
Cultivating Spiritual Intelligence in Education during the Era of Artificial Intelligence Based on the Concept of Educational Psychology in the Al-Qur'an

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Abstract

This research aims to analyze the relationship between spiritual intelligence and artificial intelligence from the perspective of Al-Qur'an. Its primary objectives include identifying the limitations of artificial intelligence in replicating human intelligence, exploring the concept of human intelligence according to Al-Qur'an, highlighting the superiority of spiritual intelligence, and offering Qur'anic guidance on balancing spiritual intelligence and artificial intelligence. The study employs a qualitative method with a literature review approach. Relevant literature sources are analyzed to provide a comprehensive understanding of the topic. The findings conclude that artificial intelligence has inherent limitations in replicating human emotional and spiritual aspects. Al-Qur'an emphasizes the importance of balancing spiritual intelligence and technological advancements to ensure that humanity does not become overly absorbed in technological progress, neglecting the essential aspects of life vertically (relationship with God) and horizontally (relationship with others). For future research, it is recommended to conduct empirical studies that observe how the integration of spiritual intelligence in managing technology, particularly artificial intelligence, can support the development of ethical and human-centered technologies.

Keywords: Al-Qur'an; Artificial Intelligence; Spiritual Intelligence.

Introduction

In the midst of rapidly advancing technology, the development of Artificial Intelligence (AI) in the realm of education has brought about significant transformations (Goralski & Tan, 2020). Learning can now be automatically tailored to meet the needs of students (Plass & Pawar, 2020), enabling a more personalized and efficient approach. AI assists both educators and students in numerous ways, ranging from the automation of administrative tasks to the management of digital classrooms in a more structured manner (Ahmad et al., 2022). However, despite offering numerous benefits, the presence of AI also raises complex challenges, particularly in maintaining a balance between cognitive and spiritual aspects within education.

Education in this digital age seems to face a profound dilemma (Pedro et al., 2019) how to ensure the development of character and spiritual intelligence amidst the rise of technology that tends to prioritize artificial intelligence and efficiency. It is here that the awareness emerges that spiritual intelligence must continue to be instilled as an irreplaceable foundation (Hernández, 2021). Spiritual intelligence is not only related to religious aspects but also refers to the ability to understand the purpose of life, develop resilience in the face of adversity, and cultivate deep character and empathy (Andrei, 2023). These elements are often sidelined in technology-based education.

Al-Qur'an itself has emphasized the importance of spiritual intelligence and the balance between worldly knowledge and spiritual depth for centuries. As stated in Surah *Al-Baqarah*, verse 286: (Al-Qur'an, 2019).

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا ۗ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا ۗ رَبَّنَا وَلَا تُحْمِلْنَا مَا لَا طَاقَةَ لَنَا بِهِ

"Allāh does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned. "Our Lord do not impose blame upon us if we have forgotten or erred. Our Lord and lay not upon us a burden like that which You laid upon those before us. Our Lord and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people." (Al-Baqarah: 286).

This highlights that humans require spiritual strength to overcome the various challenges of life, one of which serves as the foundation for character development in education. Therefore, in the current educational

context, it is crucial to explore how the values of the Al-Qur'an can shape a more comprehensive educational model (Rahman & Mahbubi, 2024) that integrates spiritual aspects with technological sophistication (Sukron Djazilan & Hariani, 2022).

By referring to these Qur'anic values, education is no longer solely aimed at producing individuals who are intellectually intelligent (Khaidir & Suud, 2020), but also those who are well-rounded, capable of maintaining ethics and morality amidst technological advancements (Nurdin, 2021). In the context of AI, this approach becomes even more pertinent, given the potential impact of technology that could overshadow spiritual and humanitarian values. AI-based learning, which focuses primarily on cognition without considering spiritual development, may produce a generation that excels in artificial intelligence but lacks inner intelligence and empathy.

