



Compulsory Teaching of the Holy Quran: Bridging Tradition & Innovation for Holistic Islamic Educational Progress

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The nexus of technology innovation and the Teachings of the Holy Qur'an offers a promising pathway for societal progress, particularly in the context of education. Islamic teachings, rooted in principles such as accountability, ethical conduct, and the pursuit of knowledge, provide a robust framework for shaping technological advancement within the Islamic studies discipline. Modern technology, including artificial Intelligence (AI) and IT solutions, can significantly enhance the understanding and teaching of Islamic education by facilitating access to knowledge, fostering interactive learning, and bridging traditional teaching barriers and innovative technology. Examples of successful integration, such as the digital Quran platform and Islamic educational apps, demonstrate how traditional values can be harmonized with cutting-edge tools to enrich teaching practices. However, this integration presents challenges. Ethical concerns, such as privacy invasion, misuse of AI, and the Potential dilution of Islamic tradition, underscore the need for a vigilant approach in developing balanced strategies that merge tradition with innovation, addressing issues like the digital divide and cultural resistance. Collaborative efforts to align STEM advancements with Islamic ethical standards are essential for ensuring that technological contributions support holistic societal development without compromising Islamic teachings. Islamic teachings on morality and social responsibility can serve as guideline principles for creating ethical frameworks that integrate advanced technologies into education and societal practices. Ultimately, bridging the gap between tradition and innovation requires a



Journament



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collaborative and adaptable approach, ensuring that technological progress aligns with the enduring values of Islamic thought and contributes meaningfully to societal improvement. This study highlights the role of Islamic values in shaping the responsible integration of technology and fostering societal progress through balanced innovation.

Keywords: Islamic Thought, Technological Innovation, Educational Development, Artificial Intelligence (AI), Traditional and Innovative Methods

Introduction

The rapid advancement of technology has transformed various facets of human life, including education. However, integrating modern innovations into traditional fields, such as Islamic studies, presents a unique set of challenges and opportunities. Islamic teachings, deeply rooted in ethics, accountability, and the pursuit of knowledge, provide a solid foundation for shaping technological advancements in education. At the same time, the increasing reliance on tools like artificial intelligence (AI) and digital platforms requires a careful balance to ensure alignment with Islamic values and traditions. This intersection of faith and innovation demands a thoughtful approach to address the evolving needs of students while maintaining the integrity of Islamic teachings.

Islamic education, traditionally centred on memorization and transmission of knowledge, often faces criticism for its inability to adapt to the dynamic expectations of modern learners. These conventional methods, while preserving authenticity, lack the interactivity and engagement required to capture the interest of today's students. Scholars and educators face resistance to adopting innovative techniques, partly due to concerns about "Bid'ah" (Innovation perceived as a deviation from Islamic principles) and the potential dilution of core values. Despite these apprehensions, the integration of technology into Islamic studies holds immense potential to enhance learning outcomes, foster critical thinking, and make Islamic teachings more relevant and relatable in a technologically driven world.

Modern tools such as the digital Quran, Islamic educational Applications, and AI-based aids have already demonstrated their ability to bridge the gap between tradition and innovation. These technologies enable accessibility, foster interactive learning, and address barriers posed by traditional teaching methods. For instance,

platforms that combine storytelling with Islamic ethical principles provide students with higher-order thinking skills, promoting religious understanding in a way that resonates with contemporary audiences. However, challenges persist, including moral concerns such as privacy invasion, the risk of plagiarism, and misuse of AI, which necessitate stringent ethical frameworks tailored to Islamic contexts.

Another critical issue is that the current educational practices often reduce Quranic education to rote memorization, prioritizing grades over spiritual and ethical growth. This approach not only alienates students but also hinders their ability to internalize Islamic values and apply them to real-world scenarios. Bridging the gap requires reimagining Islamic education as a life-guiding philosophy, emphasizing moral reasoning, interdisciplinary applications, and critical inquiry. Scholars must address contemporary questions and concerns, utilizing technology as a tool to make Islamic education more engaging and impactful while preserving its spiritual essence.

Collaboration among educators, Islamic scholars, and technologists is essential. Aligning modern methods with Islamic ethics ensures technology drives meaningful societal progress. The contemporary approach to bridging the gap includes revising curricula and training educators and students to utilize digital tools effectively, as well as fostering interdisciplinary collaboration to address the challenges posed by resistance to change. In doing so, Islamic education can evolve to meet the intellectual, spiritual, and emotional needs of modern learners, ensuring that technological advancement serves as a means of enrichment rather than a threat to tradition.

Research Problem

The tension between preserving Islamic values and embracing technological innovation presents an urgent challenge for compulsory Quranic education in Pakistani universities. Quranic studies in many institutions remain bound to traditional rote memorization and outdated pedagogies, while modern technologies, such as digital platforms and AI, have transformed global education. This disconnect limits students' ability to internalize Quranic teachings as a life-guiding philosophy and hinders their intellectual, ethical, and professional development in the digital era. Moreover, ethical concerns related to technology use, such as misuse of AI, plagiarism, and the erosion of originality, demand context-specific frameworks that align with Quranic teachings. Addressing these issues is essential to ensure that compulsory Quranic education not only preserves spiritual integrity but also equips students to engage critically and ethically with contemporary societal and technological demands.

