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Spiritual Intelligence of Students in the Era of Artificial Intelligence (AI): The Relevance of Islamic Education Values to Moral Independence

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Abstract: *This study explores students' spiritual intelligence and the relevance of Islamic educational values in fostering moral independence in the era of Artificial Intelligence (AI). Employing a qualitative approach through interviews, observations, and documentation, the research focuses on first-semester Islamic Education students at STAI Solok Nan Indah. The findings reveal that spiritual intelligence is perceived as the capacity to ethically interpret academic activities through faith-based values, self-reflection, and moral awareness. Core Islamic educational values—such as honesty, trustworthiness, responsibility, and discipline—play a significant role in shaping character and guiding students' interactions with technology. While students acknowledge AI as a tool that enhances learning efficiency and access to information, they also recognize its potential risks, including dependency, plagiarism, and diminished critical thinking. In this context, Islamic educational values function as an ethical framework that promotes responsible and reflective AI use. This study contributes to the discourse on Islamic value–based digital ethics by highlighting the integration of spiritual education and digital literacy, and it offers practical insights for higher education institutions in formulating policies and instructional strategies that balance technological advancement with character development.*
Keywords: *Spiritual Intelligence, Artificial Intelligence, Islamic Education, Moral Independence*

Abstrak: Penelitian ini mengkaji kecerdasan spiritual mahasiswa serta relevansi nilai-nilai pendidikan Islam dalam membentuk kemandirian moral di era Artificial Intelligence (AI). Penelitian menggunakan pendekatan kualitatif melalui wawancara, observasi, dan dokumentasi dengan fokus pada mahasiswa Pendidikan Agama Islam semester pertama di STAI Solok Nan Indah. Hasil penelitian menunjukkan bahwa kecerdasan spiritual dipahami sebagai kemampuan menafsirkan aktivitas akademik secara etis melalui nilai-nilai keimanan, refleksi diri, dan kesadaran moral. Nilai-nilai pendidikan Islam seperti kejujuran, amanah, tanggung jawab, dan disiplin berperan penting dalam pembentukan karakter serta dalam mengarahkan perilaku mahasiswa saat berinteraksi dengan teknologi. Mahasiswa memandang AI sebagai sarana yang dapat

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meningkatkan efektivitas pembelajaran dan akses terhadap informasi, namun sekaligus menyadari potensi risikonya, seperti ketergantungan, plagiarisme, dan menurunnya kemampuan berpikir kritis. Dalam konteks ini, nilai-nilai pendidikan Islam berfungsi sebagai kerangka etis yang mendorong penggunaan AI secara bijak dan bertanggung jawab. Penelitian ini berkontribusi pada penguatan wacana etika digital berbasis nilai-nilai Islam dengan menegaskan pentingnya integrasi pendidikan spiritual dan literasi digital, serta memberikan implikasi praktis bagi perguruan tinggi dalam merumuskan kebijakan dan strategi pembelajaran yang mampu menyeimbangkan kemajuan teknologi dengan pembentukan karakter mahasiswa.

Kata Kunci: Kecerdasan Spritual, Artificial Intelligence, Pendidikan Islam, Kemandirian Moral

Introduction

The digital era presents a new face in student life. The presence of Artificial Intelligence (AI) ranging from automatic writing applications, recommendation systems, to various applications that make learning activities faster, more practical, and efficient.[1] Students can produce material summaries in seconds, create essays with the help of algorithms, or search for religious arguments through digital applications without having to open physical books.[2] On one side, this development opens space for creativity and innovation.[3] However on the other side, it raises increasingly real concerns, namely the loss of deep reflection ability, declining fighting spirit, and erosion of moral independence.[4]

In the world of higher education, students are not only measured by how quickly or how much they can access information but by the extent to

[1] Helen Crompton and Diane Burke, "Artificial Intelligence in Higher Education: The State of the Field," *International Journal of Educational Technology in Higher Education* 20, no. 1 (2023): 1–22, https://doi.org/10.1186/s41239-023-00392-8.

