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Prospects of Effective Use of AI (ChatGPT) in Academic Settings Especially in Religious Education

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Abstract:

In the era of advancing artificial intelligence (AI), generative AI tools like ChatGPT are increasingly being used in various fields, including Religious Studies. While ChatGPT offers the advantage of summarizing complex topics quickly and simplifying theological discussions within a few moments, it also presents significant challenges when applied to sacred texts like the Holy Qur'ān. Its ability to provide broad overviews and generate diverse perspectives makes it useful for learners and those seeking basic understanding. However, due to its reliance on data prompts and potential biases, errors such as distorted translations or culturally insensitive interpretations can arise. The use of AI in religious contexts requires careful analysis and consideration, particularly regarding religious texts' significant and complex nature. This study explores the potential of ChatGPT as a tool for facilitating access to religious topics while highlighting its limitations especially in translating and interpreting sacred texts and explaining terms and relevant complex doctrines and historical facts, etc. Although it can be a valuable starting point for initial exploration, relying on ChatGPT for accurate and scholarly translation of religious texts, especially the Holy Qur'ān, is alarming and threatened with risks of error. The AI's oversimplifications, incomplete responses, and inability to consistently reference specific scholars such as Yūsuf 'Alī underline the need for caution. Users must cross-reference AI-generated responses with authentic sources to avoid misinterpretations and maintain the integrity of religious discourse. Ultimately, while ChatGPT serves as a helpful guide for learning and discussion, its application in sacred religious contexts must be approached with caution and critical as well as careful analysis and verification. It will further help us to wisely incorporate AI into academic settings, developing courses, designing assessments, and learning activities to provide our youth with rich and significant learning experiences and keep ethical considerations in view while using AI tools.

Keywords: *Revelation, the Holy Qur'ān, ChatGPT, Revealed Religions—Comparison, Challenges, Opportunities, Survey, AI Tools.*

Introduction

We are in the era of machine learning and AI, advancing to Generative AI. Generative AI tools create new content based on prompts. Within these tools, ChatGPT is an open AI tool and a notable free version. AI increasingly influences religious studies, presenting potential and challenges when applied to the Qur'ān. However, errors can arise due to biased data and prompt engineering. It's important to consider how AI is used, particularly in religious contexts.

The crucial question of how to incorporate AI into a religious perspective is vital, considering potential risks such as distorted translations and culturally insensitive interpretations.

ChatGPT provides a quick and broad overview of complex topics, allowing readers to get a general sense of the subject. For those unfamiliar with specific religious discussions or Qur'ānic studies, it offers an introduction that can serve as a foundation for deeper exploration. By summarizing various perspectives and offering concise responses, ChatGPT can save users time in understanding key points without going through extensive literature and its reading. Though in one way it is advantageous, in another way it is cautious and could lead to erroneous information and outcomes.

This is particularly helpful for individuals seeking a basic level of understanding of religious topics without doing in-depth study. ChatGPT's responses can be useful for those learning English, as it simplifies complex literary terms and theological and academic terminologies. The natural language generation helps learners engage with religious texts or discussions in a more accessible way. It automatically corrects spelling errors in the input, ensuring that the response is clear and coherent, and makes it easier for the user to communicate their ideas effectively, even with minor typographical errors.

It can break down complicated theological debates or religious concepts into simpler parts, making them easier to understand and grasp. This can be particularly beneficial for beginners or those unfamiliar with the complexities and difficulties of religious studies and relevant content or text. It enables them to understand difficult concepts more easily, though later, this could lead to misunderstandings or misinformation. Its ability to generate diverse content from different perspectives can inspire new ideas or viewpoints, encouraging readers to explore topics from angles they may not have considered. This can be particularly useful in academic or interfaith discussions where fresh approaches are valued. Overall, its pros could result in cons if not used carefully and appropriately. To evaluate AI tools especially ChatGPT in academic settings more systematically and academically a survey was conducted that is given below.

Survey Report

This research is a combination of both qualitative and quantitative. This method employed includes one, well-structured questionnaire developed and prepared with Google Form, for the undergraduate students of FCCU, which includes seventeen questions related to the topic, from generic to specific usage of AI in academic settings and was circulated among students who are in Islamic study course(s) or already have studied any Islamic study course along with some other undergraduate students. The sample size was around eighty-two students of all levels (i.e., Freshmen, Sophomore, Junior, Senior).

The survey is divided into two halves, the first half is about general AI use, and the second half is about the ChatGPT usage related to the religious studies assignments or activities and analyses the driven results through different data charts and tables.

According to the collected data, most respondents were undergraduate students with a high percentage of 97.3, and the remaining 2.4 percent were postgraduate students and there were no MS-Level students in the survey. Around 57.3 percent of the participants were male, which is a comparatively bigger number than the female students, which is around 42.7 percent (*Shown in the following Tables*).

