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Holistic Islamic Education in the Era of Artificial Intelligence: Reintegrating Spiritual, Intellectual, Emotional, Social, Moral, and Physical Dimensions

Pendidikan Islam Holistik di Era Kecerdasan Buatan: Mengintegrasikan Kembali Dimensi Spiritual, Intelektual, Emosional, Sosial, Moral, dan Fisik

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Abstract

The rapid development of Artificial Intelligence (AI) has transformed contemporary educational systems by increasing efficiency, accessibility, and digital integration in learning processes. However, the expansion of AI also raises concerns regarding academic honesty, critical thinking, moral awareness, and the declining humanistic orientation of education. This study aims to reconstruct the concept of holistic education from an Islamic perspective in responding to educational challenges in the AI era. The study employed a qualitative library research approach using philosophical and thematic analysis of scholarly literature related to holistic education, Islamic educational philosophy, spirituality, and AI-based learning. The findings indicate that contemporary education requires a more balanced framework capable of integrating technological advancement with ethical and spiritual values. This article proposes the Holistic Islamic Education Pyramid Model, consisting of spiritual, social, emotional, intellectual, and physical dimensions. In this model, spirituality functions as the central driving force guiding holistic human development. The study concludes that honesty, spirituality, and humanity remain essential foundations of meaningful education in the era of Artificial Intelligence.

Keywords: *Artificial Intelligence, Holistic Education, Islamic Education, Spirituality, Human Development*

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Introduction

The rapid development of Artificial Intelligence (AI) has significantly transformed the landscape of contemporary education. AI is increasingly utilized in learning activities, academic writing, research assistance, and information retrieval processes. Educational technology enables faster access to knowledge and supports flexible learning systems in various educational institutions. However, the acceleration of digital technology also changes students' learning behavior, making them more dependent on technological assistance in completing academic tasks. As a result, education today faces major challenges in balancing technological advancement with human values and character formation. In the era of Society 5.0, education is no longer focused solely on cognitive achievement, but also on ethical and social responsibility. Therefore, educational institutions are required to adapt wisely to the rapid expansion of AI-based learning systems. (Biesta, 2022, 2023; Miseliunaite et al., 2022).

Artificial Intelligence also offers various opportunities for improving educational quality and accessibility. AI can support personalized learning, accelerate academic administration, assist scientific writing, and increase learning efficiency in higher education. Several studies have shown that digital technology contributes positively to creativity, productivity, and learning flexibility in modern educational environments. Educational innovation in the AI era, therefore requires an integrative paradigm that combines technological competence with moral and social awareness. In this context, AI should not merely function as an instrument of efficiency but as a supportive tool for meaningful human development. Consequently, educators must guide students to use technology critically, ethically, and responsibly in both academic and social contexts (A. P. Johnson, 2023; J. P. Miller, 2019; Miseliunaite et al., 2022).

Despite its advantages, the increasing dependence on AI also creates serious educational risks and ethical concerns. Many students tend to rely excessively on AI-generated content without developing a deep understanding and critical reflection. This condition contributes to the decline of critical thinking skills,

academic honesty, and independent learning habits among learners. In addition, the widespread use of AI may encourage copy-paste practices, weaken intellectual responsibility, and reduce authentic interaction between teachers and students. Previous studies also indicate that modern education increasingly prioritizes productivity and measurable outcomes rather than humanistic and spiritual development. If this situation continues without ethical guidance, education may gradually lose its essential mission of developing complete human beings. (Biesta, 2022, 2023; Mahmoudi et al., 2012).

The crisis of modern education is not only technological but also philosophical and moral. Contemporary educational systems often emphasize academic achievement, competition, and efficiency while neglecting emotional balance, spirituality, empathy, and moral integrity. As a consequence, many students experience anxiety, alienation, loss of meaning, and weakened character formation in educational environments. Holistic education emerged as an alternative paradigm that seeks to develop human beings comprehensively and meaningfully through interconnected dimensions of life. This approach emphasizes intellectual, emotional, social, physical, and spiritual development in a balanced educational process. Therefore, holistic education is increasingly considered relevant for responding to educational challenges in the digital and AI era. (Mahmoudi et al., 2012; J. P. Miller, 2019; Stokke & Rodriguez, 2024).