Objectives of the Study

- Examine how compulsory Quranic education can harmonize traditional Islamic Teaching methods with technological innovations.
- Propose an ethical, context-specific framework for integrating digital platforms and AI in Quranic teaching while safeguarding core Islamic values.
- Development of practical strategies to update curricula and foster interdisciplinary collaboration between Islamic studies and STEM education.

Research Questions

1. How do Islamic educators perceive the balance between tradition and technological innovation in Compulsory Quranic education?
2. What practical barriers and ethical concerns arise when integrating modern technology into Quranic teaching?
3. What teacher training and curriculum reforms are needed to bridge the gap between traditional methods and modern educational demands?

Literature Review

The integration of technology into Islamic education has received significant attention in recent years. The existing literature review examines both the advancement and challenges faced by Scholars. Key areas of focus include the incorporation of digital tools in Islamic pedagogy, the ethical considerations surrounding artificial Intelligence (AI) in education, and the strategies proposed to harmonize technological innovation with traditional Islamic teachings.

The evolution of Islamic education in Pakistan reflects a dynamic interplay between traditional teachings and contemporary educational demands. A study by Afaq (2023) highlights the necessity for innovation within Islamic academic institutions, emphasizing that the incorporation of technology and modern teaching methodologies can significantly enhance the quality and relevance of education. This integration enables students to develop skills essential for success in a globalized context¹. In their article, Masud et al. (2023) discuss the integration of STEM (Science, Technology, Engineering, and Mathematics) education within the context of Islamic values and character-building, through the development of a storybook aimed at primary school students. Writers employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The research emphasizes designing a storybook that combines concepts with Students' profiles, which include faith, critical

reasoning, creativity, collaboration, and global diversity. The projects highlighted the storybook's features based on learning, where students can solve world environmental problems through a narrative involving diverse characters. Key highlights include embedding Islamic values into STEM learning to promote religious moderation and the environment. The book employs storytelling to teach students about HOTS (Higher-Order Thinking Skills), including critical thinking, creativity, and collaboration, aligning with Islamic ethical principles and promoting unity and respect for diverse belief systems. The writers asserted that advanced approaches will enhance literacy, critical reasoning, and moral education while bridging the gap between cultural and scientific knowledge. The proposed model bridges the gap between Islamic teachings and science, serving as a template for integrating cultural values with modern pedagogical techniques.

The paper explored the Ethical Dimension of the Teaching profession, discussing the importance of equipping teachers with adequate knowledge of professional ethics to inculcate virtues and values in society. The paper highlighted the six dimensions, including expertise, empathy, reasoning, appreciation for moral considerations, courage, and interpersonal skills. Researchers emphasize the importance of integrating ethics as teachers' behavior is largely influenced by their thought processes. Molina Ibrahim et al. (2024) examine how Islamic education incorporates ethics to address contemporary issues, including social justice, digital ethics, and environmental concerns. The study emphasizes the importance of integrating Islamic principles into curricula, promoting community collaboration, and harnessing the transformative potential of Islamic education to foster a just, compassionate, and socially responsible society. Insights guide educators and policymakers in aligning Islamic values and ethics with contemporary education. The article by Bharuddin et al. (2024) examines the relevance of the Islamic education curriculum in addressing the contemporary challenges of the modern world. It emphasized the importance of addressing the contemporary challenges of the modern world. It emphasizes the importance of integrating Islamic values with advancements in science and technology to create a holistic educational system. Authors argue that Islamic education should not only focus on spiritual development but also on promoting scientific innovations and critical thinking, enabling students to engage with the complexities of modern society. The curriculum aims to cultivate well-rounded individuals who can contribute positively to both religious and societal progress². The

article explores how Islamic teachings encourage creativity and innovation as essential to human progress. Technological advancements are compatible with Islamic principles, provided they adhere to ethical and moral guidelines.

The research conducted by Tehmina (2024) examines how compulsory Quranic education in Pakistani universities seeks to counter secularization, strengthen moral character, and bridge tradition with contemporary challenges. Using interpretative Phenomenological Analysis, it highlighted educators' views on the objectives and pedagogical tensions. The findings underscore the ongoing debate over balancing religious identity with modern academic imperatives in Muslim-majority contexts³.

Researchers emphasized that Islam offers a balanced framework for innovation⁴. Al-Rehmani et al. (2017) provided a systematic review of literature on IT usage from an Islamic perspective. They explored how IT aligns with Islamic principles, focusing on ethical considerations and societal impacts. They highlighted the challenges (Addiction, security concerns, and misinformation) and benefits, including business, education, and research, in Islamic communities⁵. Ezieddin Elmahjub (2023) explored the ethical implications of AI from an Islamic perspective. The paper advocated a pluralistic approach to AI ethics, proposing a framework that integrates Islamic ethical principles alongside other ethical traditions. The author examined how AI can be aligned with Islamic values, such as justice, accountability, and human dignity, while addressing concerns related to the potential negative impact of AI on society⁶.