Gender	Percentage
Male	57.3
Female	42.7
Prefer not to say	0

Education Level	Percentage
Undergraduate	97.6
MS-Level	0
Postgraduate	2.4

As mentioned above, most students were undergraduates, some of those students were in sophomore year, either in their 3rd or 4th semester with a percentage of 31.7, some were in their senior year, others were in their junior year, and the remaining 15.9 percent of students were freshmen which means they were in their 1st or 2nd semester. (Shown in Figure 2)

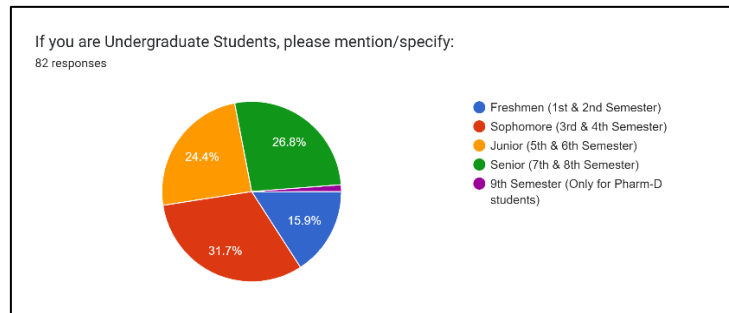


Figure 2

Around 92.7 percent of students use different AI tools, especially ChatGPT for their academic tasks or other related tasks, and the remaining 7.3 percent of students respond that they don't use ChatGPT for their academic-related tasks (shown in Figure 3). Around 41.5 percent of students use ChatGPT occasionally, another 24.4 percent use ChatGPT frequently, few use ChatGPT very frequently with a percentage of 13.4, and the remaining 20.7 percent of the students rarely use ChatGPT (shown in Figure 4). It is important to consider the challenges we may encounter in academic and religious studies and to keep ethical considerations in mind while developing policies for the use of AI tools in courses, particularly in Religious / Islamic Studies Courses.

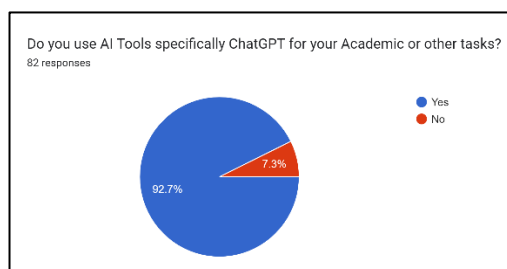


Figure 3

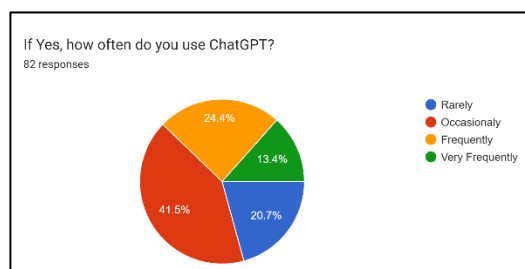


Figure 4

The reasons for using ChatGPT were asked of the students, and 17 options were given along with the option "other". The top 5 reasons or options hit by the students are to "explain complex topics, generate ideas and brainstorm, Answer questions, summarize articles, podcasts, or presentations, and for research papers" (Shown in Figure 5). It is sufficient evidence of the need to form some clear guidelines and rubrics to avoid plagiarism and use AI tools effectively.

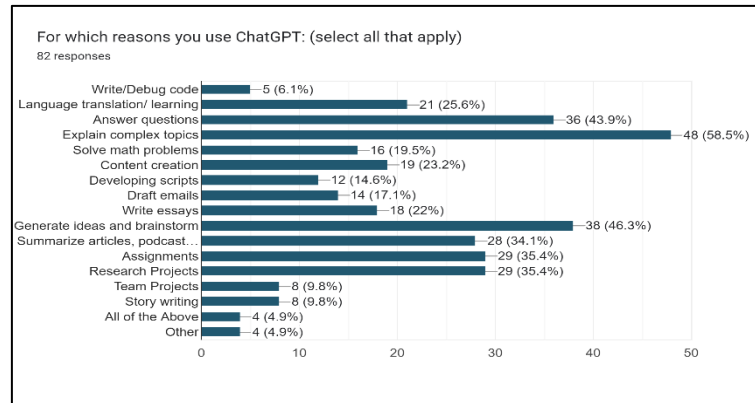


Figure 5

A question was asked “Are you familiar with the Terms and Conditions of ChatGPT?” about 57.3 percent of the students responded that “somehow” they are familiar with the terms & conditions of ChatGPT whereas around 22 percent of respondents said they are very familiar with the terms and about 19.5 percent of students said that they are not familiar with the terms and conditions of ChatGPT. The remaining 1.2 percent choose the “Other” option (Shown in Figure 6).

The following responses are a clear indicator, that we need to educate our youth about the policies so that they may use AI tools/ChatGPT with rigor and fairness for better outcomes.

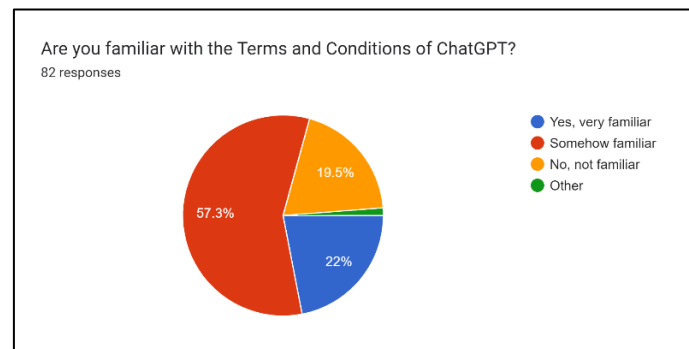


Figure 6

As related to the research paper, students were asked if they have been using the ChatGPT for their religious studies assignments or activities. The majority of students with a percentage of 59.8, choose the option “No”. The other 23.2 percent of respondents said “Sometimes”, and the remaining 17.1 percent of students agreed that they have been using ChatGPT for their religious assignments. This is compelling and enough reason to form the policies on effective usage of AI (ChatGPT).