Therefore, this article will discuss the importance of instilling spiritual intelligence in education in the era of AI, based on the concepts of educational psychology in Al-Qur'an. Through a comprehensive study, it is hoped that new approaches will be found that not only integrate technological sophistication but also strengthen the spiritual aspect. The goal is for education in the AI era to continue producing individuals who are not only highly competent but also possess a strong spiritual resilience, as emphasized in various teachings of Al-Qur'an.

Research Methodology

This research employs a library research method, leveraging various data sources such as books, journals, scholarly articles, and other relevant documents available in libraries (Zed, 2004). Specifically, it adopts a literature review approach, critically analyzing sources on spiritual intelligence, educational psychology, and the implications of Artificial Intelligence in education to provide a comprehensive understanding of the topic. In this research, the author applies a *maudhu'i* approach based on the perspective of the Al-Qur'an (Al-Farmawi, 2002). The primary data is sourced from relevant verses of the Qur'an, both classical and contemporary interpretations, as well as scholarly literature on educational psychology from an Islamic perspective. The analysis involves examining and organizing the existing concepts to identify the relationship between the spiritual values taught in the Al-Qur'an and the challenges faced by the education system in the era of AI. The aim of this study is to develop practical guidelines for integrating spiritual intelligence into modern education without the need for field research.

Results and Discussion

1. Educational Challenges in The Artificial Intelligence Era

The advancement of Artificial Intelligence (AI) in education has opened up new opportunities in the learning process (Kuleto et al., 2021). AI enables more adaptive and personalized learning, allowing students to receive material tailored to their individual needs and learning styles (Ejjami, 2024). This technology also accelerates the learning process and reduces the administrative burden on educators, such as in classroom management and assessments (Alexsius Pardosi et al., 2024). However, the convenience offered by AI raises new concerns: will education become merely a mechanical process focused on cognitive outcomes, sidelining human values. One of the key challenges in the application of AI in education is the lack of essential human interaction (P. K. Malik, 2024). When much of the learning process relies on technology, the relationship between teachers and students may become rigid and limited (A. Nur & Sujaya, 2024). Effective learning often depends not only on the material but also on the presence of a teacher who provides moral and emotional guidance. This interaction is crucial in teaching aspects such as empathy, ethics, and responsibility, which are difficult to impart without being exemplified and connected to everyday life.

Furthermore, the presence of AI in education tends to create a dependence on technology, overshadowing students' ability to think critically and reflectively (Agustin, 2024). Many AI-based platforms automatically provide answers or solutions to students without allowing room for independent reasoning. This can cultivate a mindset that relies too heavily on automated systems, weakening students' ability to tackle complex problems without technological assistance (Gupta et al., 2024). In this context, education, which should foster intellectual independence, may instead become trapped in an instant and superficial teaching pattern. Another challenge that arises is the potential disparity in access to AI-based education (Rochim, 2024). Advanced technologies like AI require adequate infrastructure, computing devices, and stable internet connections is the resources that are not evenly distributed across many regions (S. A. Nur et al., 2022). This disparity risks creating a new divide between students who have access to technology and those who do not. In the long run, this inequality could worsen social injustice in education, which contradicts the principle of inclusivity that prioritizes fairness and the equitable distribution of knowledge.

With all its advantages and drawbacks, AI presents a significant challenge for modern education. To fully leverage this technology, education must find ways to preserve spiritual and moral values within the learning process (P. K. Malik, 2024). The integration of AI should not only

produce students who are cognitively intelligent but also individuals who are well-rounded, independent, and socially responsible (Akintayo et al., 2024). This is where the importance of a balanced educational approach lies, where technology supports, not replaces, the process of character and spiritual development necessary to shape a generation that is not only intelligent but also wise in its use of technology.

