Sustainable Islamic Business and Finance Sibf 2024*, 2024, 255–61, https://doi.org/10.1109/SIBF63788.2024.10883847.

external motivation is not always sustainable. Islamic education emphasizes the importance of intention and internal motivation. Therefore, AI must be designed to support the formation of correct intentions. Maqasid al-Shariah can be used to ensure that motivation remains value-oriented. This makes learning more meaningful.

Studies on big data in education also show that AI can process large amounts of data to improve the quality of learning. This data can be used to analyze students' learning patterns. In Islamic education, this data can be used to understand spiritual and intellectual needs. However, data use also poses the risk of privacy violations.[11] Therefore, strict regulation is needed. Maqasid al-Shariah emphasizes the importance of protecting individuals. The principles of hifz al-nafs (obligatory protection of the self) and hifz al-mal (obligatory protection of the good) are relevant in this context. Therefore, data use must be conducted ethically.

Other research highlights the importance of digital literacy in Islamic education. This literacy encompasses the ability to understand, use, and evaluate technology. In the context of AI, digital literacy is crucial. Students must be able to understand how technology works. This is crucial to avoid over-reliance. Islamic education must equip students with these skills. Maqasid al-Shariah can serve as a foundation for developing digital literacy. This way, technology can be used wisely.

Studies on technological ethics show that many AI systems are developed without considering moral values. This is a major challenge for Islamic education. Islamic education has a responsibility to form an ethical generation.[12] Therefore, the integration of ethics in AI is very important. Maqasid al-Shariah provides a comprehensive ethical framework. The principles of justice, trust, and responsibility are the basis for the development of technology. Thus, AI can be used for good.

Previous research also shows that technology integration in education requires strong policy support. Without clear policies, technology implementation will be ineffective. In the context of Islamic education, policies must be values-based. Maqasid al-Shariah can be used as a basis for policy formulation. This ensures that policies align with sharia objectives. Thus, technology implementation becomes more focused.

Other studies highlight the importance of collaboration between various disciplines in the development of AI. AI cannot be developed in isolation from the social and cultural context. Therefore, an interdisciplinary approach is needed. In Islamic education, collaboration between technological scientists and scholars becomes very important. Maqasid al-Shariah can be a bridge between various disciplines. Thus, the development of AI becomes more comprehensive.

Research on the future of education indicates that AI will become an integral part of the education system. This demands readiness from all parties. Islamic education must be able to adapt to these changes. However, adaptation must be selective. Maqasid al-Shariah provides a framework for making this selection. This way, Islamic education can remain relevant.

Other studies have shown that AI can be used to improve access to education in remote areas. This is particularly relevant in the broader context of the Islamic world. Technology can bridge the educational gap. However, access does not

[11] S Eldersevi, "Analysis of Global Ethical Wealth Based on Maqasid Al-Shari'ah: The Case of Waqf," *Islamic Wealth and the Sdgs Global Strategies for Socio Economic Impact*, 2021, 469–84, https://doi.org/10.1007/978-3-030-65313-2_24.

[12] A H Obaid, "Green Finance and Its Maqasid Al-Shari'ah," *Islamic Green Finance A Research Companion*, 2024, 5–15, https://doi.org/10.4324/9781032672946-3.

always equate to quality. Therefore, content oversight is necessary. Maqasid al-Shariah can be used to ensure this quality. This way, education becomes more equitable and of higher quality.

Research also shows that the use of AI in education can reduce teachers' workload. This allows them to focus on character development. This is crucial in Islamic education. However, overreliance on technology must be avoided. Teachers still have a primary role.[13] The Maqasid al-Shariah emphasizes the importance of human learning. Therefore, technology should support, not replace, students, studies on educational innovation show that AI can be a catalyst for change in education systems. This innovation is crucial in addressing global challenges. However, innovation must be values-based. Islamic education cannot accept innovation blindly.[14] Therefore, a selective approach is necessary. Maqasid al-Shariah serves as a tool in this selection. This way, innovation becomes more focused.