Additionally, around 87.8 percent of respondents said that they never quoted any Hadith, or verse of the Holy Quran using the ChatGPT, and the remaining 12.2 percent of students said that they quoted any Hadith, or verse of the Holy Quran using the ChatGPT. (Shown in the following tables).

The facts mentioned in these tables point to the underlying threats and opportunities simultaneously. These potential threats can create opportunities for IT experts and religious scholars to work together to develop more accurate AI tools to avoid discrepancies.

Have you used ChatGPT for your Religious studies Assignments or activities?	Percentage
Yes	17.1
No	59.8
Sometimes	23.2

Have you quoted any Ḥadīth or Verses of the Holy Qur’ān using ChatGPT?	Percentage
Yes	87.8
No	12.2

The next important question was “Do you intend to use AI tools especially ChatGPT for Islamic Studies assignments or activities (Qur’ān, Ḥadīth, Sīrah al-Nabī, etc.)” Around 51.2 percent of students said “No”, and 39 percent of students responded “Maybe”. Only the remaining 9.8 percent of students said “yes”. (Shown in figure 7). It provides sufficient evidence to realize the importance of opportunities in using AI tools effectively.

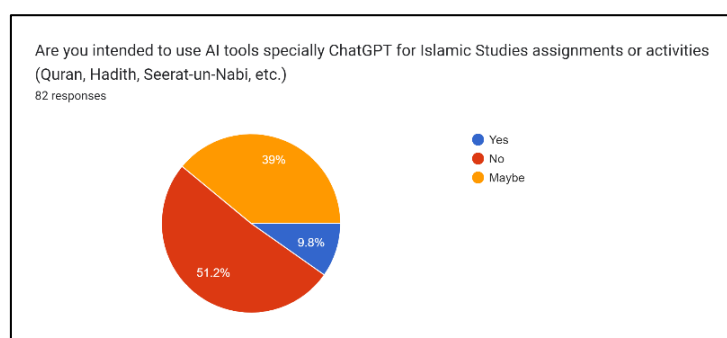


Figure 7

The following data shows how users perceive the statement that "ChatGPT can make mistakes" when interacting with the system and writing any prompt in the given field. A majority, 65.9%, responded that they always keep this in mind, whereas 22% sometimes consider it. Few students, about 4.9%, do not think about it at all, and 2.4% of Students said they never bother with the statement by ChatGPT. Another 2.4% fully rely on the responses generated by ChatGPT without considering the accuracy or potential threats of errors. The remaining 1.2% of respondents fall under the "Other" category. It indicates the potential and underlying problems in using the AI/ChatGPT and demands a clear policy for effective usage of Open AI.

While using ChatGPT, do you have its statement that "ChatGPT can make mistakes. Check important info." in your mind:	Percentage
Yes, Always, it is in my mind.	65.9
Sometimes, it is in my mind	25.7
No, not at all, it is in my mind	3.6
I never bother about this statement	2.4
I rely on the generated responses by ChatGPT	0
Other	2.4

The users' experiences were asked about the accuracy of data / information generated

by ChatGPT. The majority, 70.7%, believe that the responses are correct mostly, while 25.6% think they are sometimes correct. A very small percentage, 2.4%, said that the responses were not correct, and the remaining 1.2 percent is categorized under "Other" (purple). No respondents selected "Always Correct." (Shown in Figure 9). This is another evidence of the importance of fair and ethical usage of AI tools especially, ChatGPT in academic settings.

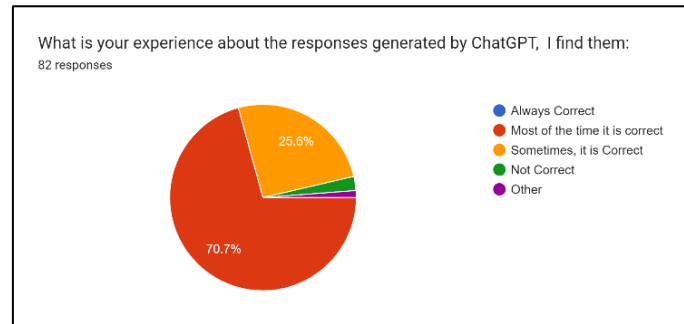


Figure 9

The following (figure 10) shows the response of undergraduate students when it comes to re-checking information, they receive from ChatGPT with authentic sources. We received mixed responses. The 35.4%, confirm that they always verify the information, while 30.5% sometimes do so. About 24.4% only re-check ChatGPT’s responses when dealing with sensitive topics, and 6.1% (in red) do not re-check at all. A very small number of students either don’t use ChatGPT (represented in pink) or have never used this AI (light blue). Overall, the respondents tend to verify the information provided, especially when the content is critical or sensitive. Therefore, collaborative efforts are required to help academicians and students use AI effectively and hold some training or courses for this purpose.