2. Spiritual Intelligence from Al-Qur'an Perspective

Spiritual intelligence centers on the spiritual dimension that grants us the ability to solve problems with consideration of deeply meaningful values (Fahrati & Pramukty, 2023). Therefore, spiritual intelligence serves as a crucial foundation that allows intellectual and emotional intelligence to function effectively. With spiritual intelligence, one can connect logic and emotions to deeper values, enabling a balanced and wise approach to life's various challenges (Mufidah, 2012). Spiritual intelligence is an inner awareness that enables us to discover and cultivate inherent potential, such as intuition, conscience, and the ability to discern right from wrong with wisdom (Permadi et al., 2020). It provides direction and purpose in human life that artificial intelligence (AI) cannot comprehend, as AI lacks consciousness, morality, and a soul. In the view of Al-Qur'an, human spiritual intelligence is closely tied to their innate nature (*fitrah*) as beings created to worship Allah and to comprehend His greatness (Al-Qur'an, 2019).

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

"I created jinn and mankind only to worship Me." (Az-Zariyat: 56).

Imam al-Qurtubi, in his tafsir, explains that this verse emphasizes the purpose of creation, which is to worship and acknowledge the oneness of Allah. He clarifies that Allah does not require worship from His creation, but rather it is the humans and jinn who are in need of His worship. This perspective highlights the centrality of worship in aligning humans with their true purpose and their dependence on Allah, rather than Allah's dependence on their devotion (Al-Qurtubi, 2005). Thus, the essence of Islamic teachings aligned with Al-Qur'an is to cultivate individuals who are aware of their primary role in the world to fulfill their purpose as worshipful servants in accordance with their God (Zahrah et al., 2024). This verse highlights that humans have a higher purpose in life to know and connect with Allah and to organize their lives in accordance with His guidance.

Spiritual intelligence empowers humans to understand and live out this purpose with full consciousness, something that artificial intelligence (AI) cannot replicate (Umar et al., 2024). Additionally, spiritual intelligence

enables humans to act based on true moral values (Rohana, 2018). While AI can process information and offer solutions through logic or data (Calegari et al., 2020), it lacks the spiritual intelligence inherent in humans, preventing it from making decisions that are genuinely fair and wise in every task it performs.

Furthermore, spiritual intelligence allows humans to act with wisdom, as depicted in Surah An-Nahl verse 90 (Al-Qur'an, 2019):

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ
"Indeed, Allah commands justice, goodness, and giving to relatives. He forbids immorality, wrongdoing, and oppression. He admonishes you so that you may take heed." (An-Nahl: 90).

Ibn Kathir explains that this verse emphasizes the importance of justice and goodness in social life. Allah commands the believers to act justly, meaning to be balanced and not oppressive, as well as to do acts of kindness, which include actions that benefit both oneself and others (*Tafsir Al-Qur'an Al-'Azim Volume 1*, 2000). According to al-Tabari's this verse emphasizes the importance of justice (*adl*), kindness (*ihsan*), and giving to relatives (*dzil qurba*). Al-Tabari interprets the command to act justly as encompassing not only the rights of Allah but also the rights of fellow human beings. Al-Tabari also stresses the significance of avoiding major sins and immoral acts, such as adultery, corruption, and hostility, which are critical for attaining a life that is both blessed and just, in alignment with religious teachings and human nature (Al-Tabari, 1997).

This spiritual intelligence is what distinguishes humans, enabling them to use their intellect for good, avoid wrongdoing, and recognize the impact of their actions on others and their environment (Cristina et al., 2024). The superiority of spiritual intelligence is also evident in humans' capacity for empathy, compassion, and love, essential elements in social interactions (Amram, 2022). Thus, human spiritual intelligence is not merely knowledge or logic but an ability that encompasses moral, ethical, and empathetic aspects beyond what artificial intelligence can achieve. This underscores that, while artificial intelligence can assist humans in various tasks, it cannot replace the advantages of spiritual intelligence, which form the foundation of wisdom, empathy, and meaningful relationships with God and fellow human beings.