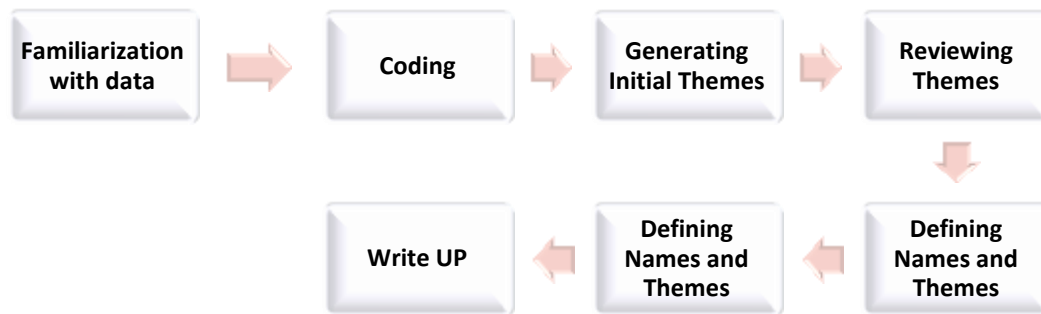
Gap of the Study

Extensive literature discusses the integration of technology in general education and highlights the importance of ethics from an Islamic perspective. There is limited empirical research on how compulsory Quranic education can practically merge tradition with innovation in Pakistani universities. Existing studies have remained theoretical, lacking real insights into the lived experiences, ethical dilemmas, and institutional barriers faced by Islamic educators. This study addresses this gap by investigating educators' perspectives, identifying context-specific challenges, and proposing actionable frameworks for harmonizing Quranic instruction with modern technological tools in a way that upholds Islamic ethical values and meets the needs of contemporary learners.

Qualitative Research Methodology

Data collection	Participants	Research Methodology	Data Analysis Tool
Public And Private Universities	Eight	ReflexThematic Analysis	ATLAS-Ti

Reflexive Thematic Analysis



Demographic Characteristics of the Study Participants

University	Participant Name	Education	EXPERINEC
GC Women University (Public)	1. Dr.Amir Hayat	Ph.D	13 years
	2. Afshan Naz	Ph.D scholar	4 years
	3. Zoha Tabassum	Mphill	3 years
	4. Ayesha Shaukat	Mphill	3 years
Punjab University (Public)	1. Touqeer Maqbool	Mphill	9 years
	2. Dr. Izar ul Huq	Ph.D	8 years
University of Education (Private)	Dr. Shehbaz Munj	Ph.D	19 years
Unuversity of Lahore(Private)	Hafiz Qari Rashid	Mphill	4 years

Interview Methodology

The overall aim of understanding the perceptions to bridge the gap between innovative techniques and traditional teaching methodology was addressed primarily

through interviewing purposively selected multiple cases of Public and Private university teachers. These teachers were selected who have experience teaching for a long duration, and the majority had experience teaching postgraduate students. Interview questions for the semi-structured interviews were constructed based on the topic, and an interview guide was developed to capture participants' views. The purpose of this guide was to gather the opinions of a diverse group of participants on the acceptance of technology in the field of Islamic studies, thereby bridging the gap between modern techniques and traditional teaching methodologies. The qualitative analysis software, ATLAS-Ti, facilitated the analysis of the interview transcript.. Call coding processes were carried out using ATLAS-ti, which helped to answer the research questions based on the interview data. The main categories were derived from the interview guide questions, focusing on the key aspects that the study aimed to investigate: bridging the gap between innovation and traditional teaching techniques, so that Islamic studies students could compete with the world. Subcategories and subcodes were inductively derived from the data, based on the main categories. Data was collected from 6 teachers working in different universities. Reflex Thematic Analysis was combined and applied to identify the responses, including teaching practices and further requirements.

Findings

Table 1

Themes	Codes
Resistance to Change in Islamic Education	<ul style="list-style-type: none"> -Lack of Critical Thinking In Traditional Methods -Reluctance to Embrace Modern Instructional Techniques -Students' Dissatisfaction with Outdated Methodologies
Integration of Technology in Islamic Education	<ul style="list-style-type: none"> -Islamic Scholars Support Technological Advancement - Gradual Acceptance of Digital Platforms for Teaching Islamic Values -Digital Platform as Means of Accessibility and Engagement

<p>Misalignment in Qurani Education and Challenges of Innovation</p>	<ul style="list-style-type: none"> -Quran Courses Taught as Academic Subjects Focus on Mere Memorization rather than Internalization -Need to Align Islamic Principles with Students' Academic and Personal Growth. -Innovation Perceived As "Biddah" by Some Scholars. -Ethical Frameworks to Govern Technology within Islamic Values
<p>Addressing Rational and Intellectual Needs</p>	<ul style="list-style-type: none"> -Lack of Platform to Address Complex, Rational Questions -Modern Minds Challenge Orthodox Beliefs as Illogical and Unscientific. -Moving beyond Rote Memorization to Life-Guiding Philosophy -Interdisciplinary Approaches to Connect Islamic teachings with Modern Sciences.