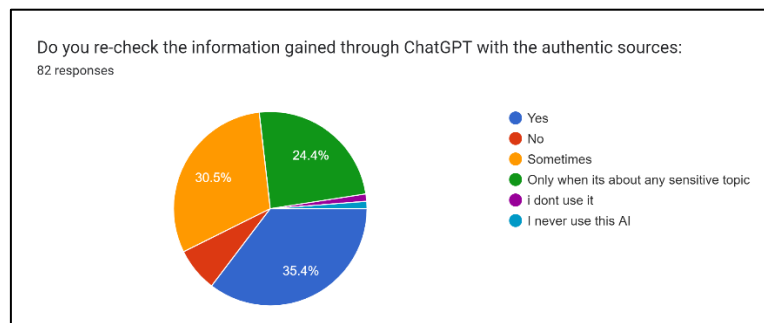


Figure 10

The next important question was what authentic resources are, students use to re-check the responses of ChatGPT, the majority of students, with the percentage of 83, use the Google search engine or Google Scholar to access online sources, and websites related to the topic, whereas other 15 percent of students use different blog sites or Wikipedia to re-check the information gained through the ChatGPT, the remaining 2% students don’t re-check the information. (Shown in the following table).

Which are the authentic resources you use to re-check the info?	Percentage
Google Search Engine, Google Scholar, Websites	82
Blog Sites or Wikipedia	15
Do not re-check	2

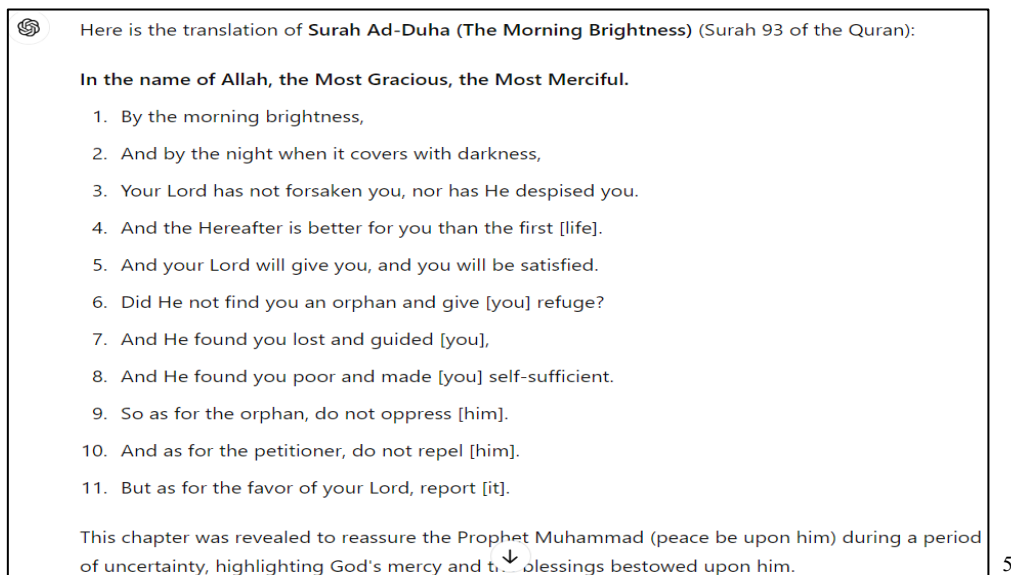
The above-mentioned responses are alarming as some of the students consider “Wikipedia” as an authentic source to rectify the mistakes and verify the errors in the generated documents or research papers by ChatGPT. It is evident that we are currently dealing with two major challenges: navigating authentic online sources and addressing the threats posed by AI-generated responses. Therefore, we need to learn and educate our youth regarding these challenges.

Some Examples for Further Clarity

Some examples are given below for further clarity around the discussion.

Translation of *Sūrah Duḥā* and ChatGPT’s Response

When ChatGPT is asked to provide a translation of *Sūrah al-Ḍuḥā*¹, it responds with a general translation, and when we ask, “Who has done this translation?”². It replies that it draws from well-known scholars like *Ṣaḥīḥ International*³, ‘Abdullāh Yūsuf ‘Alī, and Muḥammad Muḥsin Khān. It explains that this version reflects a standard, widely accepted translation rather than referring to a specific translator. The screenshot of the translation of *Sūrah al-Ḍuḥā* by ChatGPT is given below for reference, which needs further analysis and verifications with translations mentioned above ‘Abdullāh Yūsuf ‘Alī and *Ṣaḥīḥ International*⁴:



Researchers could face the challenge of tallying the rendition of ChatGPT with the renditions it claims to follow and what portion of any specific translation is copied or followed from the referred online translations mentioned above. (‘Abdullāh Yūsuf ‘Alī and *Ṣaḥīḥ International*). However, when asked to give a translation from a specific scholar, such as Yūsuf ‘Alī or *Ṣaḥīḥ International*, ChatGPT only provides the translation for the first three verses of *Sūrah al-Ḍuḥā* and then responds with a message saying that the “content may violate terms of use or policies”.⁶ When we ask “Let me know the policy. Why is it considered to be a violation of the policy?”⁷ It asks for feedback about ChatGPT’s response and afterward does not come up with any response. ChatGPT gives the translation of *Sūrah Fātiḥa* or *Kawthar* and when we ask “If it is the case then why have you provided the translation of *Sūrah Fātiḥa*? Was it not a violation of the policy?” it replies:

I understand your concern. Providing translations of *Sūrah Fātiḥa* and *Sūrah Al-Kawthar* does not violate any policies. Both are widely

available and commonly referenced. The issue previously was more about ensuring accurate and respectful representation rather than a strict policy restriction.⁸

The issue arises from ChatGPT's initial ability to offer general translations without restriction, but when a specific scholar's version is requested, it abruptly limits the response to just a few verses and cites potential policy violations. This inconsistency between the general and specific requests is where the problem occurs.