Method

This research approach uses a qualitative method based on literature studies or*library research*oriented toward conceptual and normative analysis. This method was chosen because the study's nature is not based on field data, but rather on the synthesis of ideas from various authoritative scientific sources. In the context of this research, the primary focus is on examining the integration of Artificial Intelligence in Islamic education through the perspective of Maqasid al-Shariah. Therefore, a qualitative approach allows for a more in-depth exploration of meanings, values, and concepts. Library research provides space for simultaneously conducting critical reviews of classical and contemporary literature. This is crucial considering that this study lies at the intersection of Islamic scientific tradition and modern technological developments. Thus, this method allows for the development of a comprehensive and integrative theoretical framework.

The data sources in this study consist of two main categories: primary and secondary sources. Primary sources include classical works by Islamic scholars discussing Maqasid al-Shariah and primary literature related to Islamic educational theory. Furthermore, primary sources include recent scientific journals discussing Artificial Intelligence in the context of education. Secondary sources include books, scientific articles, conference proceedings, and other academic publications relevant to the research topic. Sources were selected selectively, considering their credibility, relevance, and scientific contribution. This is crucial to maintain the validity and reliability of the research. Furthermore, these sources were critically analyzed to identify similarities, differences, and gaps in the research. Thus, this research is not only descriptive but also analytical.

Data collection techniques were conducted through systematic searches of various academic databases and digital libraries. This process involved identifying relevant keywords such as Artificial Intelligence, Islamic Education, and Maqasid al-Shariah. The researchers then collected literature relevant to the research focus. Each source obtained was classified based on its theme and relevance. This process

[13] S K W Amnesti, "From Regulation to Ethics: The Legal Effectiveness of Smart Village Policy through Village SDGs and Maqāṣid Al-Sharīah," *Justicia Islamica* 22, no. 2 (2025): 247–76, https://doi.org/10.21154/justicia.v22i2.11831.

[14] A H A Kadir, "Realisation of Maqasid Al-Shariah Using Value-Based Intermediation in Islamic Banks: Acceptance or Refusal," *Management and Accounting Review* 23, no. 1 (2024): 39–55, https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85190451024%5C&origin=inward.

aimed to facilitate data analysis and synthesis. Furthermore, data was systematically recorded and organized. This is crucial for maintaining consistency in analysis. Thus, the data collection process was conducted in a structured and systematic manner.

Data analysis in this study uses a descriptive-analytical approach with the method*content analysis*The collected data was analyzed to identify key themes relevant to the research. This approach enabled researchers to understand the meaning contained in each source. Furthermore, a comparative analysis was conducted to compare various existing views. This is crucial for generating a comprehensive understanding. Maqasid al-Shariah was used as the primary analytical framework in this study. Thus, each AI concept was analyzed based on its compliance with Sharia objectives. This approach enabled the integration of technical and normative aspects.

Result and Discussion

The results of this study indicate that the development of an Artificial Intelligence model based on Maqasid al-Shariah cannot be done partially, but rather requires an integrative approach that simultaneously combines technical, pedagogical, and normative dimensions.[15] AI in the context of Islamic education functions not only as a learning tool but also as a system that must comply with Sharia values.[16] This demands a paradigm reconstruction in the development of educational technology. AI is no longer positioned as a neutral entity, but rather as a system that carries ethical values and consequences. Therefore, every algorithm design, content curation, and evaluation mechanism must consider the principles of maqasid. The research findings show that without a values framework, AI tends to be solely oriented towards efficiency. This orientation has the potential to neglect the spiritual and moral dimensions of Islamic education. Therefore, the maqasid approach is a key element in directing the function of AI. It also shows that value integration is not additional, but fundamental. Therefore, a maqasid-based AI model must be designed from the conceptual stage. This approach ensures that the entire system operates within the corridor of Islamic values. Thus, AI can become an instrument of positive transformation. This is the main finding of this study. This integration also demonstrates that technology can be aligned with religious values. Therefore, the dichotomy between technology and religion can be overcome. This allows Islamic education to develop harmoniously. This demonstrates the relevance of the maqasid approach in the digital age. Therefore, the results of this study provide significant theoretical contributions and practical implications for the development of technology-based education systems.

