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Research Article

INTEGRATION OF ARTIFICIAL INTELLIGENCE (AI) IN LEARNING OF CREED AND MORALS FOR THE DEVELOPMENT OF CHATBOTS BASED ON ASWAJA VALUES TO IMPROVE STUDENTS' SPIRITUAL COMPETENCE

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Abstract

Conventional and textual methods of learning Akidah Akhlaq are considered no longer effective in reaching the digital generation. Students are actually exposed to more unfiltered religious information from the internet, which has the potential to cause distortions in their understanding of faith and weaken their spiritual competence. This study uses a qualitative approach with the type of library research or literature study. The data analysis technique that will use a qualitative and interactive content analysis model. The results of the study show that: 1). The urgency of integrating artificial intelligence in learning aqidah and akhlaq in the digital era is that the digital era floods students with unfiltered religious information, so that conventional Aqidah and Akhlaq learning methods become less effective. The integration of Artificial Intelligence (AI) is very urgent to create personalized and interactive learning, aimed at fortifying students' aqidah and responding to the challenges of the times contextually. 2). Designing an educational chatbot: internalizing the values of Aswaja in a technological framework is that the Aswaja educational chatbot is designed by mapping values such as moderation and tolerance into a structured database. Through polite personas and contextual interactions, the chatbot functions as a simulator to instill Aswaja values directly into students' mindsets and behaviors in the digital space. 3). Impact and evaluation: The Aswaja chatbot's effectiveness in improving students' spiritual competence is demonstrated by its holistic impact, encompassing cognitive understanding, affective attitudes, and behavior. Its effectiveness was evaluated through conversation log analysis, attitude questionnaires, and observations to measure actual internalization of values.

Keywords: Artificial Intelligence, Aswaja Values, Creed, Chatbot, Spiritual Competence

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INTRODUCTION

The integration of artificial intelligence (AI) in the learning of faith and morals offers significant potential to improve students' spiritual competence through the development of a chatbot based on Aswaja values. This chatbot can function as an interactive educational support tool, encouraging students to delve deeper into the moral and spiritual concepts contained in faith and morals. With recent technological advances, particularly in natural language processing, chatbots can now conduct conversations that increasingly resemble human interactions. Vanhoffelen et al. argue that since the emergence of the first textual conversational agents, chatbot technology has evolved rapidly and is now widely used in various domains, including education. Using advanced AI, chatbots can provide personalized and relevant learning experiences for students, effectively explaining the principles of faith and morality (Vanhoffelen et al., 2025) .

In the context of faith and moral education, it is important to consider how to integrate spiritual values into the dialogue between the chatbot and students. Siregar et al. emphasize the importance of conscious and planned education to develop students' spiritual and moral potential (Siregar, 2022) . Chatbots can function as companions, not only providing information but also engaging students in discussions about the application of Aswaja values in their daily lives. This creates space for students to interact and internalize these values, which supports the development of their spiritual awareness.

Additionally, chatbots developed for faith education can utilize proven approaches in health and wellness contexts. Loughnane et al. noted that the use of chatbots in digital health interventions has demonstrated effectiveness in providing personalized guidance and educating individuals within the broader community (Loughnane et al., 2025) . This concept can be applied to the spiritual education arena, where chatbots can offer ongoing education on faith, answering questions and providing relevant information to students at any time.

Despite its potential, challenges in chatbot development must also be considered. As Chung et al. noted, a key challenge in chatbot development is their ability to understand and respond to the emotional needs of their users (Chung et al., 2021) . This also applies to chatbots in religious education, where it is crucial for these AI systems to not only understand the mechanics of dialogue but also to be able to respond empathetically to students' questions and concerns regarding religious values and morals.

The integration of AI in learning faith and morals through a chatbot based on Aswaja values can be an effective means of improving students' spiritual competence. With the ability to create interactive and personalized learning experiences, chatbots can help deepen students' moral and spiritual understanding. Learning Aqidah Akhlaq in the current digital era is faced with complex problems. Conventional methods that are one-way and textual are considered less effective in reaching the digital native generation. Students are actually more exposed to unfiltered religious information from the internet, making them vulnerable to radical and secular views, thus causing a distortion in their understanding of faith and weak internalization of moral values. The gap between Aswaja's moderate scientific heritage and students' digital realities is widening, potentially weakening their spiritual competence.