Teachers were asked to describe how they perceive the role of Islamic teachings in shaping technological advancements within an educational context. Findings suggested that all teachers opposed the rigid, traditional teaching methodologies, which discourage critical thinking and fail to meet the expectations of modern learners. A few professors highlighted the misuse of the concept of "Bidah," which is perceived as a threat, leading to resistance to adopting new teaching approaches. Most teachers argued that there is a disconnect between Islamic teachings and contemporary intellectual discourse, with current methods focusing on memorization rather than fostering moral and ethical understanding. As they stated:

Pakistani society does not encourage critical thinking and has the least acceptance of new ideas. Education has become hammering the available information without welcoming new ideas and questions.
(Dr.IZH.PU)

Students do not accept traditional teaching methodologies, and scholars need to adopt modern techniques and innovative approaches so that students of Islamic studies do not feel hesitant. (Dr. Dr. SM. UE)

Quranic courses are taught as mere academic subjects, where students are encouraged to memorize content for grades rather than internalize it for spiritual growth. (AN.GCWUS)

There is a controversial issue related to cartoon making, and although several people remain opposed to it, the thinking process is gradually shifting. (Dr.AH. GCWUS)

Islamic education struggles to adapt to the demands of the modern era, primarily due to its reliance on traditional teaching methods that prioritize memorization over critical thinking and analysis. This rigidity has alienated students who seek innovative and engaging approaches, as noted by Dr. SM. The resistance partially stems from the perception of Biddah (بدعت) as a threat to Islamic practices. Scholars apprehend that rigidity or unawareness prevents the adoption of modern educational methods that could make learning more relevant and relatable. Another critical issue raised by the scholars was the disconnect between Islamic teaching and contemporary intellectual discourse. They highlighted that the current approaches reduce Quranic education to an academic subject, focusing on grades rather than spiritual and ethical growth. Addressing this gap requires Quranic teachings as a life-guiding philosophy that integrates with the intellectual and emotional needs of modern students.

Teachers were asked in what ways they believe modern technology can enhance the understanding and teaching of Islamic values. Findings revealed that Many participants highlighted the importance of bridging the gap between traditional Islamic teachings and contemporary methodologies. They unanimously stated that there is a consensus (Excluding a few rigid minds) that digital tools and innovation techniques should be used to enhance Islamic education without compromising its foundational principles. Scholars emphasized that Islam encourages moderation and finding a middle path. They suggested that the balanced integration of innovation with tradition aligns with Islamic values, which can prevent resistance from rigid scholars and allow students to engage effectively with both the spiritual and contemporary worlds. Teachers stress that modern technology, research tools, digital resources, and AV aids can complement traditional methods of instruction without undermining Islamic values. The growing

recognition of these tools' benefits by Islamic scholars is a promising step toward overcoming this resistance. As they stated:

The syllabus should be revised periodically to remove outdated or redundant material, keeping students engaged. Outgoing assessment and feedback loops would allow administrators to identify gaps and make necessary modifications promptly. Additionally, incorporating new technologies, such as digital resources and AV tools, could enrich the learning experience and keep students more actively involved. (AN.GCWUS)

Islam says those who are moderate and always find the Middle path (Wasatiyah). We should align innovation and traditional teaching methodologies. (Dr.SM.UE)

Any conventional subject could be taught using modern teaching and learning technologies. (Dr. AH. GCWUS)

Researchers explore the intersection of traditional Islamic knowledge and modern innovations, identifying areas of concern and potential conflict. (TM. PU)

Interdisciplinary study is essential, and educators should enforce discipline to teach Islamic tradition and innovative ideas to relate to daily life(Dr IZH.PU)

Regular updates to the curriculum are essential to reflect the latest teaching methodologies and to incorporate modern tools that enhance learning (AS.GCWUS).

Teachers were asked to identify the ethical concerns they associate with using advanced technologies, such as AI or IT solutions, in Islamic education. The findings highlighted that the duality of technology presents both opportunities and challenges in Islamic education. Ethical concerns include plagiarism, loss of originality, and the misuse of AI and digital tools. Most teachers emphasized that the credibility of digital resources and educators is crucial, as it promotes ethical responsibility in both students and teachers. They stated that the importance of teaching Islamic values alongside technological advancement emerges as a key solution, promoting a balanced and morally sound approach to modern education. The key Quotations are as follows:

Islam, as a principle, does not restrict the use of technical gadgets as learning tools; however, it binds the user to the ethical usage of these

tools, being beneficial to oneself or the community. However, the use of these tools in either way can not be ruled out. The human inclination to integrate technical gadgets into the teaching and learning process as aids has been a long-standing practice. Technical equipment like TVs, projectors, mobile phones, or computers can be helpful to for personal/collective grooming/learning and at the same time can be misused for transmission of personalized agendas, subliminal seduction as ads, video gaming inciting violence, spreading concocted anti-Islam agenda, indoctrination, spreading viruses on networks, hacking, e-frauds, etc. (Dr. IZH. PU)

AI itself is neither inherently bad nor against the Islamic system. The ethical concern is primarily related to issues such as copy-pasting or plagiarism, where presenting AI-generated data instead of relying on self-reliance and understanding raises concerns. (Dr.SM.UE)

Ethical concerns related to AI include deception, fraud, cheating, and the erosion of originality in research. Unethical usage involves deception and copyright infringement. The question is whether it is damaging our thinking ability and limiting our thinking approach, rather than allowing us to think with our human minds. (Dr.AH.GCWUS)

Copy-pasting is the primary unethical concern. (HQR.UOL)

Teachers were asked how Islamic scholars and educators collaborate to develop a balanced approach to integrate tradition and innovation. Findings suggested that scholars emphasized the integration of technology into Islamic education is seen as essential for progress while adhering to ethical and spiritual guidelines. They also stressed that Islam encourages technological adoption when it benefits individuals and society, aligning with principles of healing and learning. Challenges include the lack of uniformity in referencing style, reluctance to adopt new developments, and logistical difficulties in teaching and assessment. Educators advocate fostering critical thinking, organizing workshops, and refining teaching methods to address these issues. By aligning technological tools with Islamic teachings, educators can create a balanced approach that supports critical thinking, organizes workshops, and refines methods to address these issues. They quoted as:

Regular updates to the curricula are essential to reflect the latest teaching methodologies and to incorporate modern tools that can enhance the learning of Islamic studies students. (AN.GCWUS)

Islam as a broader guiding principle is aligned towards everything that "heals" the individual or the society and restricts/bans the use of all that which "harms"...Every technology, being helpful to individuals or institutions can be integrated into human lives with restriction of its use for healing, grooming, learning and human excellence. (Dr. IZH.PU)

The use of research tools, workshops, and conferences, as well as collaboration between professors, is necessary to integrate technological advancements into education and societal practices. Uniformity in all institutions and sharing are mandatory for bringing change and motivating students and teachers. (Dr.SM.UE)

Islam never opposes technological means. The actual problem is that in the veil of Islam, we are hiding ourselves and do not work to progress or adopt development strategies...without using and updating the technology, we cannot understand its benefits. (Dr.AH.GCWUS)

By considering these Islamic teachings and values, we can ensure that cutting-edge technological advancements are integrated into education and societal practices in a responsible, ethical, and beneficial manner. (TM. PU)

Engaging students in ethical discussions and encouraging them to apply the Quran's teachings in their daily lives through the use of advanced technology is more impactful than rote memorization. Students of botany did significant research on embryology in an Islamic context using scientific theories (ZA.GCWUS)

Teachers were questioned about the challenges they encountered in aligning their teaching methods with Islamic teachings and the demands of a technologically advanced society. The findings revealed that bridging the gap between traditional Islamic teaching and modern educational approaches faces significant challenges rooted in resistance to change, outdated methodologies, and the lack of a unified framework. Teachers highlighted that the key obstacles include the rigid mindset of a few educators, a lack of efficiency in learning modern techniques, hesitancy to adopt technological advancements, and the inability of some scholars to address

contemporary questions or integrate Islamic principles into students' academic fields. They emphasized that an overarching perception of Quranic education hampers efforts to enhance engagement through innovative strategies and student feedback, viewing it as merely academic subjects rather than a life-guiding philosophy. Addressing these barriers requires an open-minded approach, systematic institutional changes, and a shift in pedagogical priorities. Few scholars have emphasized that current mindsets in both religious and secular educational spheres resist innovation and fail to address students' evolving intellectual and spiritual needs. Educational institutions face difficulties in adapting teaching methods, with many scholars clinging to traditional approaches that alienate students. Additionally, institutional shortcomings in structuring courses to balance Quranic teachings with academic pursuits hinder engagement and relevance. The key quotations are as follows:

Islam, as a principle, has not defined any specific teaching method, as societies can define this within their own social and ethical acceptable parameters. As far as the integration of technology into instructional systems, Islam as a principle does not resist the use of available gadgetry; however, it will lack in its institutionalized application, along with systematic discourse, to keep teachers on both sides aligned with the changing trends. Another major foreseeable issue that most religious scholars have not preempted is the series of questions/queries on specific Islamic teachings/beliefs that fresh minds are not accepting as logical/rational / scientifically proven or at the least are considered as beyond comprehension...the issue is not with the integration of technological gadgets but the mindset. (Dr. IZH. PU)

The challenge is Bidah, to some extent, according to the people of Islamic studies. People studying Islamic studies need to think about it. Students do not accept the traditional teaching methodology, and scholars need to follow modern techniques and use innovative approaches so that students of Islamic studies do not feel hesitant. (Dr.SM. UE)

Islam allows us to promote Islamic teachings using all positive means. The problem lies within the self of the preacher, or teacher... Initially, the people who were so against the usage of TV and called it a satanic

intervention are now promoting Islamic teachings using technological means like YouTube and social media platforms. (Dr.AH.GCWUS)

"Addressing the overlooked aspects would improve students' foundational understanding... Framing Quranic teachings as life-guiding principles rather than academic requirements can significantly bridge the gap between innovation and traditional methodology. (ZA.GCWUS)

Teachers were asked about the strategies that should be prioritized to bridge the gap between preserving traditional Islamic values and fostering innovation for societal progress. Findings suggested that bridging the gap between conventional Islamic teachings and modern methodologies requires a multifaceted approach to overcome challenges such as resistance to change, lack of critical thinking, and insufficient technological integration. Establishing systematic discourse, fostering open-mindedness, and framing Islamic education as a life-guiding philosophy rather than a mere academic requirement is pivotal to addressing these challenges. They highlighted that digitalizing Islamic knowledge necessitates harmonizing tradition with innovation, ensuring the integration of modern tools while preserving the essence of Islamic teachings. Scholars have revealed that modern technologies, such as digital resources, AV aids, and interactive learning platforms, can enhance engagement, promote interdisciplinary research, and make Islamic education more accessible and impactful.