[2] Heather Johnston et al., "Student Perspectives on the Use of Generative Artificial Intelligence Technologies in Higher Education," *International Journal for Educational Integrity* 20, no. 1 (2024): 1–21, https://doi.org/10.1007/s40979-024-00149-4.

[3] Ling Wang and Wenye Li, "The Impact of AI Usage on University Students' Willingness for Autonomous Learning," *Behavioral Sciences* 14, no. 10 (2024), https://doi.org/10.3390/bs14100956.

[4] Asep Deni Normansyah, Darda Abdullah Sjam, and Cep Miftah Khoerudin, "Integration of Artificial Intelligence (AI) Technology in Teaching and Learning to Build Resilient Character," *Jurnal Konseling Dan Pendidikan* 13, no. 3 (2025).

which they are able to make moral choices, act with integrity, and grow in spiritual awareness. Often technology produces academic results quickly, but growth of the heart, self-awareness, and moral independence are actually left behind. Islamic education views a person's success not only measured by their intellectual or emotional intelligence, but also by spiritual intelligence, namely the ability to recognize meaning, appreciate values, and live based on higher principles.[5] This kind of spiritual education provides a strong foundation so that students are not merely technology users, but value warriors, who are able to use AI as a means, not as a replacement for moral maturity.

One of the major challenges today is how to ensure that AI does not become a shortcut for plagiarism, technology addiction, or submission to algorithms without critical reflection. Research shows that AI integration in education indeed offers great potential for learning personalization, administrative efficiency, wide access but also presents ethical risks such as reduction of social activities, threatened privacy, or disruption of human interaction.[6]

In addition to the above, in Islamic scholarship, humans are positioned not as technology users, but as moral subjects who are responsible for every life choice. Elmahjub in his research emphasizes that Islamic ethical traditions such as maslahah and maqasid al-syari'ah can become moral benchmarks in the design and use of AI. Values such as amanah (trustworthiness), honesty, ihsan (excellence), and piety become fundamental principles that guide actions.[7] Islamic education even emphasizes that true intelligence is not only intellectual intelligence (IQ) or emotional intelligence (EQ), but also spiritual intelligence (SQ), which is the ability to give meaning to life, understand the purpose of existence, and bring divine values into every decision.[8]

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[5] Okvani Kartika et al., "Kecerdasan Spiritual Dalam Pendidikan Agama Islam Perspektif Hadis," *Kecerdasan Spritual Dalam Pendidikan Agama Islam Perspektif Hadits* 7, no. 2 (2024): 1–22, https://doi.org/10.54396/saliha.v7i2.1231.

[6] Salim Chayati, Shandid Gunagraha, and Baidi, "Ethics of Using Artificial Intelligence in the World of Islamic Education," *Online) Journal of Education, Administration, Training, and Religion* 6, no. 1 (2025): 41–53, http://dx.doi.org/10.38075/jen.v6i1.541.

[7] Ezieddin Elmahjub, "Artificial Intelligence (AI) in Islamic Ethics: Towards Pluralist Ethical Benchmarking for AI," *Philosophy and Technology* 36, no. 4 (2023): 1–24, https://doi.org/10.1007/s13347-023-00668-x.

[8] Ahmad Miftahun Ni, Ibrahim Basyarahil, and Nur Hidayaturrohmah, "Cultivating Spiritual Intelligence in Education during

Spiritual intelligence in the Islamic perspective has been researched as a moral foundation that encourages individuals to act not only based on worldly ambition, but also on divine consciousness.[9] For example, phenomenological research by Liswandari (2022) shows that students who have high spiritual intelligence tend to be more obedient to rules and more consistent in good deeds because they are motivated by deep moral awareness..[10] In addition, the development of SQ through religious education in secondary schools is also emphasized as an important method to form integrity character that is able to balance spiritual and intellectual aspects.[11]

With strong spiritual intelligence, students or the younger generation of Islam more broadly will not simply follow the flow of technology. They will use technology as a tool for good, not as a replacement for morality. They hold the value of amanah when being accountable for academic work, strive with ihsan even when not supervised, and continue to live with piety even though the development of the digital world is increasingly rapid.