Although holistic education has gained global attention, many existing frameworks remain dominated by secular and humanistic perspectives. Several contemporary studies focus primarily on psychological well-being, human flourishing, and emotional development while placing limited emphasis on transcendental spirituality. Some scholars also highlight the ambiguity of spirituality within secular educational systems, especially regarding the role of religion and metaphysical meaning in human development. Consequently, holistic education still requires reconstruction from a spiritually grounded and value-oriented perspective capable of integrating ethical, moral, and religious dimensions. This gap becomes increasingly important in the AI era, where

technological progress often develops faster than moral and spiritual awareness. Therefore, Islamic educational philosophy may provide a more comprehensive framework for holistic human development. (Jirásek, 2023; Lafrarchi, 2025; Stokke & Rodriguez, 2024).

Islamic educational philosophy views human beings as multidimensional creatures consisting of spiritual, intellectual, emotional, physical, and social dimensions that must be developed harmoniously. The concepts of *tarbiyah*, *ta'lim*, and *ta'dib* emphasize not only knowledge acquisition but also moral refinement, spiritual awareness, and responsible human behavior. Al-Ghazali and Al-Attas further stressed that the ultimate purpose of education is the formation of balanced personalities and good character rooted in divine values. Previous studies by Primarni and colleagues also demonstrated that Islamic holistic education can become a strategic response to contemporary educational crises and technological disruption. These perspectives indicate that spirituality should not merely become a complementary aspect of education, but rather the central orientation that guides all dimensions of human development. (Lafrarchi, 2025; Primarni, Masuwd, Makmudi, Fa'atin, et al., 2025; Sahin, 2018; Wan Daud, 1998).

Based on these considerations, this article aims to reconstruct the concept of holistic education from an Islamic perspective in responding to the challenges of Artificial Intelligence in contemporary education. This study proposes a Holistic Islamic Education Pyramid Model consisting of five interconnected dimensions: spiritual, social, emotional, intellectual, and physical development. In this model, spirituality functions as the highest and central driving force that directs all other human dimensions toward meaningful and ethical human flourishing. Unlike many contemporary educational frameworks that prioritize cognitive and technological competence alone, this model emphasizes ethical integrity, humanity, and spiritual consciousness as the core orientation of education. The novelty of this article lies in integrating AI discourse, holistic education theory, and Islamic educational philosophy into a unified conceptual framework for future

education. (Primarni, 2025; Primarni, Masuwd, Makmudi, Fa'atin, et al., 2025; Syafri et al., 2021).

Research Method

This study employed a qualitative approach using library research as the primary research design. Library research was selected because the study focuses on conceptual and philosophical analysis regarding holistic Islamic education in the era of Artificial Intelligence (AI). The research explores educational theories, philosophical perspectives, and previous scholarly findings related to holistic education, Islamic educational philosophy, spirituality, and AI-based learning systems. This approach enables the researcher to critically examine educational paradigms and reconstruct a conceptual framework relevant to contemporary educational challenges.

The sources of data in this study consisted of primary and secondary academic references. Primary sources included reputable international journal articles discussing holistic education, spirituality, Islamic education, human flourishing, and educational transformation in the AI era. Secondary sources consisted of supporting books, conceptual papers, conference proceedings, and previous publications written by the author related to holistic Islamic education. The study prioritized recent references published within the last ten years, while several classical works were included due to their strong theoretical relevance to Islamic educational philosophy.

Data collection was conducted through documentation and literature review techniques. Relevant articles, books, and scholarly publications were identified, classified, and analyzed based on their conceptual relationship to the themes of education, spirituality, morality, and technological transformation. The researcher systematically reviewed the literature to identify educational problems, theoretical gaps, philosophical perspectives, and emerging educational trends related to AI and holistic education. The collected references were then organized according to thematic categories to support analytical interpretation and conceptual reconstruction.

The data were analyzed using thematic and philosophical analysis techniques. Thematic analysis was used to identify recurring concepts, patterns, and educational issues across the selected literature, while philosophical analysis was employed to examine the ontological, epistemological, and axiological dimensions of holistic Islamic education.