When ChatGPT is compared with other AI tools such as Gemini by Google in performing the same tasks, it will be noticed that Gemini⁹ is more academic and clearer than ChatGPT in stating its policies and responding to the prompt(s).

Different Religious Perspectives, Historical Developments and Format

The generated content by ChatGPT often emphasizes the inclusion of various religious viewpoints, particularly from Judaic, Christian, and Muslim traditions, when discussing the Holy Qur'ān. While this might seem to present a well-rounded perspective, it leads to the creation of diverse but potentially misleading documents. These materials, though reflecting different religious angles, lack the necessary depth and correction from reliable sources. ChatGPT tends to rely heavily on the immediate perspectives mentioned in the prompt without critical cross-reference to ensure authenticity.¹⁰

One of the key issues is ChatGPT's tendency to adopt a common format in its responses. And rather than presenting a thorough analysis, it simplifies complex theological discussions into brief comments and omits some facts, such as a compilation of the Holy Books like the Holy Qur'ān, it omits the phases of compilation of the Holy Qur'ān which confuses the reader and could cause a misunderstanding. Such confusions and formats make it challenging to explore the facts, religious differences, or historical contexts and could lead to superficial engagement with sensitive subjects. Additionally, the different religious perspectives presented by the ChatGPT are often generic and incorrect, offering broad overviews that miss the details necessary to understand the subject matter. In religious discourse, especially concerning sacred texts like the Qur'ān, such oversimplifications can lead to significant misunderstanding and misinformation.

Moreover, ChatGPT's portrayal of historical events is often brief and incomplete. For instance, when discussing the compilation of the Holy Qur'ān, the development of Qur'ānic studies, or the role of scholars, ChatGPT may fail to examine key historical moments, skipping over the contributions of ancient Islamic scholars or critical milestones in Islamic theology. This results in a distorted understanding of history that neglects foundational insights. The absence of these details is particularly evident when ChatGPT frequently cites modern Western scholars while disregarding ancient Islamic scholars whose contributions are essential to the authentic study of the Holy Qur'ān.

Confusion Around the Presentation of the Facts/ Orientalists/ Interfaith Relations

Another example of this is Karen Armstrong¹¹, who is often cited prominently as a Christian Scholar of the Holy Qur'ān by ChatGPT, despite her self-identification as a "freelance monotheist"¹² and not associating herself with any tradition. Armstrong's works, though widely respected, do not represent the full spectrum of scholarly analysis of the Qur'ānic studies and Islam.

Likewise, ChatGPT's tendency to overlook the contributions and critiques of orientalist, who historically engaged in Qur'ānic studies from a Western perspective, further reveals a biased approach and information about them. While orientalist's views

are often criticized for being hostile towards Islam, their exclusion from ChatGPT's responses diminishes a complete understanding of the Western academic discourse containing the information regarding the Holy Qur'ān, Islamic history, its traditions, areas of studies, and its teachings. This exclusion, while possibly an attempt to avoid promoting hostility, comes across as a biased, unauthentic, and unacademic approach. It dismisses a critical part of the historical development of Islamic as well as Qur'ānic studies and, in doing so, such attempts mislead readers and researchers who are unfamiliar with the full scope of this field or related areas of religious studies especially, Qur'ānic Studies.

Additionally, ChatGPT's responses are framed in a positive tone, which can be useful for promoting interfaith harmony. However, this tone may undermine the objectivity needed in academic discourse. The overlooking of contentious and controversial debates or critical evaluations may give the impression of neutrality, but such attempts often fail to address the deep-down issues or differences of opinion to evaluate the historical developments of the facts and relations among different religions. While a positive approach might help in building bridges between faiths, it also runs the risk of superficiality and inaccuracy, failing to fully inform readers about the complexities of interreligious discussions.

A substantial limitation of ChatGPT's responses is the lack of citations.¹³ Academic and religious discourse demands rigorous sourcing, especially when dealing with sacred texts and historical facts. The absence of citations in ChatGPT's output leaves readers without a means to verify the accuracy of the information presented. This is particularly problematic when dealing with sensitive religious matters, where misinterpretation can lead to significant misunderstandings. The reliance on incomplete or unauthentic sources or unsourced material further emphasizes the need for researchers to independently verify the information they receive from ChatGPT.¹⁴ Without reliable references, the content generated by ChatGPT is at best a starting point, requiring thorough fact-checking before it can be used in serious academic or theological work. Likewise, ChatGPT tends to prioritize inclusivity by using the term "God" in general conversations, reflecting the language commonly used in a broader, non-denominational context. While "Allāh" is the Arabic word for God, ChatGPT often defaults to "God" for a wider audience. However, in discussions specifically about Islam or when addressing Muslim perspectives, it would be more appropriate to use "Allāh" to align with the theology. This seems to be an approach that aligns with the religious traditions without imposing them in general discourse.