Based on the above, this research aims to deepen understanding regarding how Islamic education values play a role in shaping students' social independence as part of strengthening spiritual intelligence amid the rapid development of technology and artificial intelligence. This research not only wants to see Islamic education as a theoretical realm, but also as a source of values capable of guiding students to still have social responsibility, ethics, and benefit orientation even though living in a digital environment that is entirely instant and pragmatic.

Method

This research uses a qualitative approach that aims to understand phenomena in depth through direct interaction with research subjects in real

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the Era of Artificial Intelligence Based on the Concept of Educational Psychology in the Al-Qur'an," *Jurnal Penelitian Ilmu Ushuluddin* | 5, no. 1 (2025): 45, https://doi.org/10.15575/jpiu.v5i1.40656.

[9] Amaliyah, "Relevansi Dan Urgensi Kecerdasan Spritual, Intelektual Dan Emosional Dalam Perspektif Islam," *Jurnal Online Studi Al-Qur'an* 14, no. 2 (2018): 151–60, https://doi.org/DOI:doi.org/10.21009/JSQ.014.2.04.

[10] Ajeng Linda Liswandari, "Kecerdasan Spiritual, Kepatuhan Peraturan Dan Pembelajaran Pendidikan Agama Islam: Studi Fenomenologi," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 478–90, https://doi.org/10.25299/al-thariqah.2022.vol7(2).6219.

[11] Evi Febriani et al., "Peran Pendidikan Agama Islam Terhadap Pembentukan Karakter Religius Madrasah Aliyah Negeri 1 Bandar Lampung," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 2 (2024): 4542–49.

contexts.[12] The qualitative approach was chosen because it is able to explore meaning, experience, and thought construction of students related to spiritual intelligence and moral independence in the era of Artificial Intelligence.

The research process was conducted at the Islamic Higher Education Institute (STAI) Solok Nan Indah as one of the Islamic higher education institutions that has attention to the development of student character and spiritual competence. The research subjects are first-semester students of the Islamic Religious Education (PAI) study program who are considered to still be in the early phase of academic and spiritual identity formation, making it relevant to be studied more deeply.

Data collection was conducted through semi-structured interviews with 10 Islamic Religious Education (PAI) students, then direct observation of student activities on campus related to AI usage and examining documents that support the data. After the data was collected, it was then analyzed using the analytical technique proposed by Milles, Huberman and Saldana with stages of data reduction, data presentation, then drawing conclusions.[13]

Result and Discussion

Students' Understanding of Spiritual Intelligence in the AI Era

The findings from interviews with first-semester PAI students show that spiritual intelligence and the development of Artificial Intelligence (AI) technology play a role in shaping students' moral independence. This is as conveyed by informants through the following interviews:

"I assess my level of moral independence to be at a fairly good stage and continues to develop amid the swift current of digital technology. I am already able to distinguish what is right and wrong in using technology, such as not using AI to cheat, maintaining ethics on social media, and striving to be honest in academic assignments. This shows that I am not completely dissolved in the digital current without self-control."[14]

In line with this, one informant views spiritual intelligence in the AI era as follows:

> "*Spiritual intelligence in the context of my life as a student is the ability to give deep meaning to knowledge, learning activities, and*

[12] Anelda B Ultavia, Putri Jannati, and Fildza Malahati, "Kualitatif : Memahami Karakteristik Penelitian Sebagai Metodologi, Jurnal Pendidikan Dasar, 11 (2), Desember 2023, Hlm 344," *Jurnal Pendidikan Dasar* 11, no. 2 (2023): 2023.

[13] Matthew B. Milles, A.Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3rd ed. (America: Sage Publication Inc., 2014).