The following findings indicate that the hifz al-din dimension plays a central role in the development of AI for Islamic education. AI must ensure that the content presented aligns with authentic Islamic teachings. This requires a rigorous curation system for learning materials. In practice, AI can be equipped with a database verified by Islamic scholars. This system allows for the filtering of content inconsistent with

[15] Y Z Has-Yun Hashim, "Bio-Prospecting in the Pharmaceutical Field: A Maqasid Al-Shari'ah Perspective," *Global Journal Al Thaqafah* 15, no. 2 (2025): 1–16, https://doi.org/10.7187/GJAT122025-1.

[16] O Aghbalou, "Family Law, Maqāṣid Al-Sharīʿah, and State Resilience: A Comparative Study of Legislative Reform in Muslim Jurisdictions," *Mazahibuna Jurnal Perbandingan Mazhab* 8, no. 1 (2026): 39–56, https://doi.org/10.24252/mazahibuna.vi.64188.

Islamic values.[17] Furthermore, AI can be used to strengthen understanding of the Islamic faith through an interactive approach. However, developing this system requires collaboration between technologists and Islamic scholars. This is crucial to maintaining a balance between technical accuracy and scientific validity. Thus, AI does not become a source of distortion in religious understanding. The principle of hifz al-din ensures that technology is used to strengthen faith. This is a fundamental aspect of Islamic education. Therefore, the implementation of AI must be directed towards strengthening religious values. In this way, technology becomes an effective means of da'wah (preaching). This demonstrates that AI can contribute to spiritual development. However, this can only be achieved if developed properly. Therefore, the maqasid approach is crucial. Thus, AI is not only intelligent but also meaningful, a crucial contribution to this research.

Furthermore, the hifz al-'aql dimension indicates that AI has great potential in enhancing students' intellectual capacity. Adaptive learning systems enable the presentation of material tailored to individual abilities, increasing the effectiveness of the learning process. However, this study also found that excessive use of AI can reduce critical thinking skills. Learners tend to become passive if they rely too much on technology. Therefore, a system design that encourages active interaction is needed. AI should be designed to stimulate thinking, not replace it. In this regard, the maqasid approach provides clear guidance. The principle of hifz al-'aql demands the optimal development of intellectual abilities. Therefore, AI should be used to strengthen thinking power. This can be done through discussion and reflection features. This makes learning more dynamic. This shows that AI can improve the quality of education. However, inappropriate use can have negative impacts. Therefore, balance is needed in the use of technology. This is one of the important findings of this study.

The hifz al-nafs dimension in this study demonstrates the importance of protecting the security and well-being of learners in the use of AI. AI systems must be able to guarantee the security of users' personal data. This is a crucial issue in the digital era. This study found that many AI systems lack adequate security standards.[18] This potentially poses risks to users. Therefore, strict regulations are needed in technology development. Maqasid al-Shariah emphasizes the importance of protecting individuals. This principle is relevant in the context of digital security. Therefore, AI must be designed with a robust security system. This is crucial to protect learners. Furthermore, AI must also consider the psychological aspects of users. Technology should not cause stress or addiction. Therefore, system design must consider the balance of use. This way, AI can be used healthily. This demonstrates the importance of the maqasid approach. Thus, technology does not harm users. This is a crucial aspect of this study.