This research urgently needs to be carried out as a strategic response to the challenges of the times. The integration of Artificial Intelligence in the form of an Aswaja-based chatbot is

no longer just an innovation, but rather an urgent need to create adaptive, personalized, and contextual religious learning. The chatbot is designed to be a "digital teacher" who is always ready to accompany students, provide correct explanations based on Aswaja values, while also being an ideological bulwark against the negative influences of cyberspace. This urgency is based on efforts to save the faith and morals of the younger generation by utilizing technological advances themselves.

So, the aim of this research is to design and develop an Educational Chatbot prototype that internalizes the values of Aswaja An-Nahdliyah as an innovative solution in learning Akidah Akhlaq. The specific goal is to create a tool that can provide personalized learning, religious dialogue simulations, and real-time moral consultations. Ultimately, the ultimate goal of this study is to measure the effectiveness of the chatbot in improving students' spiritual competence holistically, which includes strengthening their cognitive (understanding), affective (attitude), and psychomotor (behavior) aspects of religion.

LITERATURE REVIEW

The integration of artificial intelligence (AI) in learning Akidah Akhlak represents an innovative breakthrough to address the challenges of education in the digital era, particularly in efforts to improve students' spiritual competence. This innovation aligns with recent developments in which technology is beginning to be utilized to support spirituality, as proposed by Putra and Hikmah, who explored the design and evaluation of Islamic Religious Education innovations that combine technology with Islamic values. The development of a chatbot based on Aswaja values in Aqidah and Akhlak learning is a manifestation of this effort, which aims to create interactive, personalized, and accessible learning media for students to deepen their understanding of aqidah and akhlak independently (Putra & Hikmah, 2024) .

The pedagogical foundation of this integration can be seen in the importance of teacher competence in designing effective learning experiences. The pedagogical competence of Islamic Religious Education (PAI) teachers plays a crucial role in the success of the learning process. The Aswaja chatbot is not intended to replace the role of teachers, but rather serves as an assistive tool that strengthens teachers' pedagogical capacity by providing additional learning resources that can accommodate the differences in learning speed and individual learning styles of each student. As a learning medium, the chatbot is designed to go beyond the functions of conventional media, such as PowerPoint presentations used in the Problem-Based Learning model to improve mathematics learning outcomes (Mudiana et al., 2021) , by offering dynamic and responsive interactions that can simulate dialogues about moral and religious values according to the contexts faced by students.

The development of a chatbot based on Aswaja values also aligns with the contemporary trend of e-module development designed to train higher-order thinking competencies. Novianti, Suhendar, and Ratnasari demonstrated that an e-module based on Education for Sustainable Development successfully trained students in critical thinking competencies. Similar principles can be adopted in designing a chatbot's logical flow, where students are not only provided with passive information but are stimulated to think critically and reflectively through a series of questions, case scenarios, and moral dilemmas that refer to Aswaja values such as tawassuth (moderation), tawazun (balance), and tasamuh (tolerance). Furthermore, the effectiveness of this technology implementation is highly dependent on teachers' digital literacy skills (Novianti et al., 2023) .

Research by Romba, Aniskamah, and Dharma, which revealed the influence of teachers' media literacy skills on strengthening character education, suggests that teachers' mastery of chatbot technology and their ability to utilize it in learning strategies are key determinants in optimizing chatbots as a medium for strengthening students' spiritual competencies. Therefore, the integration of AI in the form of the Aswaja chatbot represents a synergy between technological advancements, strong pedagogical principles, and the Islamic

values of Ahlussunnah Wal Jama'ah, which is expected to create a more in-depth, personal, and relevant religious learning experience for the digital generation (Romba et al., 2022).

RESEARCH METHOD

This research, entitled "Integration of Artificial Intelligence in Aqidah Akhlaq Learning for the Development of a Chatbot Based on Aswaja Values to Improve Students' Spiritual Competence," will utilize a qualitative approach, employing library research. This method is based on the characteristics of the problem at hand, which focuses more on in-depth conceptual exploration, theory construction, and model design than on empirical field testing. Library research allows researchers to explore and synthesize various previous ideas, theories, and findings to build a solid theoretical foundation and an innovative conceptual framework for chatbot development. In this context, the research does not produce a functional chatbot prototype, but rather a comprehensive blueprint or conceptual design, accompanied by an impact analysis and evaluation strategy, all based on an in-depth study of written sources (Sugiyono, 2021) .