[14] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

> *campus life based on moral values, ethics, and faith. This intelligence makes students not only intellectually intelligent, but also have a clear life direction, a calm heart, and wise attitude."*[15]

Students' understanding of spiritual intelligence is not only linked to normative religious aspects, but is also positioned as a source of inner peace, life direction, and guidance in building thinking and attitude maturity while carrying out academic activities. Spiritual intelligence is perceived as the ability to give meaning to the learning process while also being an evaluative foundation in facing various moral situations.

One informant identified a number of main spiritual values believed to influence character formation. This was revealed in the following interview results:

> *"In my opinion, values that fall into the spiritual intelligence of a Muslim include faith or tawhid, piety, sincerity and patient gratitude, trust in God, and even including steadfastness"*[16]

Spiritual intelligence in the context of contemporary Islamic education is not solely preoccupied with ritual, but is also relevant in forming holistic individuals that include being knowledgeable, emotionally mature, and spiritually strong. Thus, Spiritual Quotient (SQ) becomes an important element that supports the creation of moral independence and life maturity amid the current of modernity. Studies on spiritual intelligence show that SQ functions as the basis for morality and character, helping humans place life in a framework of broader meaning, not merely worldly or secular targets.

Based on this information, it can be known that in the academic environment, one principle that can be held as a student with high spiritual intelligence is being able to give deep meaning to knowledge, the learning process and of course based on moral values, ethics and faith. This is also a concern that the function of spiritual intelligence in the era of Artificial Intelligence (AI) becomes important to maintain emotional stability, ethics or moral wisdom.

The interview findings that students attempt to do good time management and are responsive in making decisions show that these spiritual intelligence values are not only understood conceptually, but are also reflected in daily academic behavior. Effective time management reflects self-awareness, discipline, and moral responsibility, while the ability to make decisions quickly and precisely shows clarity of heart, emotional calmness,

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[15] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

[16] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

and wisdom in acting. This reinforces that the function of spiritual intelligence in the era of Artificial Intelligence (AI) becomes increasingly important to maintain emotional stability, ethics, and moral wisdom so that students remain able to manage academic challenges in a balanced way.

Students with spiritual intelligence are able to give meaning to the purpose of their learning and life so they tend to establish priorities based on values (not merely external pressure). Clear priorities facilitate time management (setting goals-time allocation-reducing procrastination). Empirical data support shows a strong relationship between time management strategies and academic results through perception of control over time.

Changes in Student Learning Patterns in AI Usage

In the context of technology use, all informants stated that AI makes a significant contribution to learning effectiveness. AI is considered to facilitate the process of searching for information, understanding material, completing assignments, and developing insights. Nevertheless, they still emphasize the need for caution so that AI use does not reduce critical thinking ability and does not weaken independence in making decisions. Some informants admit that AI facilitates the process of analyzing alternatives, but consistently state that final decisions must still be based on ethical considerations and personal moral values.

> "*Making AI as a tool, not a replacement for reason, Instilling honesty values from the beginning, Strengthening spiritual values and self-control, Habitualizing self-reflection, Maintaining a positive social environment.*"[17]

Informants also assess that the presence of AI brings two sides that must be managed wisely. On one side, AI increases learning efficiency, on the other side, this ease can test students' moral values, especially honesty, integrity, responsibility, and self-control. Moral challenges experienced by students include the risk of AI-based plagiarism, ease of getting instant answers, and social pressure to share academic work unethically. This experience becomes an important reflection in strengthening their moral principles and academic integrity. One informant in an interview conveyed their view regarding this as follows:

> "*I see the presence of AI in daily learning activities as something very helpful, as long as it is used wisely. AI makes it easier for students to search for information, understand difficult material, complete*

[17] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

> *assignments, translate languages. With AI, the learning process becomes more flexible, independent, and not limited by space and time... .Therefore, in my opinion, AI should be positioned as a learning aid tool, not as a replacement for our own effort and thinking process.*"[18]

The use of Artificial Intelligence will make it easier to search for requested information, and of course can speed up task completion. However, this AI apparently can also have an impact on changes in student learning patterns. When AI is considered the main way to complete course assignments, it will create dependence on this technology. Of course, such a thing is not good, because it can reduce critical reasoning ability and independence as a student.