Results and Discussion

The Transformation of Education in the Artificial Intelligence Era

The rapid advancement of Artificial Intelligence (AI) has transformed the orientation, methods, and learning culture within contemporary educational systems. Educational institutions increasingly utilize AI to support academic writing, automate learning processes, facilitate digital assessment, and accelerate access to information. This transformation reflects the emergence of technology-driven education that prioritizes efficiency, flexibility, and digital connectivity in teaching and learning activities. AI-based educational platforms also enable students to learn independently through personalized and adaptive learning systems. Consequently, technology has become an inseparable component of modern education in the era of Society 5.0. (Biesta, 2022; A. Johnson, 2023; Miseliunaite et al., n.d.).

Despite these advantages, the expansion of AI in education also raises concerns regarding the reduction of human interaction and the weakening of reflective learning processes. Many students become increasingly dependent on technological assistance without developing critical thinking and intellectual responsibility. The learning process gradually shifts from meaning-oriented education toward result-oriented educational practices. This condition supports Biesta's argument that contemporary education is increasingly influenced by instrumentalism, where educational success is measured primarily through productivity and measurable performance. (Biesta, 2022, 2023). Therefore, educational transformation in the AI era requires not only technological adaptation but also philosophical and ethical reconsideration regarding the true purpose of education.

The Crisis of Instrumental and Technological Education

Modern education today tends to emphasize academic achievement, efficiency, and technological competence while neglecting moral and spiritual development. Educational institutions often focus heavily on cognitive performance, standardized outcomes, and competitive achievement as indicators of educational success. As a result, emotional maturity, empathy, honesty, spirituality, and ethical awareness receive less attention in educational practices. This imbalance contributes to psychological pressure, emotional alienation, and weakened moral responsibility among students. Several studies indicate that the overemphasis on technological and measurable outcomes may gradually disconnect education from its humanistic foundations. (Mahmoudi et al., 2012; R. Miller, n.d.; Stokke & Rodriguez, 2024).

The increasing use of AI in academic activities also contributes to ethical challenges within higher education. Students may misuse AI tools for instant task completion without engaging in deep understanding or reflective learning processes. Such practices potentially weaken academic honesty, creativity, and authentic intellectual development. In addition, the extensive reliance on digital technology may reduce direct communication and meaningful relationships between educators and learners. Therefore, the educational crisis in the AI era is not merely technological, but also moral, philosophical, and existential in nature. (Biesta, 2023; Jirásek, 2023; Primarni, Masuwd, Makmudi, & ..., 2025).

Holistic Education as an Alternative Educational Paradigm

Holistic education emerged as an alternative paradigm that seeks to restore the humanistic orientation of education. Holistic education emphasizes the balanced development of intellectual, emotional, social, physical, and spiritual dimensions within the educational process. This approach views human beings as interconnected entities whose development cannot be separated into fragmented educational components. Miller explained that holistic education encourages meaningful learning experiences that integrate personal growth, ethical awareness, and spiritual development. Consequently, holistic education attempts

to move beyond purely cognitive and instrumental educational models.(J. P. Miller, 2019; Zsolnai et al., 2025).

Several contemporary studies also demonstrate that holistic education contributes positively to emotional well-being, social responsibility, and human flourishing in educational settings. Holistic learning environments encourage reflective thinking, empathy, collaboration, and self-awareness among learners. However, many holistic education frameworks remain rooted in secular humanism and psychological well-being without sufficiently addressing transcendental spirituality. Spirituality is frequently interpreted in abstract or non-religious ways, leading to ambiguity regarding moral foundations and metaphysical orientation. Therefore, reconstructing holistic education from an Islamic philosophical perspective becomes increasingly important in responding to contemporary educational challenges (Rofhani & al., 2025; Stokke & Rodriguez, 2024).