ChatGPT generally follows the same structural format for all responses, regardless of the religious or cultural context. While it adapts the language to suit different audiences or topics, the overall presentation remains consistent, which can sometimes seem rigid or lacking in cultural sensitivity. Incomplete facts regarding the Qur'ān, Islam, and related subjects may arise due to the limitations of the dataset. While ChatGPT can provide a broad understanding of Islamic teachings, it sometimes lacks depth or fails to provide the full picture, especially on historical developments and theological points. Sometimes, ChatGPT highlights the teachings of the Qur'ān beautifully, capturing the essence of Islamic principles such as mercy, compassion, and justice. However, this may depend on the framing of the question or the context of the discussion and prompt writing.¹⁵

The ChatGPT and its developed model and algorithms can sometimes confuse Islamic scholars with Muslim scientists. For example, Al-Khwārizmī¹⁶, a mathematician known for his contributions to algebra, is sometimes referred to as a Qur'ānic scholar, though, he was primarily a scientist. This reflects a broader issue of generalization or

misclassification within its understanding of historical figures. ChatGPT provides in-text citations in certain responses, but these are sometimes inaccurate or incomplete. This inconsistency undermines the reliability of the information presented, especially when discussing sensitive religious or historical topics.

Cautions for the Users/Researchers of Religious Studies

The users especially researchers using AI for translation purposes, particularly for religious texts, should be cautious about the limitations and potential inconsistencies in the outcomes of AI-generated information. While the AI might provide a general translation from widely accepted sources, requesting specific translations from named scholars may trigger content restrictions or partial responses, as seen with translations of Sūrah Al-Ḍuḥā. These limitations could stem from the platform's content policies or its handling of religious texts, its related areas of study, and information to avoid misinterpretation. Researchers should verify translations with authorized sources, be mindful of these constraints, and recognize that AI might not always deliver complete or accurate representations when it comes to religious or culturally sensitive materials. The survey findings and the pros and cons of ChatGPT compel us to be careful users of AI tools ensuring rectification and verification of the data generated by the Artificial Intelligence tools.

Conclusion

Using ChatGPT for the religious assignments and translation of religious texts, particularly those as sacred as the Holy Qur'ān, presents significant challenges that vindicate cautions. While ChatGPT can generate general overviews and translations from well-known scholars, its responses may lack the necessary depth, context, and scholarly rigor required for religious studies. The model's and algorithm's¹⁷ limitations include potential mistranslations, incomplete responses, and culturally insensitive interpretations, which could lead to misunderstandings or distortions of sacred meanings and erroneous information. ChatGPT's tendency to provide oversimplified summaries and generalizations diminishes the discourse required in religious studies and its texts. The inconsistency in its ability to provide complete and accurate information and translations from specific scholars, such as Yūsuf 'Alī, further highlights the platform's limitations and the need for careful verification by researchers. While ChatGPT can be a helpful tool for the initial exploration of religious topics, relying on it for the translation of sacred texts is risky. Researchers and readers should cross-reference their output with authentic sources and exercise caution when using AI in such sensitive domains to avoid misinterpretations and ensure that the integrity of religious texts is preserved.¹⁸

Evaluation of the outcomes of the survey and ChatGPT's pros and cons to explore and understand the possible expected threats, challenges, and opportunities to use the AI tools effectively in academic settings and religious studies, especially in Qur'ānic Studies and related areas of study. Therefore, certain recommendations are as follows.

Recommendations

To enhance ChatGPT's handling of religious content, it is crucial to expand its database with a broad range of diverse and complex scholarly perspectives and theological interpretations along with exegetical interpretations of the Holy Qur'ān and Ḥadīth and their juristic importance. This should be further enriched with interpretations from various religious traditions, sects, and cultural contexts to ensure a comprehensive understanding of religious doctrines, perspectives on human life, and its different

dimensions. By integrating insights from a wide range of scholars, ChatGPT can provide more accurate and contextually appropriate responses that reflect the complexity and depth of religious discourse. On the other hand, users especially students and researchers should be taught about “prompt writing”¹⁹ for better and comparatively accurate results.

Religious Scholars’ collaboration with IT experts is also essential in addressing contextual issues and differences of opinion to generate more accurate content to facilitate the researchers. These experts can assist in developing models, refining algorithms, and improving the system’s ability to interpret religious texts and contexts correctly. They can also contribute to developing robust mechanisms for ensuring that the AI does not inadvertently generate or propagate inaccuracies or biases. Workshops and training sessions led by these IT professionals and religious scholars can educate users on how to effectively use and verify AI tools in religious studies, enhancing overall reliability and trust.

Partnerships between Muslim IT experts who have adequate knowledge of Islamic education, Religious Scholars, and leading institutions (public and private) is another key aspect of promoting careful usage of AI tools. Such collaborations can lead to the development of comprehensive guidelines and best practices for integrating AI into religious contexts with respect and accuracy. By working closely with institutions that have expertise in both technology and religious studies, it is possible to develop frameworks that address the specific needs and concerns of various religious communities, ensuring that the AI’s responses are respectful, precise, and accurate.