Based on the findings, there is a mindset shift of students in utilizing AI technology. This shift is seen from how they position AI as an empowering tool, not a replacement for cognitive ability. This shows a double awareness thinking pattern, namely accepting AI benefits while at the same time maintaining thinking autonomy. This mindset change is consistent with findings from various recent studies in higher education.

UNESCO studies (2023–2024) and the U.S. Department of Education (2024) affirm that students today are moving toward an AI-assisted learning mindset, not AI-dependent learning. They tend to use AI to augment (strengthen) their abilities, not replace thinking abilities. In addition, the change in student learning patterns in AI usage is visible when students have an independent learning mindset.[19] In this case, AI strengthens self-regulated learning. Related studies have been conducted by Huang et al. (2025) showing that AI helps strengthen self-regulated learning by providing direct feedback, material clarification, and practice questions so students are more confident in independent learning.[20]

Ethical and responsible mindset also becomes a form of change in student learning patterns in AI usage. One informant conveyed that using AI also demands honesty, responsibility, reasonable usage, not used as cheating

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[18] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

[19] Miguel A. Cardona, Roberto J. Rodriguez, and Kristina Ishmael, "Artificial Intelligence and the Future of Teaching and Learning" (Washington, 2023), https://www2.ed.gov/documents/ai-report/ai-report.pdf.

[20] Xiu-yi Wu et al., "Designing Artificial Intelligence Chatbots for Self-Regulated Learning from a Systematic Review Based on Habermas ' s Three Interests," *Interactive Learning Environments* 4820 (2025): 1–24, https://doi.org/10.1080/10494820.2025.2563086.

and not used to replace the thinking process. This shows a shift in moral mindset as students. They are beginning to realize that learning in the AI era is not only about technical skills but also academic integrity.

On the other hand, based on informant opinion, AI usage influences decision-making methods. Information provided by AI becomes a consideration for someone before deciding something.

> "*Yes, the development of AI technology influences the way I make decisions, especially in terms of searching for information and considering various alternative choices.*"[21]

AI presents summaries and answers that save search time, reducing the need to read many sources. This changes evidence gathering strategy. The informant's statement reflects real changes in the decision-making process. AI accelerates information access and enriches alternatives, but also introduces risks of automation bias and cognitive offloading. To ensure AI strengthens (augment) rather than replaces cognitive capacity, students need to combine AI usage with source verification practices, metacognitive reflection, and strengthening digital literacy and academic ethics.[22]

> "*Not really, because it depends on what decision must be taken, AI does not have emotions as a good comparison for making decisions, whereas humans themselves certainly need that so there is no feeling of regret.*"

There are studies that test how AI systems that provide explanations influence human emotions and decisions in complex situations. Results show that although AI can provide information, when decisions involve emotional or moral uncertainty, users tend to experience confusion, anxiety and AI is not enough to replace human emotional regulation.[23] Based on this, it is known that although AI helps as an alternative in providing information, there are emotional aspects, values, morals, human sensitivity that according to them cannot be replaced by machines and those aspects are important so decisions feel "humane", considering feelings, responsibility, and moral consequences.

Several empirical studies have examined the influence of explainable Artificial Intelligence (AI) systems on human emotions and decision-making processes, particularly in complex situations that involve uncertainty, moral

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[21] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

[22] Aniella Mihaela Vieriu and Gabriel Petrea, "The Impact of Artificial Intelligence on Students' Learning Development," *Education Sciences* 343, no. 15 (2025): 1–12, https://doi.org/10.1007/978-3-031-71526-6_7.