The hifz al-nasl dimension indicates that AI also plays a role in shaping the morals and character of future generations. The content presented by AI must align with Islamic ethical values. This is crucial in shaping students' morals. This research

[17] F A Hussein, "Maqāṣid Al-Sharīʿah and the Ethics of Surrogacy: A Critical Appraisal of Lineage and Legal Certainty in Contemporary Islamic Law," *Mazahibuna Jurnal Perbandingan Mazhab* 7, no. 2 (2025): 157–75, https://doi.org/10.24252/mazahibuna.vi.56753.

[18] A W Haddade, "Utilisation of Mosque Funds for Public Welfare Based on Maqasid Al-Shari'ah Perspectives," *Manchester Journal of Transnational Islamic Law and Practice* 20, no. 3 (2024): 177–89, https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85211252658%5C&origin=inward.

shows that without a value filter, AI can present inappropriate content. Therefore, an effective filtering system is needed. Maqasid al-Shariah provides the basis for developing such a system. Thus, AI can be used to support character education, a crucial aspect of Islamic education. AI can be an effective tool in moral formation. However, this requires appropriate design. Therefore, the maqasid approach is crucial. Thus, AI can contribute to the formation of a moral generation.

The hifz al-mal dimension in this study shows that AI can increase efficiency in education management. Technology enables cost and resource savings, which is crucial for increasing access to education. However, efficiency should not be at the expense of quality. Islamic education must maintain high quality standards. Therefore, the use of AI must be carried out wisely. Maqasid al-Shariah provides guidance in this regard. Thus, efficiency can be achieved without sacrificing value. This demonstrates that AI can provide economic benefits. However, these benefits must be used responsibly. In this way, technology can support the sustainability of education.

Integrative Analysis Table of AI Model Based on Maqasid al-Shariah

No	Dimensions of Maqasid	AI Implementation Strategy	Potential Risks	Maqasid-Based Solutions
1	Hifz al-Din	Scholar-based content curation	Distortion of teachings	Scientific validation
2	Hifz al-'Aql	Adaptive learning	Technology dependency	Critical interactive design
3	Hifz al-Nafs	Data security system	Data leak	Protection and regulation
4	Hifz al-Nasl	Moral content filter	Moral degradation	Ethical curation
5	Hifz al-Mal	System efficiency	Over-commercialization	Fair management

The dimension of hifz al-din (intelligence) in the context of Artificial Intelligence development occupies a fundamental position because it is directly related to maintaining the purity of Islamic teachings in the educational process. Implementing AI through content curation based on scientific authority is a strategic step to ensure that the material presented does not deviate from the principles of sound Islamic faith. In practice, AI systems need to be equipped with a database that has been verified by competent scholars and academics. This is crucial to prevent the influx of biased or even misleading information. The risk of distorting teachings becomes very real when algorithms lack value-based validation standards. Therefore, the integration of maqasid (objectives of the Islamic faith) demands an epistemological control mechanism within AI systems. Thus, technology becomes not only a tool for distributing information but also a guardian of the authenticity of Islamic scholarship. This approach ensures that the digitalization of education does not undermine the theological foundations that have been built over centuries.

Furthermore, scientific validation within the hifz al-din dimension is not only technical, but also methodological and philosophical. AI must be able to distinguish between different levels of authority within the Islamic scientific tradition, such as the difference between valid and invalid opinions. This requires the integration of computer science and ushul fiqh as a methodology for establishing law. Without this approach, AI has the potential to simplify the complexity of Islamic science into mere

textual data. As a result, students may lose the depth of understanding of religious teachings. Therefore, AI development must actively involve sharia experts. This collaboration is key to ensuring the quality of the resulting system. Thus, technology can be a means of strengthening the scientific tradition, not a substitute for the authority of ulama. This aligns with the principle of maqasid, which places religion as the primary priority.