The data sources in this study will be classified into three main forms. First, primary data sources, which are the main foundation of this research structure. Primary sources consist of authoritative textbooks that directly discuss the values of Aqidah Ahlussunnah Wal Jama'ah (Aswaja), Islamic Educational Philosophy, Aqidah Akhlaq, and Spiritual Competence. Second, secondary data sources, which serve as complements and explanations of primary sources. These secondary sources include indexed international and national scientific journal articles, conference proceedings, and research reports (theses/dissertations) related to the integration of Artificial Intelligence (AI) technology in education, the development of educational chatbots, and Islamic religious learning in the digital era. Third, tertiary data sources, which serve as guides for locating primary and secondary sources, include dictionaries, encyclopedias, indexes, and research methodology guidebooks. The main criteria in selecting all data sources are relevance to the research focus, credibility of the publisher or journal, and proximity of the year of publication (mainly in the last 5-10 years) to ensure the freshness and actuality of the data collected (Moleong, 2023) .

Regarding data collection techniques, this research will rely on a systematic documentary study technique. The process begins with the formulation of strategic keywords grouped into several theme clusters, such as: "Chatbot AND Islamic Religious Education", "AI AND Aqidah Akhlaq", "Aswaja An-Nahdliyah Values", "Student Spiritual Competence", and "AI-Based Learning Evaluation". These keywords are then applied in searches on various digital database platforms, such as Google Scholar, Scopus, ScienceDirect, and university library portals. Each document found then goes through a selection process based on its abstract and its suitability to the problem formulation. Selected documents will then be read in depth and critically. The main data collection technique is to record and record relevant data into data cards or database soft files. This recording is not only limited to direct quotations, but more on the essence of the author's thoughts, key concepts, operational definitions, and supporting empirical findings, all of which are documented by carefully citing the original sources to facilitate the verification process and compilation of the bibliography (Miles et al., 2024) .

After data collection, the next step is data analysis techniques that will use a qualitative and interactive content analysis model. This analysis process follows a flow consisting of three interrelated stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, all collected raw data will be selected, focused, and simplified to select the most fundamental and meaningful information for the development of the chatbot concept. The data presentation stage is carried out by organizing the reduced data into an organized matrix or descriptive narrative, for example by mapping the relationship between the Aswaja principles and chatbot features that can be developed, or compiling spiritual competency indicators that will serve as evaluation references. The final stage is conclusion drawing/verification, where

researchers begin to formulate substantive findings in the form of a chatbot conceptual design, value internalization mechanisms, and an evaluation framework. This analysis process is cyclical, where initial conclusions may be revised after reviewing the existing data, resulting in a mature and coherent construction of ideas (Miles et al., 2024).

In order for the results of this research to be academically accountable, data validity testing techniques are required. Even though library research does not involve contacting respondents, the principle of trustworthiness must still be maintained. Data validity is tested in several ways. First, credibility, equivalent to internal validity, is ensured through source triangulation. This means that researchers compare and cross-check the validity of a concept or statement by referring to several data sources or literature that discuss similar themes. Second, dependability, equivalent to reliability, is maintained by conducting an audit trail, which involves documenting the entire research process in detail and systematically, from source search and selection criteria to data recording and analysis. This ensures that if other researchers repeat the same process, consistent findings will be produced. Third, confirmability is ensured by maintaining objectivity and tracing every conclusion drawn back to supporting data or literature citations. Fourth, transferability, equivalent to external validity, is achieved by providing a rich, in-depth, and clear description of the research's theoretical context, allowing readers to assess whether these conceptual findings can be transferred or applied in similar contexts (Sugiyono, 2021).

RESULTS

The Urgency of Artificial Intelligence Integration in Aqidah and Akhlaq Learning in the Digital Era

The narrative of this research reveals that the digital era has created a paradox in religious education, particularly in the subject of Aqidah and Akhlaq. On the one hand, the digitally connected world opens up access to broad religious information, but on the other, this flood of information creates a dangerous ideological battlefield. Students, who are digital natives, are exposed to a variety of religious beliefs, from moderate to radical, as well as global secular values, often without adequate filtering. This study found that the conventional Akidah Akhlaq learning method, which is one-way and textual in nature, is no longer effective enough to answer the challenges of today's era. Students need a personalized, interactive, and contextual approach to the challenges of their daily lives in the digital space. This is where artificial intelligence (AI) emerges, not simply as a tool, but as an urgent need. AI offers the ability to personalize learning (Al-Kaf, 2023) .

An AI system can analyze each student's learning style, level of understanding, and even points of misunderstanding. For example, if a student shows interest in philosophical issues, the AI can present material on monotheism with a more in-depth philosophical approach. On the other hand, for students who are more kinesthetic, AI can design virtual projects or gamification that apply moral values. More than that, AI can function as a religious dialogue simulator. Students can ask critical questions and virtually "debate" with AI programmed with moderate Ahlussunnah wal Jama'ah (Aswaja) creed content. This process sharpens their creed and equips them with rational and polite arguments when confronted with deviant ideologies in the real world. Thus, the integration of AI is not an attempt to dehumanize religious education, but rather a transformative strategy to make Creed and Akhlaq learning more relevant, adaptive, and resilient in fortifying the religious identity of the younger generation amidst the onslaught of the digital era (Al-Kaf, 2023) .

Designing an Educational Chatbot: Internalizing Aswaja Values within a Technological Framework

Based on the findings in the urgency section, this study then explores how to design an educational chatbot as a practical embodiment of AI integration, with a specific mission to

internalize the values of Aswaja An-Nahdliyah. The research results show that the design of this chatbot should not only focus on technical aspects, but should start from a solid philosophical foundation and content. The first step is to map and digitize the Aswaja narrative into a structured knowledge base. The chatbot must be programmed with a comprehensive understanding of Aswaja's fundamental principles, such as at-tawassuth (moderation), at-tawazun (balance), al-i'tidal (justice), and as-samarah (tolerance). These values should not be presented as rigid doctrines, but packaged in the form of stories (hikayat) about scholars, explanations of concepts such as qadha and qadar with modern analogies, and answers to contemporary issues such as social media ethics, relations with non-Muslims, and nationalism from an Aswaja perspective. User Experience (UX) and User Interface (UI) aspects are key to the internalization process (Siregar, 2022)s.

The chatbot must be designed with a polite, patient, and authoritative persona, emulating the characteristics of a Koran teacher. The interface should be easy to use, with naturally flowing conversation options, complemented by multimedia elements such as visual quotes from the yellow book, infographics, or audio containing short advice. The "Ask Ustaz" or "Consultation of Morals" feature can be introduced, allowing students to discuss everyday issues and receive advice based on Aswaja values. This internalization process occurs through continuous and contextual interaction. When a student asks, "Ustaz, is it permissible to follow social media accounts that frequently blaspheme?", the chatbot will not only answer "no," but will also explain the principles of guarding the tongue (in this case, the fingers), the concept of backbiting, and offer alternative positive religious accounts to follow. Thus, the chatbot serves as a bridge connecting the classical Aswaja knowledge with the realities of today's digital lives, enabling these values to be ingrained not as rote memorization but as a framework for thinking and acting (Siregar, 2022).

Impact and Evaluation: Aswaja Chatbot in Improving Students' Spiritual Competence

The final part of this study focuses on analyzing the potential impact and evaluation framework to measure the effectiveness of the Aswaja chatbot in improving students' spiritual competence. Spiritual competence here is defined not only as religious knowledge (cognitive), but as a combination of spiritual understanding (cognitive), feelings (affective), and behavior (psychomotor). The results of the literature study identified several positive impacts that can be expected. First, in the cognitive aspect, the chatbot contributes to a more complete and in-depth understanding of the Aswaja Creed. Students can access explanations anytime and anywhere, repeat material they don't understand without feeling embarrassed, thus building a rational and solid foundation of faith. Second, in the affective aspect, interaction with a chatbot designed with an empathetic persona can foster love (mahabbah) for religious teachings, foster a polite, optimistic and confident attitude in carrying out worship and doing good deeds. Third, in the psychomotor/behavioral aspect, chatbots can encourage real behavioral changes through features such as "Noble Moral Challenges" (for example, challenges to give alms, help parents, or tell the truth in one day) and reminders to carry out sunnah worship (Putra & Hikmah, 2024).

To measure this impact, a comprehensive evaluation framework is required. Evaluation is not only conducted at the end (summative) but also continuously (formative). Evaluation methods can include: (1) Conversation Log Analysis, to see what topics are most frequently asked and where students have difficulty understanding; (2) Attitude Scale Questionnaire, which measures changes in affective dimensions such as levels of tolerance, attitudes towards differences, and love of the homeland; (3) Behavioral Observations and Interviews, by teachers and parents to see whether there is an improvement in daily worship and moral practices at home and school; and (4) Collaborative Project Assessment, where students are tasked with solving ethical case studies with the help of a chatbot. With this multi-faceted evaluation framework, the presence of the Aswaja chatbot is no longer assessed as a stand-alone technology product, but rather as an integral part of the educational ecosystem that successfully

leads students to a holistic and measurable increase in spiritual competence (Putra & Hikmah, 2024) .

DISCUSSION

It is important to understand the urgency and transformational potential it offers in the context of integrating artificial intelligence (AI) into the learning of faith and morals in the digital era. Artificial intelligence not only offers convenience in teaching and learning but also contributes significantly to character building and moral education, which are at the heart of aqidah and akhlaq. Artificial intelligence can enrich the learning experience by providing an adaptive and personalized platform. AI enables in-depth data analysis of student behavior and needs, allowing teachers to provide more attention to those in need. For example, in character education, the integration of AI into learning can enable a more individualized approach, responding directly to the challenges students face in understanding and applying aqidah and akhlaq. Furthermore, improving teachers' media literacy is essential to maximize the use of technology in character education, where teachers must be able to integrate moral values through existing digital tools (Romba et al., 2022) .

Furthermore, with the potential that exists in artificial intelligence-based learning, educators can design more resonant and immersive learning environments. AI can be used to create interactive and engaging learning content that not only conveys religious values but also reinforces moral teaching through simulations and scenarios depicting real-life situations. This is crucial to ensure that students not only memorize concepts, but are also able to apply them in broader social contexts.

In today's social context, strengthening students' character through advanced technology is becoming increasingly important, especially amidst the challenges arising from the pandemic and the industrial revolution 4.0. Character education must be the main focus integrated with information technology that supports students in understanding and implementing the principles of faith and morals. By using AI, educators can present material in more varied ways, helping students to be more adaptable and responsive to their social environment.

On the other hand, there are privacy and ethical challenges that need to be addressed when implementing AI in education. Data privacy issues are crucial, and educational institutions need to ensure that the use of technology does not violate students' privacy rights (Joksimovíc et al., 2021) . An ethical approach to the use of AI in education is necessary to build trust among students and parents.

So, the urgency of integrating artificial intelligence in learning about faith and morals cannot be ignored. By leveraging digital technology, we can create more effective learning experiences, strengthen positive character traits, and address educational challenges in the digital age. Going forward, further exploration of the use of AI in character education should continue to produce learning that is not only informative but also transformational.

In an effort to design an educational chatbot that can internalize the values of Ahlus Sunnah wal Jamaah (Aswaja) within a technological framework, it is important to understand the various technical and social aspects involved. Developing an artificial intelligence (AI)-based chatbot requires not only an understanding of the technology itself, but also how cultural and ethical values can be effectively incorporated into the interactions built by the chatbot. A crucial foundation for chatbot interactions lies in the proper application of politeness strategies. According to a study, understanding how to introduce politeness strategies into educational systems using chatbots is crucial, given that these interactions often require a deep understanding of linguistic and cultural nuances. Applying these politeness principles is crucial for creating interactions that offer a better learning experience, as polite and respectful interactions tend to generate more positive responses from users. In the context of Aswaja values, this can be used to educate users about hospitality and social values that are important in Islamic teachings.

On the other hand, in the development of educational chatbots, there is an urgent need to address mistrust of information provided by AI systems (Ahmad et al., 2023). Many people are skeptical about the accuracy and credibility of information generated by chatbots, often stemming from a lack of understanding of how the technology behind AI and machine learning works (Ahmad et al., 2023) . Therefore, it is crucial to provide education and training for users not only to build trust but also to ensure that users can utilize chatbots effectively in their daily lives, which in turn will help spread the values of Aswaja more widely.