3. Educational Psychology in Al-Qur'an

Educational psychology within the Qur'anic context emphasizes the importance of building strong spiritual based character as the foundation of holistic education (Yusuf et al., 2024). Al-Qur'an not only provides guidance on learning but also underscores the moral and ethical values that

every individual should internalize (Rismawati et al., 2024). Learning is not merely the transfer of knowledge but includes a spiritual element that guides individuals to understand the purpose of life and their relationship with God (Mursalin, 2024). Implementing Qur'an-based educational psychology requires commitment from all parties, including educators, parents, and society (Ritonga et al., 2024). This cooperation fosters an environment conducive to students' character development. By integrating spiritual values into the curriculum and teaching processes, education can produce individuals who are not only intelligent but also morally upright (Mulang & Putra, 2023). In an era filled with global challenges and rapid technological advancement, strengthening character based on spirituality is increasingly relevant to shaping a resilient, wise generation with a high sense of social responsibility.

Educational psychology, in both theory and practice, involves observing psychological phenomena related to education. From the perspective of Al-Qur'an, it provides a systematic educational process (Fadlan et al., 2024). Al-Qur'an, as a perfect holy book, contains invaluable principles for both worldly and eternal life. It serves as a guide, a remedy for ailments far more dangerous than physical illness, a comfort for the soul in times of distress, and a source of tranquility in moments of anxiety, guiding one towards a life of safety and fulfillment in this world and the hereafter (Nasution et al., 2023). The study of Islamic educational psychology must align with Al-Qur'an and Hadith, as well as with students, whose character is inherently human. In Islamic educational psychology, humans are examined as beings with physical, spiritual, and psychological aspects, inseparable from the will of Allah (Prasetia et al., 2022). Al-Qur'an stands as a cosmic sign (*ayah kauniyah*), enabling humans to think and reflect through their senses, intellect, and intuition. Furthermore, Al-Qur'an defines its miracles through spiritual dimensions or higher psychological potentials, which include two essential aspects: the soul (*ruh*) and innate nature (*fitrah*) (Hayati & Pratami, 2023).

Al-Ghazali, through his philosophical approach, integrates rational thought with mystical understanding. He believes that true knowledge involves not only intellectual engagement but also a profound personal connection with the divine, which is essential for genuine learning (Hanafi & Rizqi, 2022). According to Imam Ghazali, humans are composed of four elements that form the primary sources relevant to educational psychology within Al-Qur'an: *ar-ruuh*, *an-nafs*, *al-qalbu*, and *al-aqlu*.

- a) *Ar-ruuh*; This refers to two dimensions of understanding one physical and the other spiritual. Physically, *ar-ruuh* represents an organ within the human body, a subtle entity originating within the heart cavity (or heart) that becomes vital to all veins and connects throughout the body. The general understanding of the soul, as noted

by Abu Nasr al-Farabi and referenced in Khalid Al-Walid's book *The Journey of the Soul to the Afterlife*, describes the soul as the essence of a non-material entity that, while essentially immaterial, interacts with matter in carrying out its functions.

- b) **An-nafs**: Commonly translated as "*jiwa*" in Indonesian and "soul" in English, *an-nafs* can signify the totality of a person. In human terms, *an-nafs* includes both good and bad potential within an individual. It represents the spiritual organ in humans that wields the most influence, acting as the command center for physical actions and responses. Its functions go beyond merely holding ideas or desires, encompassing more; there may even be elements that the individual themselves may have forgotten. This psychological component is generally understood to reside within the heart.
- c) **Al-qalbu**: This dimension represents an aspect of spiritual sensitivity that defies physical description. The exact nature of *al-qalbu* is unknown, but its manifestations resemble character or ethics. *Al-qalbu* is pure in an individual's essence. Imam al-Ghazali divides it into two aspects: *qalbu ruhani* and *qalbu jasmani*. *Qalbu ruhani*, as the center of personality, is a component of the psyche and is characterized by divine insight and the "inner eye" that enables faith and conviction. Meanwhile, *Qolbu Jasmani* is a collection of physical parts, which are like inner flesh, which is a part like a banana flower in the left chest of the body. This qolbu is known to be called the heart.
- d) **Aqal**: Linguistically it has the meaning of *al-man'u* (prevent), *Al-Nahy* (forbid), and *al-imsak* (restrain). linguistically, it means that a rational person is a person who can restrain himself and bind his desires. The gift of reason is the right place to acquire, store and impart knowledge. If viewed from a psychological perspective, reason provides creative power (cognitive function). The definition of cognition is a framework that provides coverage for all forms of creative power, for example: observing, seeing, arguing, imagining, thinking, predicting, considering, estimating and evaluating (Hidayatullah, 2023).