Reconstructing Holistic Islamic Education

Islamic educational philosophy offers a more comprehensive understanding of human nature and educational purpose. In Islamic thought, human beings are multidimensional creatures consisting of physical, intellectual, emotional, social, and spiritual dimensions that must be developed harmoniously. The concepts of tarbiyah, ta'lim, and ta'dib emphasize balanced education that integrates knowledge, morality, spirituality, and responsible social behavior. Islamic education therefore aims not only to transfer knowledge but also to shape ethical character and spiritual consciousness rooted in divine values. (Lafrarchi, 2020; Sahin, 2018; Wan Daud, 1998).

Al-Ghazali emphasized that the purpose of education is the purification of the soul and the development of noble character through balanced intellectual and spiritual cultivation. Similarly, Al-Attas viewed education as a process of instilling adab, which refers to proper ethical and spiritual discipline in human life. These perspectives indicate that spirituality should become the central orientation guiding all educational dimensions and activities. Previous studies by Primarni

and colleagues also support the argument that Islamic holistic education can provide strategic solutions for addressing moral crises, radicalism, and technological disruption in contemporary society. (Primarni, Masuwd, Makmudi, Fa'atin, et al., 2025)

The Holistic Islamic Education Pyramid Model

Based on the analysis of previous theories and contemporary educational challenges, this study proposes the Holistic Islamic Education Pyramid Model. This model consists of five interconnected dimensions: spiritual, social, emotional, intellectual, and physical development. Spirituality is positioned at the highest point of the pyramid as the central driving force directing all aspects of human development. Meanwhile, the social, emotional, intellectual, and physical dimensions function as interconnected foundations that support balanced human growth. This model emphasizes that education should not only develop intelligence and skills but also strengthen ethical integrity, empathy, spirituality, and social responsibility.

The Role of Educators in the AI Era

The presence of AI does not eliminate the importance of teachers and lecturers within educational systems. Although AI can assist in information retrieval, assessment, and content generation, it cannot replace the human capacity for empathy, moral guidance, emotional support, and spiritual mentorship. Educators remain essential figures in shaping students' character, ethical awareness, and emotional maturity. In holistic Islamic education, teachers are not merely knowledge transmitters but also role models and moral guides responsible for nurturing balanced human development. (R. Miller, n.d.; Sahin, 2018).

Therefore, educators in the AI era must develop not only technological literacy but also ethical and spiritual leadership. Teachers and lecturers should guide students in using AI responsibly, critically, and honestly within academic activities. Educational institutions also need to strengthen character education,

reflective learning, and ethical discussion as part of digital learning systems. Ultimately, technological advancement should remain aligned with humanity, morality, and spiritual awareness to preserve the true mission of education. (Biesta, 2023; Mahmoudi et al., 2012; Primarni, Masuwd, Makmudi, Fa'atin, et al., 2025).

Conclusion

The rapid development of Artificial Intelligence has significantly transformed contemporary educational systems by increasing efficiency, accessibility, and technological integration within learning processes. However, the expansion of AI also creates ethical, philosophical, and humanistic challenges, particularly regarding critical thinking, academic honesty, emotional development, and spiritual awareness. Contemporary education increasingly tends toward instrumental and performance-oriented approaches that prioritize measurable outcomes while neglecting moral and transcendental dimensions of human development. Therefore, education in the AI era requires a more balanced paradigm capable of integrating technological advancement with ethical and spiritual values.

This study concludes that holistic Islamic education offers a relevant and comprehensive framework for responding to educational challenges in the era of Artificial Intelligence. Holistic Islamic education emphasizes the harmonious development of spiritual, social, emotional, intellectual, and physical dimensions within the educational process. Through the proposed Holistic Islamic Education Pyramid Model, spirituality is positioned as the central driving force that guides all aspects of human development toward meaningful, ethical, and responsible learning. This model contributes conceptually to the reconstruction of holistic education by integrating Islamic educational philosophy, moral consciousness, and technological adaptation into a unified educational framework.

The findings of this study also underscore the ongoing significance of teachers and lecturers as moral guides, mentors, and facilitators of human development in the digital era. Although AI may increasingly support academic

activities, education must remain grounded in humanity, honesty, spirituality, and ethical responsibility. Ultimately, this study emphasizes that above all forms of intelligence, honesty remains the essential foundation of meaningful education in the future.

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