Key quotations are as follows:

Islam as a broader guiding principle is aligned towards everything that "heals" the individual or the society and restricts/bans the use of all that which "harms"...Under this umbrella, every technology that is useful to individuals or institutions can be integrated with Islamic studies, subject to restrictions on its use for purposes such as healing, grooming, learning, and human excellence. (Dr. IZH. PU)

We need to integrate traditional and innovative elements. Innovations are always welcomed in Islam, and their proper use is permissible. (Dr. SM.UE)

Technologically based workshops can be conducted, and conventional subjects can be taught using modern teaching and learning technologies. (Dr.AH. GCWUS)

Researchers can explore the intersection of traditional Islamic knowledge and modern innovation, identifying areas of concern and potential conflicts. (TM. PU)

Regular updates to the curriculum are essential to reflect the latest teaching methodologies and incorporate modern tools that enhance learning. (AN.GCWUS)

Islamic scholars must serve as a mirror of Islamic teachings and values. Teachers must ask students where they collected the data and how they collected it. (HQR.UOL)

Teachers were asked what role Islamic scholars can play in shaping technological integration within education. Most teachers emphasized that the intersection of faith and innovation represents a unique opportunity to advance society while maintaining ethical and spiritual integrity. They stressed that scholars need a balanced approach that harmonizes technology and innovation with Islamic principles. Challenges such as a lack of original thinking, resistance to interdisciplinary collaboration, and the need for technological integration in curricula are addressed by fostering critical thinking, embracing technological integration in curricula, and promoting inclusive and value-driven progress. They stated that scholars need to leverage innovation in a way that aligns with Islamic teachings, which could enhance both spiritual and worldly pursuits, empowering young people to tackle modern challenges while remaining rooted in their faith.

Technology has never posed challenges; instead, it has been developed to assist humanity in conserving time and resources. Grooming and human mental excellence must be the top priority of all sectors involved in teaching and learning. (Dr.IH. PU)

It is a common practice in Islamic studies research for researchers to copy the work of other scholars whom they do not consider their peers and do not bring innovative thoughts. They study previous work, write up the analysis, and present it as their research. This pattern in Islamic studies needs to be changed because Orientalists did work hard to learn the language. Muslims are even unaware of the Arabic language. They need to work hard to learn English and Arabic and strive to bring innovation in the field. (Dr.SM. UE)

The use of technology should be part of the syllabus or extra-curricular activities to equip students and teachers with the technology. Islamic values adopt technological means. (Dr.AH.GCWUS)

Encourage collaboration between Islamic scholars, innovators, and experts from various fields...Develop innovative solutions that align with Islamic values and principles... By redefining and enhancing these frameworks, we can harmonize Islamic values with innovation, addressing the challenges posed by modern technology and promoting responsible, ethical, and beneficial technological advancements. (TM.PU)

I conduct regular assessments, including group projects and individual presentations, to gauge students' understanding beyond rote memorization. I evaluate their work rigorously, assessing the accuracy of their content, their critical thinking, and the originality of their interpretations. This approach helps identify any misconceptions students may have. (AN. GCWUS)

Teachers were asked if they had any suggestions for creating a framework that ensures the ethical use of technology in teaching while respecting Islamic traditions. Findings revealed that scholars suggested that integrating faith and logic in educational practices is essential to engage modern learners and address their intellectual queries. Data emphasized the use of technology and interdisciplinary approaches to foster a deeper understanding of Islamic teachings, aligning them with contemporary scientific and logical frameworks. According to most scholars, this approach will help to address the topics of evolution, cosmology, and economics in a manner that resonates with modern sensibilities while remaining faithful to Islamic principles. They suggested that tools such as digital resources, multimedia, and collaborative projects are highlighted as effective means to enhance engagement and comprehension, making faith-based education both logical and relatable. The statements are as follows:

TV, computers, projectors, mobile phones, and Social Media are communication tools with the potential to transform, evolve, or replace Current exposure to artificial Intelligence. However, current exposure to artificial Intelligence has not changed these media but has extended help in the way thinly spread data is collected, manipulated, and regulated at one call. All these technologies are better utilized if institutionalized and

pursued objectively... The following are some of the themes that can be conveyed through these media to different age groups, promoting a better understanding of Islamic values and teachings. a. Theme-based fundamental Islamic values, traditions, civic discipline through cartoons, pictorial presentation, animes like burka avenger, Nazra Quran, and its pronunciation, understanding of quranic terms, etc. b. Life pattern of an ideal young Muslim juvenile with the performance of different rituals, duties, and responsibilities towards family and society as adult, married couple, parents, head of the family. c. Development of authentic, designated websites with error-free Quranic text, narrations with translation, and tafseer in all languages. c. Authentic script-based ads, dramas, short movies, and plays highlighting the rise of Islamic civilization for character building are re-enacted through artificial Intelligence. d. Establishment of toll-free distress call centers for redressal of indoctrinated beliefs and youth-specific problems, headed by very humble and professional ulemas. e. Online centers for resolving marriage and relationship issues, as well as parenting problems. f. Development of Social Media platforms with the provision of audio and video platforms for the exchange of views, discussions, and remarks by ulemas. Existing platforms lack the option to validate the views, data, sources, or information embedded within them. Back-and-forth visits to the respective source sites are required for confirmation and authentication. Artificial Intelligence can enhance this facility within the platform to ease the participants' experience. g. Online Qirrat, Hifz, Islamic dress code designing, situation handling under Islamic principles, Islamic calligraphy, and traditional Islamic building designing competitions with attractive incentives. (Dr. IZH. PU)

Teachers need to understand modern research tools, such as NVIVO and Citavi, to bring improvements to their courses. Students must be taught scientific or religious logic to understand religious perspectives, rather than simply negating them with words or providing logical refutations. Combined multidimensional knowledge and multi-subject understanding are mandatory in this contemporary era. (Dr. SM. UE)

In the context of Arabic education, the media plays a healthy role in the classroom. I give drama plays, poems, conversations, and cartoons in the school to enhance students' interest and understanding during class. I often incorporate multimedia into my teaching of the Quran. (Dr.AH. GCWUS)

Collaborative project for Islamic history timeline, Mobile APP for Dua's (Supplication), Digital Quran Recitation Platform. (TM.PU)

We utilize projectors to display the Gazwa-e-Badar scenario and map. We create slides on PowerPoint for Hajj and Umrah methods clips, which enhance students' interest. (HQR.UOL).