The structure of personality in Islam, as conveyed in Al-Qur'an, is depicted as stable, enduring, and eternal. Allah SWT has perfected His creation and subsequently inspired human beings with knowledge as a tool to fulfill their mission on earth, acting as successor (*khalifah*) of the earth. (A. Malik & Sugiarto, 2023) Along this journey, some choose the path of corruption, while others pursue the path of goodness. However, Allah SWT reminds us that success and prosperity are for those who follow the path of goodness (*tadzkiyah nufus*) (A. Malik & Sugiarto, 2023). As stated in the words of Allah SWT in Al-Qur'an (Al-Qur'an, 2019):

وَنَفْسٍ وَمَا سَوَّاهَا فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا قَدْ أَفْلَحَ مَنْ زَكَّاهَا

"By the soul and how He formed it. And inspired it (to know) its own rebellion and piety. The one who purifies his soul succeeds." (As-Syams: 7-9).

Thus, from the perspective of the Qur'an, educational psychology emphasizes that learning should be holistic and focus on nurturing one's character, intellect, and spirituality (Rochbani et al., 2024). In the Qur'an, the educational process is intended to cultivate individuals who are pious, knowledgeable, and deeply aware of their role as stewards on Earth (Hude & Saihu, 2024). This concept of education encompasses intellectual, moral, and spiritual aspects, positioning education as a balanced process of character formation.

4. Qur'an-Based Education as a Balance Between Spiritual Intelligence and Artificial Intelligence

Artificial intelligence (AI) is advancing rapidly and is predicted to become increasingly integrated into human life, from work environments to daily activities. However, the role of human intelligence remains irreplaceable, especially as AI is merely a tool created by humans to enhance efficiency, not to completely replace human intelligence (Hernández, 2021). One key point to consider is that, no matter how advanced, AI can only operate based on data and algorithms programmed and directed by humans (Huang & Rust, 2018). It lacks the ability to think independently or possess will and consciousness. In the future, the role of human intelligence will become even more crucial, particularly in maintaining a balance between technological advancement and spiritual values (Pachegowda, 2023). The Al-Qur'an teaches that humans should not rely solely on their intellect but should also connect knowledge with morality and responsibility to God and others, as illustrated in the following verse (Al-Qur'an, 2019):

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا

"Do not follow blindly what you do not know to be true: ears, eyes, and heart, you will be questioned about all these." (Al-Isra: 36).

Al-Zamakhshari in his commentary Al-Kashshaf, underscores the prohibition against following anything without clear knowledge or a solid basis of understanding. This verse highlights the accountability of hearing, sight, and the heart as faculties entrusted to individuals, for which they will be held responsible. Consequently, individuals are cautioned against acting or speaking based on mere conjecture or assumption (Zamakhshari, 2009). Wahbah al-Zuhaili interprets this verse by underscoring the significance of acting on knowledge. The verse stresses that humans are responsible for

how they use their faculties – hearing, sight, and heart. Allah will question them about what they listen to, perceive, and contemplate. According to al-Zuhaili, this is a warning against acting without knowledge or relying solely on assumptions, which can lead to error and misguidance (Al-Zuhaili, 2005).

This verse underscores the importance of coupling intelligence with responsibility and moral awareness, qualities unique to humans and beyond the capabilities of artificial intelligence (Jannah & Sholeh, 2021). Moving forward, humans must leverage their intellect to guide and regulate technology (Sawaluddin & Sainab, 2019), including AI, ensuring it serves the common good and fosters societal well-being. In this context, spiritual intelligence plays a vital role by offering purpose and deeper meaning to human actions. Technology, including AI, remains merely a tool, whereas humans, as stewards of the earth, bear the responsibility to manage the world wisely, uphold justice, and prevent harm. In this era of globalization, Muslims are called to adopt a moderate (*wasathiyah*) approach. As a balanced community, Muslims are tasked with integrating diverse dimensions or finding a middle ground without leaning excessively in any direction (Rahmawati, 2021). As the saying goes, “the best of matters lies in the middle.” As moderate Muslims, it is essential to stay aligned with the progress of the times (Nasir & Rijal, 2021), which includes understanding and engaging with AI.

By understanding the limited role of AI and the importance of comprehensive human intelligence (Nawi et al., 2023), both intellectual and spiritual, people can leverage technology optimally without losing their moral and spiritual direction. As stated in the Al-Qur'an (Al-Qur'an, 2019):

يَبْنَىِٔ اءءَمَ ءُءُوَا زَئِنْتَكُمُ عِنءَ كَلِّ مَسْءِءٍ وَّكُلُوَا وَاَشْرَبُوَا وَاَلَا تُسْرِفُوَا اِنَّهٗ لَا يُءِبُّ الْمُسْرِفِيْنَ

“Children of Adam, dress well whenever you are at worship, and eat and drink (as We have permitted) but do not be extravagant: God does not like extravagant people.” (QS. Al-A'raf: 31).

Quraish Shihab emphasizes the importance of moderation in various aspects of life, particularly in the context of eating and dressing. This verse reminds humans to eat and drink in moderation, avoiding excess, because Allah does not like those who waste (Shihab, 2021). Islam teaches the importance of balancing worldly life and the afterlife (Azizah et al., 2024), a concept that can be applied in the use of technology. Artificial Intelligence (AI), as a tool that enhances efficiency and quality of life, should be utilized wisely and responsibly, in line with the moral values taught in Islam (Riantory & Pujiyanto, 2024). AI should be harnessed for the greater good

of humanity, without sacrificing the ultimate goals of life: attaining the pleasure of Allah and eternal life in the hereafter (Kubaisi, 2024).

Similarly, when it comes to the use of technology in our daily lives, we must ensure that we do not delegate every aspect to artificial intelligence, so that we, as humans, can continue to grow and not become burdened or addicted to it. Overall, while AI offers significant advancements, the role of human intelligence remains central in guiding and utilizing technology responsibly. AI may assist humans, but it is human intelligence, grounded in spiritual values, that will ensure technology is used for the well-being, not for destruction.

Conclusion

This study highlights that cultivating spiritual intelligence in education during the era of Artificial Intelligence (AI) should serve as a foundational element for shaping students' character. Spiritual intelligence encompasses not only intellectual and technical abilities but also the development of noble morals and personal integrity. Al-Qur'an provides explicit guidance on the significance of strengthening spiritual aspects in education, ensuring that learners grow into individuals who are not only intellectually capable but also morally grounded. By integrating Qur'anic values, education can foster students who excel academically while maintaining a profound sense of ethical responsibility and social empathy.

The findings further reveal that spiritual intelligence acts as an ethical compass for the use of technology, including AI, ensuring its application benefits the collective good rather than individual gains. Education grounded in Qur'anic principles directs students toward mastering knowledge and technology while cultivating wisdom in addressing life's complexities. Key values such as honesty, empathy, responsibility, and peace are emphasized to produce individuals who can make prudent and morally sound decisions, thereby creating a balance between academic achievement and personal integrity. Future studies are encouraged to undertake empirical investigations that explore the practical integration of spiritual intelligence in managing advanced technologies like AI. These studies could focus on how institutions or organizations implementing spiritual intelligence frameworks influence ethical technology development. Observational research in educational settings, particularly in regions that incorporate spiritual values in their curricula, would provide valuable insights into how this integration fosters technology that is both human-centered and ethically driven.

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