[23] Craig Pirie et al., *Explainable Artificial Intelligence*, *Spinger*, 2025, https://doi.org/10.1007/978-3-032-08333-3.

dilemmas, or affective considerations. While AI systems are increasingly capable of providing structured information, logical reasoning, and probabilistic assessments, research findings consistently indicate that such capabilities do not automatically translate into emotional clarity or moral reassurance for users. When individuals are required to make decisions under conditions of emotional strain or ethical ambiguity, reliance on AI-generated explanations may instead trigger confusion, anxiety, or cognitive overload. This occurs because AI explanations tend to prioritize rational consistency and data-driven logic, which may not align with the nuanced emotional and moral frameworks through which humans interpret and evaluate real-life situations.

Based on this understanding, it becomes evident that while AI can function as a valuable alternative source of information and analytical support, it cannot replace the human capacities that make decisions feel "humane." Human sensitivity, ethical reflection, and moral responsibility play a crucial role in ensuring that decisions are not only efficient but also ethically grounded and emotionally considerate. Decisions that are perceived as humane involve an awareness of feelings, accountability for outcomes, and consideration of moral consequences elements that extend beyond algorithmic reasoning. Therefore, the role of AI in decision-making should be positioned as complementary rather than substitutive, supporting human judgment without displacing the ethical and emotional dimensions that define responsible and morally conscious decision-making.

Relevance of Islamic Education Values in Forming Students' Moral Independence

Interview results show that Islamic education values internalized by students including faith, trustworthiness, sincerity, honesty, and trust in God play a role as a strong moral foundation in facing ethical challenges of AI usage. For example, an informant stated that trustworthiness and honesty help them "remain responsible even though technology can facilitate work".

This statement strengthens findings that strong spiritual values are able to increase students' moral awareness in various life situations including interactions with digital technology. These findings are in line with research showing that spiritual intelligence is an important dimension in character education and can strengthen moral awareness of students, including in the context of comprehensive Islamic religious education.[24] Integration of Islamic

[24] Jumal Syaifuddin, "Pengembangan Kecerdasan Emosional Dan Kecerdasan Spiritual Dalam Pendidikan Karakter Siswa," *Jurnal Multidisiplin*

values in student character formation not only increases self-control but also strengthens character in daily decision-making.

Honesty and responsibility values that are repeatedly mentioned by informants show that students not only experience moral challenges but also actively strive to build character strengthening strategies, such as limiting AI usage and creating clear value boundaries related to technology use. This strategy shows that Islamic value education not only teaches morals normatively but also internalizes moral values in the actual context of technology use. Other studies also affirm that understanding spiritual values in students can become an important mechanism to increase moral awareness that persists in various digital and social challenges.[25]

Students' spiritual intelligence strengthened by Islamic education values functions as a major moral framework in navigating challenges of AI usage in the academic environment. AI can bring significant benefits in accelerating the learning process, but without spiritual value and ethics filters, the use of such technology has the potential to reduce students' moral independence.[26] Integration of comprehensive Islamic value education in higher education becomes important to ensure that technological development goes in line with the formation of strong, responsible, and ethical character.

To maintain moral independence, informants proposed a number of strategies, such as establishing limits on AI usage, prioritizing personal effort, maintaining academic honesty, managing time and concentration, and conducting regular self-reflection. Islamic education values such as tawhid, trustworthiness, sincerity, and steadfastness are identified as the main foundation in maintaining morality in the digital era. These strategies show that students not only realize the potential risks of technology, but also actively develop internal control mechanisms.

From the educational environment side, students assess that the campus has provided the basics of technology usage ethics although its implementation still needs to be strengthened. The role of lecturers is

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Ilmu Akademik 2, no. 2 (2025): 94–100, https://doi.org/10.61722/jmia.v2i2.4162.

[25] Siti Nurislamiah, Ariesta Setyawati, and Sherly Astuti, "Spiritual Intelligence in Children within Islamic Educational Psychology: Development, Potential, and Guidance," *Jurnal Pendidikan Islam* 18, no. 1 (2025): 95–108, https://doi.org/10.32832/tawazun.v18i1.