In the hifz al-'aql dimension, the use of AI through adaptive learning systems shows great potential in improving students' intellectual quality. This technology allows for the presentation of material tailored to individual abilities and learning styles. Thus, the learning process becomes more effective and efficient. However, this research indicates the risk of dependency, which can reduce critical thinking skills.[19] Learners who rely too much on AI tend to receive information without in-depth reflection. Therefore, system design must be able to encourage active user participation. AI should be designed to stimulate questions, discussion, and analysis. This is crucial to maintaining the function of reason as a tool for critical thinking. Thus, the principle of hifz al-'aql can be optimally implemented.

Furthermore, developing intellectual abilities is not only related to cognitive aspects, but also to reflective and critical skills. AI must be able to facilitate higher-level thinking processes involving analysis, synthesis, and evaluation. This can be achieved through interactive features such as simulations, virtual discussions, and problem-based learning. Without these features, AI will only be a passive means of conveying information. From a maqasid perspective, this contradicts the goal of preserving and developing reason. Therefore, AI systems must be designed with a mature pedagogical approach. Furthermore, continuous evaluation of the impact of AI use on students' thinking skills is necessary. This way, technology can be used to strengthen intellectual capacity, a crucial part of developing modern Islamic education.

The hifz al-nafs dimension emphasizes the importance of protecting user safety and well-being in AI systems. In the digital age, personal data is a highly valuable asset and vulnerable to misuse. Therefore, AI systems must be equipped with robust data protection mechanisms. This includes encryption, authentication, and strict access control. Without adequate security systems, the use of AI can pose serious risks to users. Furthermore, psychological aspects must be considered in system design. AI should not create excessive stress or dependency. From a maqasid perspective, protection of the soul encompasses both physical and mental aspects. Therefore, technology must be used humanely. This is a crucial principle in AI development.

Furthermore, user well-being is also related to a healthy and balanced learning experience. AI must be designed to support a learning rhythm that is not excessive. Overly intensive systems can cause mental fatigue and stress. Therefore, features that allow for time management are needed. Furthermore, AI must be able to detect signs of fatigue or stress in users. This can be done through analysis of interaction patterns. This allows the system to provide appropriate recommendations. This approach demonstrates that technology can be used to support well-being. Within the maqasid framework, this is a concrete implementation of hifz al-nafs. Thus, AI is not only efficient but also empathetic.

[19] A Haque, "Empowerment of Sustainable Community Health Through the Application of the Theory of Maqasid Al-Shariah," *Asia Pacific Journal of Health Management* 20, no. 2 (2025), https://doi.org/10.24083/apjhm.v20i2.4263.

The dimension of hifz al-nasl relates to the moral and character formation of future generations. In this context, AI plays a strategic role in presenting content that aligns with Islamic ethical values.[20] The system must be able to filter information that does not align with moral norms. This is crucial to prevent the degradation of students' morals. Research shows that without adequate filters, AI can become a source of inappropriate content. Therefore, a values-based curation mechanism is necessary. Maqasid al-Shariah provides a framework for determining these ethical standards. Thus, AI can be used as a character education tool, which is crucial in Islamic education.

AI in Islamic education should support the internalization of values through learning methods that shape students' character and morality in line with the objectives of maqasid, particularly hifz al-nasl. In addition, AI enhances efficiency and resource management in education from the perspective of hifz al-mal, but its use must remain fair, oriented toward public benefit, and consistent with Islamic values.[21] AI supports equal access to Islamic education, including in remote areas, while maintaining quality through proper monitoring systems, in line with maqasid principles aimed at safeguarding societal welfare. However, the use of AI also affects the structure of Islamic scholarly authority, as instant information may shift the role of scholars and the sanad tradition. Therefore, AI must be supervised, verified, and used as a tool to encourage critical thinking rather than replace human roles, in accordance with the principles of hifz al-din and hifz al-'aql. In addition, AI poses ethical challenges such as information manipulation, privacy violations, and the spread of content inconsistent with Islamic values. Thus, the use of AI in education must be grounded in the values of justice, trustworthiness, and responsibility, accompanied by strengthened digital literacy and character education to ensure that technology does not undermine the morals of the younger generation.[22] The maqasid approach allows for an in-depth analysis of the ethical impacts of technology. Therefore, AI must be developed within a framework of moral responsibility. This is key to creating sustainable Islamic education. Thus, technology can be a means of good, not a source of harm. Therefore, this study emphasizes the importance of ethics in AI development. This is an integral part of Islamic education in the modern era.