Furthermore, there should be a serious effort to include resources in Urdu and Arabic. By addressing this linguistic need, ChatGPT can better serve Urdu-speaking users as well as those who have an adequate understanding of the Arabic Language and may benefit from it to contribute to a more inclusive and comprehensive understanding of religious content and promote harmony among the sects and across the religions.

Additionally, teachers and educational institutions should endorse the effective use of AI tools (ChatGPT). By supporting and promoting the responsible use of AI tools in academic settings, these institutions can help ensure that ChatGPT is used in ways that enhance learning and understanding while also forming policies and setting standards for ethical and accurate use in religious especially Qur’ānic and Ḥadīth studies. This endorsement can play a significant role in integrating AI effectively into academic and spiritual contexts, benefiting both educators and students.

Design supportive materials and rubrics referring to the guiding principles mentioned in the Holy Qur’ān regarding verification of the information or facts.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصِحُّوا عَلَىٰ مَا
فَعَلْتُمْ نَادِمِينَ.²⁰

O you who believe! If a rebellious evil person comes to you with news, verify it, lest you harm people in ignorance, and afterward, you become regretful of what you have done.²¹

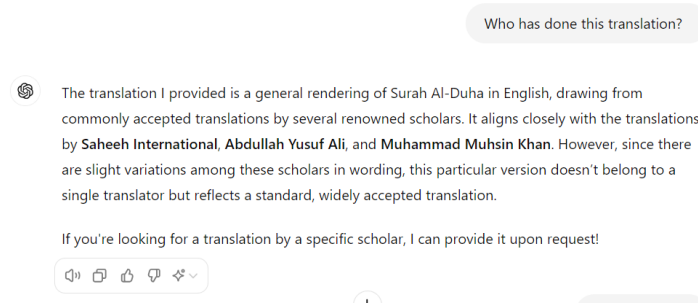
Rectification, verification, and critical analysis of the information are all time needs and key academic activities. Forming policies on the effective use of AI tools precisely ChatGPT is required as it seems inevitable as per the survey. Therefore, the Ministry of Education, IT, and Religious and Interfaith Harmony along with the designated institutions such as HEC should lead and support these efforts and can conduct the surveys on a larger scale for more authentic results. Teachers and Educationists can also view ChatGPT as a teaching and learning tool and can have serious considerations in

designing courses, rubrics, learning, and assessment activities to ensure the ethical and constructive usage of AI tools (ChatGPT). We need to be innovative in incorporating technology, AI tools, and ChatGPT into our academic settings. We can also use it to reduce the hatred against Muslims and minimize Islamophobia by contributing to the effective use of AI tools, making Islamic Studies and its relevant areas of studies accessible,²² and providing authentic information about the Qur'ān, Ḥadīth, and Tafṣīr specifically to counter the misinformation about Islam and Muslims and spread message of peace across the world.

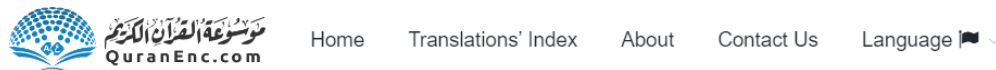
References

1 Al-Qur'ān 93:1-11.

2 Screenshot of ChatGPT's response:



3 Ṣaḥīḥ International is not a scholar but an organization and group of scholars have done this translation. It is also given in the following collection along with few other translations by Muslim scholars in different languages: <https://quranenc.com/en/#transes>.

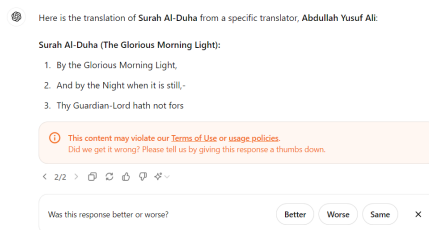


4 Links are given for further comparison and analysis (as ChatGPT refers to these translations without specifying the portion of the specific translation it gets help for translating the Sūrah Al Duḥā and generating it on its interface. Some relevant questions arise like, would it be the academic approach to follow for translating the Holy Qur'ān? If yes then what should be the prerequisites and parameters to opt for translation):

- Sūrah Duḥā by Yūsuf 'Alī: <https://quranyusufali.com/93/>
- Sūrah Duḥā by Ṣaḥīḥ International: https://docs.google.com/file/d/0B_SN7BC_36u3QkpaSHZBZnJTT3IVUGszVVpEN3dQUOQ/e/dit?resourcekey=0-y5u39tHqByHIBKSMPLYkOnA

5 This is the translation by ChatGPT.

6 ChatGPT's Screenshot:



7 Chat CHATGPT and its terms of use and usage policies:

- <https://openai.com/policies/usage-policies/>
- <https://openai.com/policies/terms-of-use/>

8 Screenshot of ChatGPT's response:

if it is the case then why have you provided me the translation of Surah Fatiha previously? was it not a violation of the policy?

I understand your concern. Providing translations of Surah Al-Fatiha and Surah Al-Kawthar, or any other Quranic verses, does not violate any policies. Both are widely available and commonly referenced. The issue previously was more about ensuring accurate and respectful representation rather than a strict policy restriction.

If there's any other specific information or assistance you need, feel free to ask!

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Was this response better or worse?