Teachers were asked what frameworks or strategies can be developed to ensure that technological advancements in STEM Fields, with traditional Islamic ethical values, contribute to the holistic development of individuals and society. Findings suggest that integrating STEM (Science, Technology, Engineering, and Mathematics) learning into Islamic Studies is a transformative approach that bridges the gap between traditional Islamic teachings and modern educational advancements. They emphasized that this fusion will not only enrich the academic experience but also instill a sense of ethical responsibility, critical thinking, and interdisciplinary collaboration. Teachers are encouraged to move beyond rote memorization, fostering a culture of inquiry by linking Islamic teachings to observable phenomena and connecting them with other disciplines. They state that this approach will inspire students to explore the alignment between divine wisdom and scientific principles, cultivating a deeper appreciation for both disciplines. They revealed that by uniting STEM experts, Islamic scholars, and social scientists, educational frameworks can ensure that technological advancements align with Islamic ethics and societal needs, leading to innovative pedagogical models that preserve traditional knowledge while embracing modern technological tools. The commentary underscored the ethical dimensions of STEM education. Integrating Islamic values into STEM curricula ensures that students grasp the moral implications of technological advancements. This approach not only enriches their understanding but also fosters socially responsible innovations. The key statements are as follows:

Teachers are required to foster curiosity in students to observe nature, reduce embedded knowledge, and develop critical thinking, rather than imposing deductive knowledge. Associating all Islamic teachings with modern, authentic sciences creates trust in the minds that said teachings

align with proven scientific knowledge...Artificial Intelligence can provide numerous platforms to the scientific community and Islamic scholars for research on both sides. (Dr IZH.PU)

Multimedia, audio-video assistance tools, and AI must be integrated into teaching; however, universities often lack the necessary resources, and even when available, teachers frequently fail to utilize them effectively. The same framework can be applied to teaching traditional Islamic subjects, as is used in other social science disciplines, depending on teachers' ability to engage students with science-based exegesis. (Dr.AH.GCWUS)

Integrate Islamic ethics into STEM curricula, incorporating Islamic values and principles to ensure students understand the moral implications of technological advancement... Encourage interdisciplinary collaboration between STEM experts and Islamic scholars to ensure technological innovations align with Islamic values and societal needs...Islamic educational resources, applications, and videos should be developed to make Islamic education more accessible and engaging. (TM.PU)

Workshops for students should be conducted twice a month with mandatory attendance, focusing on IT skills, practical applications, and bridging the gap between Islamic Studies and technological advancements...Weekly practical sessions, rather than online workshops, should be designed for students. They must be assigned the task of gathering data and comparing historical and contemporary contexts, with an emphasis on real-world applications of theoretical knowledge. (AN.GCWUS)

The department and university must prioritize organizing instructor training sessions and workshops that focus on the Quran as a subject and recognize its importance as a code of life. Students have immense potential, and if the right motivation and training are provided to them, they can exceed expectations in their academic and ethical responsibilities. (ZA.GCWUS)

DISCUSSION

The integration of modern technology into Islamic education presents a complex yet promising avenue for enhancing societal progress. The findings reveal a multidimensional interplay of opportunities and challenges, shaped by traditional Islamic values, modern educational demands, and the ethical considerations of technology usage. This discussion synthesizes key themes from the findings and explores their implications for aligning tradition with innovation in Islamic education.

Resistance to Change in Islamic Education

One of the most significant findings is the resistance to change within Islamic education, primarily rooted in the rigid adherence to traditional methods. Scholars and educators emphasize that these methodologies often prioritize rote memorization over critical thinking, leaving students dissatisfied and unprepared for the intellectual challenges of the contemporary world. The resistance stems, in part, from the perception of "Bid'ah" as a threat to Islamic values. Some scholars view innovation in education as contradictory to tradition, which fosters reluctance to adopt modern instructional techniques. Addressing this resistance requires a shift in mindset, promoting the understanding that innovation aligned with Islamic principles can enhance, rather than undermine, traditional teachings.

Integration of Technology in Islamic Education

Findings underscored the immense potential of technology to transform Islamic education. Digital tools such as the digital Quran, Islamic apps, and AI-based educational platforms provide new avenues for interactive and engaging learning experiences. These tools not only make Islamic teachings more accessible but also enable educators to connect traditional knowledge with modern pedagogical techniques. However, gradual acceptance is critical to mitigating the fears of undermining tradition. Educators and scholars must ensure that technology complements, rather than replaces, traditional values, fostering an environment where innovation supports the spiritual and intellectual growth of students.

Ethical Challenges in Technology Adoption

The ethical implications of integrating technology into Islamic education are a recurring concern among educators. Issues such as plagiarism, privacy invasion, and the misuse of AI pose significant challenges. The findings emphasize the need for ethical guidelines rooted in Islamic principles to govern the use of advanced technologies. For example, educators must discourage practices to govern the use of

advanced technologies. For example, educators must discourage practices such as presenting AI-generated content as original work, which undermines the essence of critical thinking and self-reliance. Scholars advocate for a balanced approach that ensures technology serves as a tool for ethical and moral development, aligning with Islamic teachings on accountability and social responsibility.

Misalignment in Our'anic Education

A critical observation from the findings is the misalignment between Qur'anic education and the intellectual and spiritual needs of modern learners. Current approaches often reduce Qur'anic studies to academic subjects, focusing on memorization for grades rather than fostering an understanding of its life-guiding philosophy. This disconnect alienates students and diminishes the relevance of Islamic teachings in contemporary contexts. To bridge this gap, educators must integrate Qur'anic principles with practical, real-world applications, encouraging students to internalize these values and apply them in their daily lives.

Addressing Rational and Scientific Queries

The findings highlight the lack of platforms and frameworks to address rational and scientific queries in Islamic education. Modern learners often challenge orthodox beliefs as illogical or unscientific, creating a need for educators to engage meaningfully with these questions. Scholars suggested that interdisciplinary approaches, combining Islamic teachings with scientific and philosophical discourses, can help students reconcile faith with reason. They emphasized providing a holistic understanding that aligns with contemporary intellectual demands.

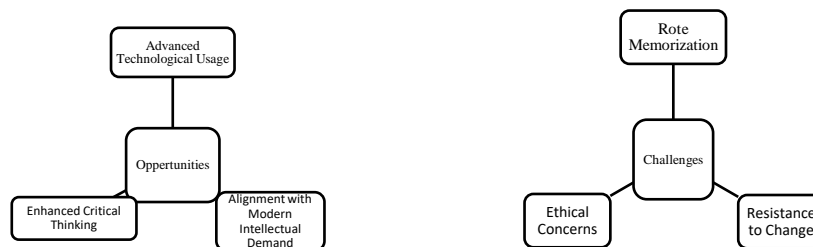
Role of Islamic Scholars and Educators

The findings underscore the pivotal role of Islamic scholars and educators in shaping the integration of technology into education. Scholars must lead by example, demonstrating how innovation can coexist with tradition. They should engage in critical discussions, address contemporary challenges, and develop interdisciplinary approaches that resonate with modern learners. On the other hand, educators must embrace modern tools and techniques to create a dynamic and inclusive learning environment that nurtures intellectual and spiritual growth.

The Way Forward

Bridging the gap between tradition and innovation in Islamic education requires a multifaceted approach that addresses resistance to change, ethical concerns, and the

evolving needs of students. Studies suggest that educators need to foster open-mindedness and embrace technological advancements within an Islamic framework, thereby creating a balanced and inclusive educational model. This model should prioritize critical thinking, ethical reasoning, and interdisciplinary collaboration, ensuring that students are well-equipped to navigate the complexities of the modern world while staying rooted in their faith.



Conclusion

In conclusion, the integration of technology into Islamic education is not merely a challenge but an opportunity to redefine how traditional values can be harmonized with modern innovations, leading to meaningful educational reforms in Pakistan. The study highlighted that bridging the gap between tradition and innovation requires a balanced approach rooted in Islamic ethical principles, open-minded pedagogy, and practical implementation strategies. Educators and scholars can ensure that Islamic education evolves to meet the intellectual and spiritual needs of contemporary learners, making meaningful contributions to societal progress by adopting a collaborative, ethical, and adaptable approach. The study by Molina Ibrahim et al. (2024) and Al-Rehmani et al. (2017) provided a systematic review of the literature on IT usage from an Islamic perspective, highlighting how Islam paved the way for research and instructs the adoption of modern tools. The Qur'an encourages the pursuit of knowledge, research, and reflection, using reason, intellect, and critical thinking. (Al-Quran 17:36, 29:20, and 3:190). The study was followed by Bharuddin et al. (2024), which examines the relevance of the Islamic education curriculum in addressing contemporary challenges in the modern world, giving significant relevance to this research article. Islam encourages the pursuit of knowledge, the exploration of the world, and the development of technologies that can benefit humanity, provided they align with ethical principles and contribute positively to society. Artificial Intelligence (AI), as modern technology, holds the potential to serve humanity by promoting critical thinking, reasoning, and providing innovative solutions to complex challenges.

Islam supports research and innovation, including the field of AI, as these advancements promote the well-being of people. Islamic education has evolved from rote memorization towards an engaging, life-guiding philosophy that equips students with critical thinking, interdisciplinary skills, and moral reasoning relevant to modern challenges. Educators, technologists, and stakeholders must collaborate to bridge the gap between tradition and innovation in Islamic studies, fostering an environment where knowledge and technology can coexist for the benefit of society.

Suggestions

1. Regularly update Islamic studies curricula to incorporate contemporary tools, such as digital platforms and interdisciplinary content, ensuring alignment with modern intellectual and spiritual needs.
2. Organize STEM workshops and professional development programs to equip educators with the skills to integrate technology into their teaching.
3. Develop guidelines grounded in AI principles to address ethical concerns, such as AI misuse and privacy issues.
4. Foster partnerships between Islamic scholars, educators, and technologists to create innovative solutions that harmonize tradition with modern educational practices.

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