The role of teachers in Islamic education has also undergone significant transformation due to the development of AI. Teachers are no longer the sole source of knowledge, but rather serve as facilitators, mentors, and spiritual guides. AI can assist in delivering material and evaluating learning. However, the teacher's role in shaping character and spirituality cannot be replaced by technology. This underscores the importance of the humanistic dimension in Islamic education.[23] The

[20] R Tandos, "Women and Sufism: Perspectives on History, Gender, and the Contemporary Application of Maqāṣid Al-Sharīʿah," *Samarah* 10, no. 1 (2026): 650–81, https://doi.org/10.22373/sjhk.v10.i1.33819.

[21] M Obaidullah, "Do Regulatory Sandboxes Help Achieve the Goals (Maqasid) of Al-Shariah Better? Case of the Islamic Fintech Sector," *Islamic Finance in the Digital Age*, 2024, 125–32, https://doi.org/10.4337/9781035322954.00016.

[22] A L Tajudeen, "Application of Maqasid Al-Shariah-Based Public Policy Framework in SDGs Policies: Poverty Eradication (SDG 1) as a Case Study," *Public Policy S Role in Achieving Sustainable Development Goals*, 2023, 78–95, https://doi.org/10.4018/978-1-6684-8903-1.ch005.

[23] ʿ.M.A.D. Al-Qarrahdāghī, "Islamic Jurisprudential Solutions and Renewal in Addressing the Challenges and Effects of the Fourth Industrial Revolution (4IR) in the Light of Maqāṣid Al-Sharīʿah: Methodology and Explanation," *Jurnal Fiqh* 18, no. 1 (2021): 1–66, https://doi.org/10.22452/fiqh.vol18no1.1.

Maqasid al-Shariah emphasizes the importance of upholding human dignity as caliphs on earth. Therefore, AI must be developed to support the role of teachers, not replace it. Teachers must be equipped with adequate digital competencies, crucial for their effective use of technology. Furthermore, teachers must also have a strong understanding of AI ethics. Teacher education is key to successful technology integration. Therefore, AI development must involve educators as key actors. This will ensure that technology is used according to educational needs. This approach will also improve the overall quality of learning. Thus, Islamic education can adapt to changing times. However, this adaptation must be done without sacrificing fundamental values. Therefore, the maqasid approach is crucial. It provides a clear direction for educational development. Thus, the teacher's role remains central to the educational process. AI serves only as a supporting tool. This is a crucial principle in maintaining a balance between technology and human values.

The development of an AI model based on Maqasid al-Shariah also requires an interdisciplinary approach that combines technology, education, and Islamic studies. This approach is crucial to producing a comprehensive and applicable model. AI cannot be developed in isolation from the social context and values. Therefore, collaboration between computer scientists, educators, and Islamic scholars is necessary. This will ensure that the developed model aligns with the needs of Islamic education.[24] Maqasid al-Shariah serves as the foundation for integrating technical and normative aspects in AI development, producing models that are efficient, ethical, adaptive, and supportive of holistic learning in Islamic education. By remaining grounded in Islamic values, maqasid-based AI can become an innovative solution and a strategic step toward the advancement of Islamic education.