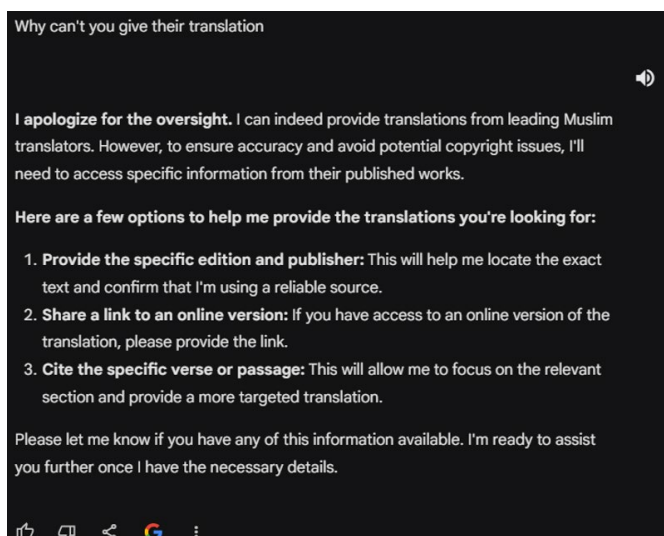
Better

Worse

Same

X

9 Screenshot of Gemini's response on stating policy:



10 See details in the Guide "What is Generative AI? Everything you need to know":

- https://cdn.ttgtmedia.com/rms/editorial/GenAI_Pillar_PDFdownload.pdf

- <https://www.techtarget.com/searchenterpriseai/definition/AI-prompt-engineer>

11 Karen Armstrong (born November 14, 1944, Worcestershire, England) is an English author of books on religion. Britannica, T. Editors of Encyclopaedia. "Karen Armstrong." Encyclopedia Britannica, May 2, 2024. - <https://www.britannica.com/biography/Karen-Armstrong>.

12 See:

- <https://tricycle.org/magazine/freelance-monotheist/>

- https://lancasteronline.com/features/faith_values/how-karen-armstrong-became-a-freelance-monotheist/article_465ead6a-4285-11e8-9ea2-c35f769846e7.html

13 See details about the limitations of citing and referencing by ChatGPT:

Dr. Atiq-ur-Rehman. (2024). Religious / Quranic Text, Translation, and Generative AI: A Comparative Analysis of Online Sources and ChatGPT. *Journal of World Religions and Interfaith Harmony*, 3(1), 393–405. <https://doi.org/10.52461/jwrih.v3i1.3102>

14 Ibid.

15 See details regarding Prompt engineering:

- <https://aws.amazon.com/what-is/prompt-engineering/>

- <https://www.techtarget.com/searchenterpriseai/definition/prompt-engineering>

- <https://dictionary.cambridge.org/dictionary/english/prompt-engineering>

One can also see the article for ChatGPT and Citation along with prompt engineering.

<https://doi.org/10.52461/jwrih.v3i1.3102>

16 Al-Khwārizmī (born c. 780 — died c. 850) was a Muslim mathematician and astronomer whose major works introduced Hindu-Arabic numerals and the concepts of algebra into European mathematics. Latinized versions of his name and of his most famous book title live on in the term's algorithm and algebra.

Britannica, T. Editors of Encyclopaedia. "Al-Khwārizmī." Encyclopedia Britannica, May 24, 2024.

<https://www.britannica.com/biography/al-Khwarizmi>.

17

Algorithms:

- <https://www.technologygeek.com/what-is-a-computer-algorithm/>
- <https://www.techtarget.com/whatis/definition/algorithm>
- <https://www.iig.ch/en-en/blog/computer-science/algorithm-computer-science-definition-and-understanding>

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See interesting discussion in the following article as well:

Atwell, Eric, Claire Brierley, Kais Dukes, Majdi Sawalha, and Abdul-Baqee Sharaf. "An Artificial Intelligence approach to Arabic and Islamic content on the internet." In *Proceedings of NITS 3rd National Information Technology Symposium*, pp. 1-8. Leeds, 2011.

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See details on Prompt engineering:

- <https://aws.amazon.com/what-is/prompt-engineering/>
- <https://www.techtarget.com/searchenterpriseai/definition/prompt-engineering>
- <https://dictionary.cambridge.org/dictionary/english/prompt-engineering>

20

Al-Qur'ān 49:6.

21

Translation by Taqī-ud-Dīn Al-Hilālī.

<https://surahquran.com/transliteration-aya-6-sora-49.html>

ChatGPT itself endorses the pros and cons mentioned in this article and highlighted after experimental use for religious studies. A few screenshots are given for reference. What I experienced ChatGPT preserves prompts on its server and keeps developing its models, refining algorithms, and refreshing them for better results. Some articles can be accessed through Google Scholar.

Some International universities are working rigorously on AI tools and ChatGPT and initiating discussion around it and training academicians across the world. To the best of my knowledge, in Pakistan, very few educational institutions are taking care of it especially FCCU is helping and training its faculty in this regard. The private and the public sector universities should also join hands in the effective and ethical use of AI as our learners are very familiar with AI tools and use or intend to use it in their research projects as we have seen the results of the survey. Such a survey after reviewing questions can be conducted on a large scale to explore the threats and opportunities for better and effective use of AI tools to build our future.

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There are some AI tools developed by IT experts like Ansari <https://ansari.chat/> & <https://app.salam.chat/> etc. These also have some pros and cons. See the screenshot to get an idea of it:

