



Welcoming the AI Era: Learning Innovation of Religious Education Based on the Love Curriculum

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Abstract

This study aims to analyze the integration of Artificial Intelligence (AI) technology in religious education learning which is oriented to the formation of students' character through the principles of the Love Curriculum. This research uses a qualitative method with a library research approach, examining the literature related to AI in education, Love Curriculum, personalized learning, interactivity, learning data analysis, and challenges and opportunities for religious education in the digital era. Data was collected from scientific journals, books, and current research articles relevant to the theme. The analysis was carried out thematically, linking the role of AI as a facilitator of adaptive and interactive learning with the application of the principles of the Love Curriculum which emphasizes the internalization of moral values, empathy, and compassion. The results of the study show that AI plays a role in supporting material personalization, increasing student engagement, and providing evaluative data for value habituation, while the principles of the Love Curriculum ensure that learning remains humane and focuses on strengthening character. There are three aspects to AI and the love curriculum, including the teacher-student relationship, contextualization of materials, reflection and habituation of values. This can be done in the form of applying a love curriculum to religious education, including value-based adaptive learning design, the use of AI-assisted moral dilemma simulations, and changes in the role of religious education teachers. character-based learning evaluation and value reflection. Creation of a humanist-digital religious learning ecosystem.

Abstrak

Penelitian ini bertujuan untuk menganalisis integrasi teknologi Artificial Intelligence (AI) dalam pembelajaran pendidikan agama yang berorientasi pada pembentukan karakter siswa melalui prinsip-prinsip Kurikulum Cinta. Penelitian ini menggunakan metode kualitatif dengan pendekatan penelitian perpustakaan, mengkaji literatur terkait AI dalam pendidikan, Kurikulum Cinta, pembelajaran yang dipersonalisasi, interaktivitas, analisis data pembelajaran, serta tantangan dan peluang pendidikan agama di era digital. Data dikumpulkan dari jurnal ilmiah, buku, dan artikel penelitian terkini yang relevan dengan tema tersebut. Analisis dilakukan secara tematik, menghubungkan peran AI sebagai fasilitator pembelajaran adaptif dan interaktif dengan penerapan prinsip-prinsip Kurikulum Cinta yang menekankan pada internalisasi nilai-nilai moral, empati, dan welas asih. Hasil penelitian menunjukkan bahwa AI berperan dalam mendukung personalisasi materi, meningkatkan keterlibatan siswa, dan menyediakan data evaluatif untuk pembiasaan nilai, sedangkan prinsip-prinsip Kurikulum Cinta

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memastikan bahwa pembelajaran tetap manusiawi dan berfokus pada penguatan karakter. Ada tiga aspek AI dan kurikulum cinta, termasuk hubungan guru-siswa, kontekstualisasi materi, refleksi dan pembiasaan nilai. Hal ini dapat dilakukan dalam bentuk penerapan kurikulum cinta pada pendidikan agama, termasuk desain pembelajaran adaptif berbasis nilai, penggunaan simulasi dilema moral berbantuan AI, dan perubahan peran guru pendidikan agama. Evaluasi pembelajaran berbasis karakter dan refleksi nilai. Terciptanya ekosistem pembelajaran keagamaan humanis dan digital.

INTRODUCTION

The development of information and communication technology has brought significant changes in various aspects of life, including education. One of the most prominent innovations is the application of Artificial Intelligence (AI), which opens up opportunities to transform traditional learning processes into more interactive, adaptive and personalized. In the context of religious education, this change presents challenges and opportunities at the same time (Maulidi, 2025). On the one hand, AI can facilitate the delivery of more engaging material through simulations, interactive modules, and multimedia based content. On the other hand, if not managed properly, these technologies have the potential to reduce essential human interactions in religious education, such as moral guidance, teacher example, and the internalization of spiritual values.

Religious education in Indonesia has a strategic role in shaping the character, morals, and spirituality of students. However, the development of the digital era demands a learning approach that is not only based on memorization or knowledge transfer, but also integrates the values of humanity, empathy, and love (Rifai et al., 2025). The concept of the Love Curriculum emerged as one of the pedagogical solutions to balance technological innovation with human values that are at the core of religious education. This curriculum emphasizes that education is not only about knowledge, but also the formation of character and social emotional abilities of students (Musyafa et al., 2025)

Recent studies show that religious education in the digital era continues to evolve, not only focusing on knowledge acquisition but also emphasizing character formation, moral development, and spiritual values in students daily lives (Fitriani, 2024).

In this context, Artificial Intelligence (AI) plays an increasingly important role in supporting learning innovation by providing personalized learning experiences, adaptive feedback, interactive simulations, and data driven learning processes that enhance student engagement (Nisa Nurrohmah et al., 2025). However, the use of AI in education also presents challenges, particularly the risk of reducing human interaction and weakening moral and spiritual guidance in learning processes. Therefore, AI should be positioned as a supporting tool, not a replacement for human roles in education.

Therefore, the role of teachers remains essential as moral guides, role models, and facilitators in value-based learning (Muis et al., 2025). In this case, AI should be understood as a supporting tool in learning, not a replacement for the human role in education.

The Love Curriculum also strengthens this perspective by emphasizing empathy, compassion, and human values in education. It highlights that education is not only about cognitive achievement, but also about character formation and moral integrity. This curriculum encourages learning that is dialogical and reflective, allowing students to understand and internalize values in meaningful ways. Reflection and habituation are important processes in transforming knowledge into attitudes and behavior.

In the context of modern education, the Love Curriculum has a strategic role to balance technological developments and human values. As education becomes increasingly digitalized, the Love Curriculum serves as a guide so that the learning process remains oriented to human values. Technology is used as a means of supporting learning, while the value of love and empathy is the

spirit that directs its use. With this approach, education is not stuck on a purely technical orientation, but still focuses on the formation of the character and personality of students.

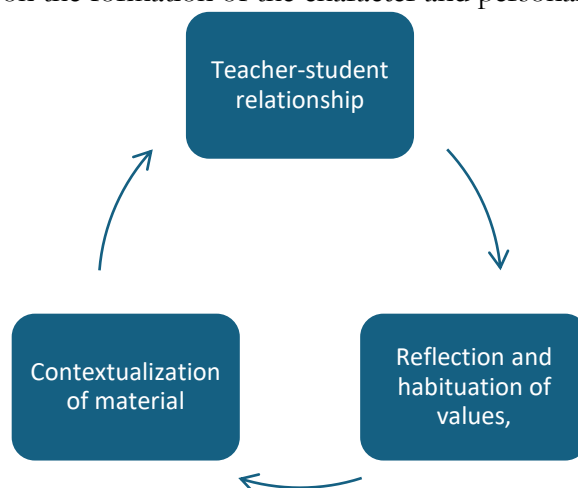


Figure 2. Konseptual Framework of Value Internalization Process

The relationship between teachers and students is the main foundation in the educational process, especially in education that is oriented towards the formation of values and character. Theoretically, pedagogical relations are not only understood as functional relationships between the giver and receiver of knowledge, but also as intersubjective relationships that are loaded with ethical, emotional, and moral dimensions (Amilusalihah & Ramadhan, 2025). Learning will take place effectively if students feel valued, accepted, and treated as subjects who have the potential to develop. In this context, teachers play the role of companions and facilitators who build a learning climate based on trust, empathy, and example. Humanist relationships allow for the internalization of values naturally, because students learn not only from what is taught, but also from the attitude and behavior of the teacher. In the context of rapid technological advancement, particularly in the era of artificial intelligence (AI), these humanistic principles become increasingly important to uphold and integrate into educational practices.

A positive teacher, student relationship is also a prerequisite for the success of value education. According to social learning theory, individuals learn through the process of observation and imitation of significant figures around them. Teachers, as authoritative and moral figures, have a great influence in shaping students' attitudes and values. Therefore, pedagogical relationships based on love, appreciation, and dialogue will strengthen the value learning process, while authoritarian and transactional relationships tend to hinder the moral and emotional development of students.

The contextualization of the material also serves as a bridge between normative values and social practices. Value education that is not associated with the context of life tends to be verbalistic and difficult to internalize. Conversely, when the material is packaged through case studies, real experiences, or actual problems, learners are encouraged to think critically and reflect on the values learned. The aspects of reflection and habituation of values complement the pedagogical relationship and contextualization of the material in the framework of complete value education. Theoretically, reflection is a metacognitive process that allows individuals to revisit their experiences, attitudes, and actions to find the meaning and value contained in them.

The AI era requires religious education teachers to combine technological innovation with the principles of the Love Curriculum. Teachers are not only teachers who deliver material, but also facilitators, moral guides, and value mediators. Thus, religious education learning can remain humane, relevant, and effective in facing the challenges of the 21st century (Sumarno & Alawiyah, 2025). Several studies show that the use of AI in learning can increase interactivity, student engagement, and the ability to personalize materials according to the needs of each student.

However, some of the literature also emphasizes the need for a balance between technology and moral values, so that AI does not shift the role of teachers as role models and spiritual guides.

Innovative religious education must be able to respond to contemporary challenges, such as social changes due to globalization, shifting digital culture, and the diverse values faced by students. AI can be a strategic tool for fostering critical thinking skills, understanding of religious values, and character development. For example, AI modules can present simulations of moral situations or social interactions that require learners to make decisions based on religious principles (Maulana, 2025). Thus, AI is not just a medium, but also a pedagogical tool for internalizing the values of the Love Curriculum.

Based on the above background description, several main problems can be formulated:

1. What is the role of AI in supporting religious education learning innovation?
2. How can the application of the principles of the Love Curriculum be integrated with AI based learning?
3. What are the challenges and opportunities that arise from using AI in religious education to shape the character of learners

The formulation of this problem serves as the basis for systematically analyzing the literature and examining how modern technology can be in harmony with humanist values of religious education. Significance The research in this literature review has an important contribution in the context of contemporary education:

1. Provide a conceptual understanding of the integration of AI and the Love Curriculum in religious education learning
2. Providing theoretical guidance for teachers, curriculum developers, and policy makers in designing learning innovations that are humane but adaptive to the digital era.
3. It is a reference for future research that wants to explore the practice of implementing AI in religious education empirically.

As technology develops and education transformation, the integration of AI in religious education learning is inevitable. However, the application of technology must always be based on the principles of the Love Curriculum, so that education remains focused on developing the character, morals, and spirituality of students. This article is here to provide a conceptual overview, examine best practices, and show the strategic direction of integrating AI in an innovative, effective, and humanist religious education. As such, the study offers both theoretical and practical contributions: mapping relevant literature, highlighting successful innovations, and providing strategic recommendations for teachers and curriculum developers to optimize AI in religious education with the principles of the Love Curriculum.

METHODS

This research uses a qualitative approach with the aim of understanding in depth the concept, meaning, and innovative forms of religious education learning based on the Love Curriculum in facing the Artificial Intelligence (AI) era. The qualitative approach was chosen because this study does not aim to measure the relationship between variables statistically, but rather to explore conceptual understanding, theoretical perspectives, and the construction of meaning that develop in religious education discourse in the digital era.

The type of research used is library research (Creswell, 2014). This research focuses on searching, reviewing, and critically analyzing various literature sources relevant to the research theme, including scientific books, national and international journal articles, proceedings, and education policy documents related to religious education, Artificial Intelligence in education, and the Love Curriculum. Literature is selected purposively by considering the relevance, credibility of the source, and the novelty of the study, especially publications that discuss 21st century education and strengthening character education.

The data collection technique is carried out through documentation, namely by identifying, classifying, and recording important information from written sources (Sugiyono, 2019). The data

collected included theoretical concepts about religious education, the use of AI in learning, the principles of the Love Curriculum, as well as studies on teacher-student relations, material contextualization, reflection, and value habituation. The data collection process is carried out systematically to ensure the linkage between the concepts analyzed.

The data analysis in this study uses thematic analysis. The initial stage of analysis is carried out by reading and understanding all literature sources in depth. Furthermore, the researcher identified key themes relevant to the research focus, such as religious education learning innovations in the AI era, humanist approaches in the Love Curriculum, and the integration of technology and human values. The themes are then coded and grouped to find patterns, similarities, and differences of views between sources. The results of the analysis are then synthesized to build a complete and coherent conceptual framework.

To maintain the validity of the data, this study applies source triangulation, which is by comparing various literature from different authors, perspectives, and contexts. This step is done to avoid bias and strengthen the validity of the research findings. In addition, the researcher also checked the consistency of the argument with relevant educational theories, such as humanistic theory, constructivism, and value education, so that the results of the study have a strong theoretical foundation.

The results of the research are presented in a descriptive analytical narrative, which systematically describes how religious education learning innovations based on the Love Curriculum can be developed and implemented in the AI era. The data presentation not only describes the findings but is accompanied by critical analysis and conceptual synthesis to explain the theoretical and practical implications of this study. Using qualitative literature-based research methods, this study is expected to make a conceptual contribution to the development of religious education that is adaptive to technological developments, while remaining oriented to human, moral, and spiritual values as emphasized in the Love Curriculum.

RESULTS AND DISCUSSION

Findings

Artificial Intelligence (AI) in learning is a form of using intelligent technology designed to support the educational process in an adaptive, efficient, and sustainable manner. AI is able to process student learning data, recognize patterns, and adjust the presentation of material according to individual needs and abilities. In the context of learning, AI is used to provide adaptive learning modules, automated evaluation systems, real-time feedback, as well as interactive media that increase learner engagement. The presence of AI allows the learning process to be more personalized and contextual, so that learners are no longer treated uniformly.

Various previous studies have shown that the use of Artificial Intelligence (AI) in learning is generally focused on increasing the effectiveness, personalization, and efficiency of the learning process. On the other hand, research on the Love Curriculum and value education emphasizes more humanistic aspects, teacher-student relationships, and character and moral formation. However, until now there are still limited studies that comprehensively integrate the use of AI with the Love Curriculum approach in the context of religious education learning.

Some research tends to separate technology as a technical aspect and value education as a normative realm, without explaining how the two can be synergized conceptually and pedagogically. In addition, existing studies are still minimal in discussing the role of AI as a tool to support the internalization of values through reflection and attitude habituation. Therefore, this study seeks to fill this gap by analyzing the integration of AI and the Love Curriculum as a learning innovation of religious education that is adaptive to technological developments while being oriented towards human and spiritual values (Noor et al., 2025).

The role of Artificial Intelligence (AI) in religious education presents innovative opportunities to enrich the teaching and learning process and improve the quality of students' understanding. AI enables the presentation of religious education materials in a personalized

and adaptive manner, so that each learner receives a learning experience that suits their abilities, interests, and learning style (Papakostas, 2025). For example, AI-based digital modules can adjust the level of learning difficulty or provide additional exercises for students who need deepening, so that religious learning is not uniform and more relevant individually.

AI supports interactive learning that encourages active engagement of learners. The use of moral dilemma simulations, educational chatbots, or interactive quizzes allows students to participate in decision-making that requires an understanding of religious values, while getting feedback in real-time. This interaction increases students' motivation, emotional involvement, and critical thinking skills in dealing with real situations that are relevant to religious teachings (Ulfiani, 2025).

AI plays a role in learning data analysis to support pedagogical innovation. By monitoring student progress, AI provides information that allows teachers to identify students' strengths, weaknesses, and specific needs. This allows teachers to design more effective learning strategies, including methods of reflection, value discussion, and attitude habituation, so that religious education learning innovations remain focused on the internalization of moral and spiritual values.

AI is not just a technical tool, but a supporter of pedagogical innovation that enables religious education to transform into adaptive, interactive, and humanist learning, in line with the principles of the Love Curriculum. With this integration, students not only understand religious teachings conceptually, but are also able to internalize and apply spiritual values in daily life, making AI a means to strengthen the quality of religious education in the digital era.

Analysis

The integration of the principles of the Love Curriculum in Artificial Intelligence (AI)-based learning provides an innovative approach that combines technology with humanist education. The Love Curriculum emphasizes the development of students' character through the values of compassion, empathy, tolerance, respect for human dignity, and habituation of attitudes and moral reflection. The integration of this principle with AI allows religious learning to be not only cognitive, but also transformational, so that learners are able to understand and internalize spiritual values contextually.

In practice, AI supports value-based personalized learning, where materials, exercises, and reflections are tailored to the abilities, interests, and moral-spiritual needs of learners. For example, adaptive learning modules can present different moral dilemmas for each student, accompanied by reflective questions that lead to an understanding of the values of love, honesty, and responsibility. The teacher acts as a facilitator, guiding students to evaluate choices, discussing the implications of values, and connecting them to real experiences in daily life.

AI enables progress analysis and internalized evaluation of grades through digital notes, interactive quizzes, and simulation modules. This information helps teachers adjust teaching strategies, strengthen positive behavior habits, and ensure that the values of the Love Curriculum are truly implemented. AI also creates interactive learning and high engagement, as learners actively participate in discussion, reflection, and collaboration, so that the learning process not only emphasizes mastery of the material, but also the experience of appreciating values (Farhani et al., 2025).

Overall, the integration of the Love Curriculum and AI allows religious education to be innovative, personalized, and meaningful. AI serves as a pedagogical support tool, while the principles of the Love Curriculum ensure that each learning process remains focused on the formation of students' character, morals, and spirituality. This synergy shows that technology and human values can go hand in hand, creating a 21st-century education that is adaptive, humanistic, and relevant to the challenges of the digital age (Auwalayah et al., 2025).

The use of Artificial Intelligence (AI) in religious education opens up significant opportunities in the formation of students' character, but at the same time presents challenges that need to be critically considered. One of the key opportunities is AI's ability to deliver

personalized and adaptive learning. With AI-based digital modules, learning materials and activities can be tailored to the abilities, interests, and moral-spiritual needs of each student. This allows the internalization of religious values, such as honesty, responsibility, and empathy, to be carried out more effectively and contextually. In addition, AI supports interactivity and engagement, through moral dilemma simulations, adaptive quizzes, and interactive case studies, so that students can experience the process of reflection on values directly and actively, increasing understanding and appreciation of spiritual values.

In addition to the opportunities, there are some important challenges. First, AI is morally neutral, so religious values and character cannot be transferred automatically without the guidance of teachers. Learning that relies too much on AI risks becoming mechanistic, lacking in depth, and limited to purely cognitive aspects. Second, the gap in access to technology is an obstacle for some students, which can affect the equality of opportunities to internalize values through digital media. Third, AI cannot fully replace the role of teachers in shaping attitudes, character, and moral behaviors through direct interactions, discussions, and habituation of daily values.

To optimize opportunities and overcome challenges, the integration of AI with the principles of the Love Curriculum has become very relevant. AI is used as a personalized, interactive, and data-driven learning support tool, while teachers remain facilitators of values, guiding reflection, instilling character, and ensuring habituation of positive behaviors. With this synergy, religious education can utilize technology to strengthen the character formation of students, while maintaining moral and spiritual values at the core of the educational process in the digital era.

The development of artificial intelligence (AI) technology offers transformative opportunities in education in general and religious education in particular. AI plays a role as a learning facilitator that is adaptive, personalized, and responsive to the needs of each student. Through machine learning and big data processing capabilities, AI is able to adjust the content, speed, and style of presentation of material based on individual learning profiles. In the context of religious education, this means that students no longer receive material homogeneously, but gain learning experiences that are in accordance with their level of understanding, interests, and moral reflection needs. Technologies such as adaptive learning modules, religious value-based chatbots, and ethical dilemma simulations can enrich the process of appreciating fundamental value concepts such as empathy, responsibility, and compassion.

However, AI as a technology is value-neutral, lacking moral capacity or intrinsic spiritual value so its application must be contextualized in an educational framework that is oriented towards human values. This is where the principle of the Love Curriculum becomes dominant in the formation of students' character. The Love Curriculum emphasizes that the main goal of religious education is not only the mastery of information, but the internalization of the values of love, empathy, respect for human dignity, and mutual respect for human relationships. In practice, the Love Curriculum encourages teachers to act as creative value facilitators, build reflective dialogues, and direct students' learning experiences to give them deep spiritual meaning.

The integration of the principles of the Love Curriculum in AI applications means that learning is not just the digitization of content, but the creation of learning experiences that combine technological intelligence with moral values. AI provides data and tools to present material in an interactive and personalized manner, while teachers use the information to facilitate reflection on values, discussion, and attitude habituation in real-life contexts. For example, the results of AI analysis of students' responses to moral dilemma situations can be used by teachers to evaluate comprehension of values and accompany further reflection. Thus, the roles of AI and the Love Curriculum do not replace each other, but complement each other: AI strengthens pedagogical effectiveness, while the Love Curriculum ensures that learning remains humane and meaningful.

Meanwhile, the implementation of this innovation faces significant challenges. First, the level of digital literacy of teachers still varies; not all educators have the skills or readiness to utilize AI effectively. Without adequate training, the use of AI has the potential to become just a cosmetic technology without a pedagogical impact. Second, the availability of technology infrastructure in various schools is still uneven, so the application of AI risks widening the gap in access to education. Third, the use of AI in religious education also faces the risk of the lack of the moral nuances of the technology: AI may display value content but lack the capacity to comprehend or assess moral context in depth without human-guided ethical knowledge.

However, the opportunities that arise are also significant. AI integration opens up space for more reflective, adaptive, and participatory learning. AI supports teachers in systematically mapping the development of students' character through learning data analysis, so that educational strategies can be formulated based on evidence (data-driven pedagogy). Furthermore, the use of AI allows for the provision of simulations of complex moral contexts, so that learners learn to make valuable decisions in situations similar to real-life challenges. With the support of the Love Curriculum, the process not only strengthens the cognitive aspect, but also the affective and spiritual aspect. AI even enables the development of learning analytics that can monitor student engagement in reflective activities and grade habituation, flagging areas that require teacher mentoring.

Based on the literature, the integration of AI in religious education learning has great potential to increase the effectiveness, engagement, and personalization of materials. However, to ensure that learning remains humane and value-based, the principles of the Love Curriculum must be the cornerstone. These innovations offer a strategic direction for contemporary education, where technology supports, rather than replaces, learning experiences that emphasize the character, morals, and spirituality of learners.

The integration of AI with the Love Curriculum opens up a space for learning innovation that is both adaptive and humanistic. AI can be used to present religious materials through interactive media, moral dilemma simulations, and project-based learning that is relevant to learners' lives. Furthermore, through the Love Curriculum approach, teachers facilitate the process of reflection, discussion, and internalization of values, so that students not only understand religious teachings conceptually, but are also able to live and apply them in daily behavior. Thus, AI serves as a supporting means that enrich the learning experience, while the Love Curriculum keeps the direction and goals of religious education oriented towards moral and spiritual values.

In practice, the synergy between AI and the Love Curriculum also contributes to increasing student engagement and learning motivation. Interactive and personalized learning encourages learners to be more active and independent, while a humanist approach creates a learning environment that is safe, empathetic, and respectful of diversity. This condition allows learners to develop social-emotional skills, such as empathy, responsibility, and concern for others, which are the main goals of religious education.

Nevertheless, the implementation of AI-based religious education learning innovations and the Love Curriculum is inseparable from various challenges. Teachers' readiness to master technology, the availability of digital infrastructure, and ethical awareness in the use of AI are determining factors for the success of this integration (Hady et al., 2025). Teachers are required not only to have digital literacy, but also pedagogical and spiritual abilities to direct the use of technology to remain in harmony with religious values. Without adequate mentoring and training, the use of AI has the potential to become just a technical tool that does not contribute significantly to the formation of students' character (Anandal et al., 2024).

Therefore, welcoming the era of AI in religious education requires a comprehensive and balanced strategy. AI must be used critically and reflectively, with the Love Curriculum as a value framework that guides the direction of learning. Teachers continue to play a central role as moral role models, facilitators of reflection, and spiritual guides of students. Through this approach, religious education can be transformed into innovative learning, relevant to the

development of the times, but still firmly rooted in human values and spirituality (Iqbal & Maulana, 2025).

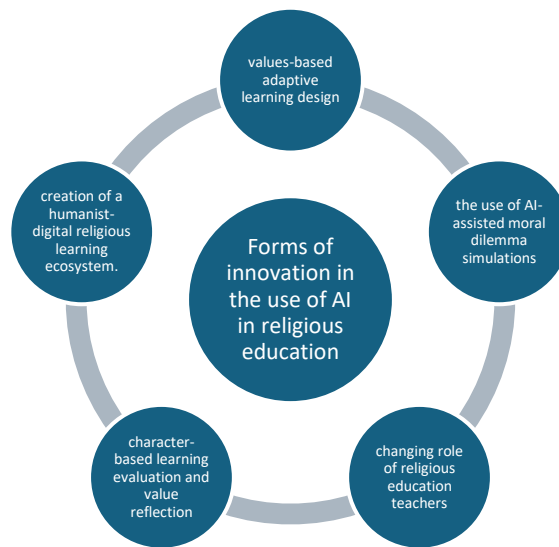


Figure 2. Forms of Innovation in the Use of AI in Religious Education

The first form of innovation lies in the design of value-based adaptive learning. Through the use of AI, religious education teachers can use digital learning modules that adjust students' level of understanding. For example, when students learn the themes of honesty, tolerance, or compassion, the AI system presents different materials, videos, or case studies as per the student's ability. This innovation is distinctive because the personalization of learning is not only cognitive-based, but also directed at strengthening the values of the Love Curriculum, such as empathy, caring, and moral responsibility (Sudirman et al., 2025).

The second form of innovation is the use of AI-assisted moral dilemma simulations. AI is used to present real-life situations that contain value conflicts, such as honesty in schools, tolerance between religions, or social concerns. Students are asked to make decisions based on the religious teachings they have learned (Pratama & Rafiq, 2025). Afterwards, the teacher facilitates a reflective discussion with the Love Curriculum approach, so that students not only choose the "right or wrong" answer, but also understand the moral reasons and humanitarian impact of each decision. This innovation makes religious education learning more contextual and meaningful.

The third form of innovation can be seen in the change in the role of religious education teachers. In conventional learning, teachers often play the role of material presenters. In AI based innovation and the Love Curriculum, teachers transform into value facilitators, spiritual guides, and moral reflection companions (Aulia Hidayat et al., 2024). AI handles technical aspects such as material presentation and initial evaluation, while teachers focus on value dialogue, attitude exemplarization, and behavior habituation. This innovation is real because it shifts the learning paradigm from teacher centered to value-centered learning.

The fourth form of innovation is character-based learning evaluation and value reflection (Nainggolan, 2025). AI is used to measure understanding of religious concepts through adaptive quizzes or digital tasks. However, the Love Curriculum ensures that evaluation does not stop at academic scores. Students are also asked to write reflections, attitude journals, or reports on value practices in daily life, such as acts of empathy, honesty, or social concern. This evaluation innovation concretely integrates cognitive, affective, and psychomotor aspects.

The fifth form of innovation is the creation of a humanist-digital religious learning ecosystem. AI is used to build digital learning spaces that support positive communication,

collaboration, and value building. Teachers can monitor students' moral development through digital reflection notes, while face-to-face interactions remain focused on strengthening character and spirituality. This innovation shows that technology does not eliminate the touch of humanity, but instead strengthens the practice of the Love Curriculum in a digital context.

AI enables personalization, adaptive feedback, and learning that can adapt students' learning styles, which is in line with the goals of character education in religious education. Technology can reduce the direct interaction that is essential in internalizing students' religious values and character, an aspect that educators must be aware of (Nisa Nurrohmah et al., 2025). AI not only contributes to the cognitive aspect, but can also be used for the development of understanding of religious concepts (for example, the concept of monotheism in the context of Islam), which is a lived experience for students in understanding religious values more deeply.

Furthermore, the integration of Artificial Intelligence (AI) and the Love Curriculum highlights a broader implication for the future of educational transformation in religious learning. This combination demonstrates that technological advancement does not necessarily reduce the role of values in education, but instead can reinforce them when guided by a strong pedagogical framework. The presence of AI provides opportunities for more systematic, data informed, and adaptive learning environments, while the Love Curriculum ensures that such technological utilization remains grounded in ethical, moral and spiritual dimensions.

Therefore, the success of this integration depends not only on technological readiness, but also on the ability of educators to maintain a balance between digital innovation and humanistic values. In this sense, AI becomes a supporting infrastructure for pedagogical development, whereas the Love Curriculum acts as the moral compass that directs educational practice. This synergy ultimately contributes to the formation of learners who are not only intellectually competent, but also emotionally mature and spiritually grounded in facing the challenges of the digital era.

CONCLUSION

Welcoming the era of artificial intelligence (AI) requires a transformation of the learning paradigm, including in religious education. The integration of religious education learning innovations based on the Love Curriculum is a strategic approach to answer these challenges, by placing the values of compassion, humanity, tolerance, and spirituality as the main foundation in the use of technology. AI is not positioned as a substitute for the role of educators, but rather as a supporting instrument that enriches the learning process in an adaptive, contextual, and student centered manner.

Learning innovations based on the Love Curriculum in the AI era allow for more effective personalization of religious learning through the use of data, digital platforms, and interactive media. This contributes to increasing students' understanding of religious values that are not only cognitive, but also affective and practical. Thus, religious education is not trapped in a purely dogmatic and textual approach, but is able to foster moral awareness, social empathy, and moderate character that are relevant to the reality of global and multicultural life.

The form of application of the love curriculum to religious education includes value-based adaptive learning design, the use of AI assisted moral dilemma simulations, and changes in the role of religious education teachers. character-based learning evaluation and value reflection. Creation of a humanist-digital religious learning ecosystem. The application of AI based on the Love Curriculum serves as an ethical mechanism to mitigate the negative impacts of technological developments, such as dehumanization, moral crises, and value disruption. This curriculum provides a normative framework so that technological innovation remains based on spiritual and humanitarian values, so that religious education plays an active role in shaping a generation that is intellectually, emotionally, and spiritually intelligent.

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