[26] Abdul Hakim and Pauli Anggraini, "Artificial Intelligence In Teaching Islamic Studies: Challenges and Oppurtunities," *Molang: Journal Islamic Education* 01, no. 02 (2024): 57–69, https://ejournal.al-khairat.ac.id/index.php/MOLANG.

considered crucial in providing direction, example, and supervision of technology use in class. Informants also emphasize the need to increase spiritual development programs as follows:

> "*In my opinion, the most important program is spiritual character development activities such as regular studies, Islamic mentoring, and self-awareness training that teaches students to understand life purpose and self-values.*"[27]

Furthermore, another informant explained as follows:

> "*In my opinion, the campus needs to implement clear ethical regulations to ensure AI usage remains within academic and moral boundaries.*"[28]

Students emphasize that the integration of Islamic values should extend across all courses, not be confined solely to religious subjects. They argue that ethical and spiritual dimensions of learning cannot be compartmentalized, as students' interactions with knowledge, technology, and academic tasks occur in every discipline. Embedding Islamic values throughout the curriculum is therefore perceived as a holistic strategy to strengthen cognitive understanding, affective engagement, and spiritual awareness simultaneously. Such integration enables students to internalize ethical reasoning as an inherent part of academic inquiry rather than as an external moral prescription.

Furthermore, students highlight the importance of reinforcing core values such as honesty and self-control to address ethical challenges arising from AI use. Honesty is viewed as the foundation of academic integrity, particularly in preventing plagiarism and overreliance on AI-generated content. Self-control, on the other hand, is considered essential for managing the temptation to use AI inappropriately, especially in completing assignments and assessments. The habitual practice of self-reflection is also regarded as a means to cultivate moral awareness, allowing students to critically evaluate their intentions and actions when engaging with digital technologies.

In addition to individual moral development, students stress the influence of social and institutional contexts. They recommend fostering positive social environments that encourage ethical behavior and mutual accountability among peers. At the institutional level, students call for the establishment of clear and explicit campus regulations governing the limits of

[27] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025.

[28] Wawancara Mahasiswa PAI Semester 1 STAI Solok Nan Indah, November 2025

AI usage. Such regulations are perceived not as restrictive measures, but as ethical guidelines that provide clarity and consistency in academic practice. By defining acceptable and unacceptable uses of AI, these policies are expected to promote productive technological engagement while safeguarding academic integrity and character formation.

Overall, research results show that spiritual intelligence provides a very central role in maintaining students' moral independence amid AI technology penetration in academic life. Students realize the great benefits offered by technology, but still affirm that spiritual and moral values are determining factors so that AI usage takes place wisely, responsibly, and in line with Islamic moral principles.

Conclusion

This research affirms that spiritual intelligence plays a role as an important moral foundation for students in facing the development of Artificial Intelligence (AI) in the academic environment. Findings show that Islamic education values such as honesty, trustworthiness, discipline, gratitude, and responsibility are able to function as internal mechanisms that maintain student integrity even though they are faced with technology that is all fast and instant. AI is proven to provide significant benefits in supporting the learning process, but on the other side also raises the potential for decreased moral independence if used without adequate ethical awareness.

Integration between spiritual intelligence and AI literacy becomes a strategic need in higher education. Without strengthening spiritual values, students are vulnerable to digital plagiarism, technology dependency, and decreased critical thinking ability. Therefore, Islamic educational institutions need to develop pedagogical approaches that combine spiritual development with critical understanding of modern technology. Thus, students are able to utilize AI productively while maintaining moral commitment and Islamic principles in every academic activity.

This research provides theoretical contribution by strengthening understanding of the relationship between spiritual intelligence, Islamic values, and digital ethics. Practically, the results of this research encourage the development of curriculum and campus policies that are more responsive to moral challenges in the AI era, so that higher education not only produces students who are academically competent, but also have character and integrity.

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