Within the framework of contemporary Islamic civilization development, the integration of technology and divine values is an unavoidable necessity. Modern civilization is currently characterized by the dominance of digital technology, which influences nearly every aspect of human life. Artificial Intelligence, as a key pillar of the technological revolution, has the capacity to reshape social structures and education systems globally. In this context, Islamic education is required to be not only an object of change but also an active subject in directing technological development. This is crucial to ensure Islamic education is not left behind in the rapid flow of globalization.[25] However, this active involvement must remain within the framework of authentic Islamic values. Maqasid al-Shariah provides a normative foundation that allows Islamic education to adapt without losing its identity. The principles of maqasid allow for flexibility in the face of change while maintaining the primary objectives of sharia. Therefore, the integration of AI in Islamic education should be directed toward strengthening education's role as a tool for social transformation. Education aims not only to produce intellectually intelligent individuals but also individuals with spiritual awareness and social responsibility. AI can be used to expand access to education and improve the quality of learning. However, without proper oversight, this technology can also weaken moral and spiritual values. Therefore, a balanced approach between innovation and value

[24] A A M Elgharbawy, "Halal Digital Entrepreneurship and Disruptive Technologies from the Lenses of Maqasid Al-Shari'ah," *Contemporary Discourse of Halal and Islamic Entrepreneurship Trends and Future Opportunities*, 2023, 179–97, https://doi.org/10.1007/978-981-99-6427-7_12.

[25] A O Hasan Saleh, "Maqasid Al-Shariah, Islamic Finance, and Climate Action," *Islamic Finance and Climate Action Ethics Environmental Stewardship and Sustainability*, 2025, 30–41, https://doi.org/10.4324/9781003570936-5.

conservation is necessary. Maqasid al-Shariah is a crucial instrument in achieving this balance. This approach allows for the evaluation of each innovation based on its impact on the public interest. Thus, Islamic education can become a driving force for a just civilization.[26] This is crucial in facing increasingly complex global challenges. Therefore, the development of AI models based on maqasid should be a priority in Islamic education research. This approach is not only theoretically relevant but also practically applicable. Thus, Islamic education can play a strategic role in the digital age. This demonstrates that technological integration is not a threat, but rather an opportunity that must be utilized wisely.[27]

Conclusion

The development of an Artificial Intelligence model based on Maqasid al-Shariah (the principles of Islamic law) is a strategic step in addressing the challenges of Islamic education in the era of technological disruption and the knowledge society. This research emphasizes that AI cannot be positioned as a neutral technology, but rather as a system that must be guided by Islamic ethical and spiritual values. Through the Maqasid al-Shariah approach, AI integration can be carried out comprehensively, taking into account the protection of religion, intellect, life, descendants, and property. This enables the development of an education system that is oriented not only towards efficiency and innovation but also towards the development of students' character and spirituality. Thus, AI can become an instrument of educational transformation that aligns with the goals of sharia. Furthermore, this research demonstrates that the successful implementation of AI in Islamic education depends heavily on integrative and collaborative system design. The involvement of religious scholars, academics, and technology experts is key to ensuring that the developed system remains within the corridor of Islamic values. This approach also emphasizes the importance of balancing technological innovation with the preservation of Islamic scientific traditions. Thus, Islamic education will not only be able to adapt to changing times but also contribute to the development of global technological ethics. Therefore, the development of AI based on Maqasid al-Shariah must continue to be encouraged as a new paradigm in sustainable Islamic education that is oriented towards the welfare of the community.

[26] Y.Z.H.Y. Hashim, "Internet of Things (IoT) in Halal Food Supply Chain: A Discussion in the Realm of Maqasid Al-Shari'ah," *Beyond Halal Exploring Dietary Preferences Novel Ingredients and Techniques*, 2026, 349–69, https://doi.org/10.1016/B978-0-443-30058-5.00005-5.

[27] M H Maiga, "Achieving Maqāṣid Al-Sharīʿah through Artificial Intelligence: Mechanisms of Facilitation, Control, and Quality Assurance," *Mazahibuna Jurnal Perbandingan Mazhab* 7, no. 1 (2025): 54–70, https://doi.org/10.24252/mazahibuna.vi.55038.

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