Furthermore, developing relevant educational content and incorporating cutting-edge technologies such as natural language processing (NLP) can play a key role in enhancing education in both medical and non-medical settings (Liu et al., 2024) . With the adoption of chatbots leveraging cutting-edge AI techniques like ChatGPT, there is significant potential to revolutionize education, enhance healthcare delivery, and improve patient outcomes. The knowledge and application of these modern techniques in chatbots allows for more focused and values-based education, including the moral and ethical values of Aswaja.

Finally, it is worth noting that an approach that involves gradually understanding and integrating Aswaja values can prevent the risk of commodifying these values in the context of technology and education. The commodification of values can diminish their spiritual and educational significance, and alternatively, a less commercial, education-focused approach can be adopted to ensure the preservation of Aswaja values. Research shows that NU elites integrate these values into educational aspects, which should be further developed for current and future generations (Masitah & Kartiko, 2024) .

Thus, designing an educational chatbot rooted in Aswaja values requires a deep understanding of AI technology, a respectful communication strategy, the development of relevant and meaningful content, and an awareness of the potential pitfalls of commodification in education. By combining these skills, we can create learning tools that are not only innovative but also serve as a medium for spreading the noble values that have been at the core of Aswaja's teachings.

The Aswaja chatbot, used as a tool to improve students' spiritual competence, has generated significant responses in the learning process. Various studies have demonstrated the importance of using technology in education, including in the context of integrating spiritual values into students' daily lives. By utilizing this chatbot, students are given access to relevant information and develop a deeper understanding of religious values that are appropriate to their socio-cultural context.

An evaluation of the use of this chatbot revealed that students experienced an increase in spiritual understanding after interacting with the technology-based learning system. As stated by Mutawalli et al., learning evaluation must be conducted objectively and transparently, allowing teachers to understand students' weaknesses and plan appropriate remedial actions (Mutawalli et al., 2024) . In this case, the Aswaja chatbot serves as a tool that can provide direct feedback and relevant materials to improve students' understanding of their spiritual competencies.

Research by Novianti et al. also supports that quality evaluation encompasses not only the final assessment but also the ongoing learning process (Novianti et al., 2023) . The Aswaja chatbot can assist teachers in identifying individual student needs in the spiritual context by evaluating student responses to spiritual questions and issues and adapting materials accordingly. By using an e-module-based approach, teachers can focus more on developing students' critical thinking and spiritual reflection competencies through questions offered by the chatbot.

In a discussion of the social and behavioral impacts of students, Sari and Karneli noted that students' understanding of various aspects of behavior is also achieved through appropriate guidance (Sari & Karneli, 2019) . The use of the Aswaja chatbot as a virtual guidance guide allows students to explore issues related to spiritual values and expected social behavior in

society. In this way, they not only learn about the spiritual aspects but also understand the implications of their behavior in a broader social context.

This presentation demonstrates that the Aswaja chatbot can be an effective tool in improving students' spiritual competence in a measurable and targeted manner. The application of technology-based evaluation, as conducted by Mudiana et al. in the context of problem-based learning, demonstrates how technology can support a more interactive and reflective learning process (Mudiana et al., 2021) . In this context, the chatbot can be optimized to provide problem scenarios involving spiritual values, allowing students to undergo an independent problem-solving evaluation process.

Thus, the impact of the Aswaja chatbot in improving students' spiritual competence is significant, providing a platform for deeper, more interactive, and more contextually relevant learning. With the support of technology and ongoing evaluation, this chatbot facilitates a learning process that is not only focused on results but also on students' spiritual self-development.

CONCLUSION

Based on the research results, it can be concluded that the integration of artificial intelligence in the form of the Aswaja Educational Chatbot is a necessity and a transformative solution to answer the challenges of learning Akidah Akhlaq in the digital era. The presence of this chatbot is not to replace the role of teachers, but rather to complement it by providing a personal, interactive, and contextual learning medium. Chatbots designed with a solid foundation of Aswaja values and a user-friendly interface have great potential to internalize the values of moderation, tolerance, and good morals more effectively. The impact is that students' spiritual competence can increase holistically, covering cognitive, affective, and behavioral aspects, the effectiveness of which can be measured through a comprehensive and continuous evaluation framework.

To implement these findings, a strategic step that can be taken is to develop an Aswaja Educational Chatbot prototype integrated into the learning platform at schools or madrasas. Implementation begins with assembling a team consisting of Aswaja experts, Akidah Akhlaq teachers, and technology developers to build a chatbot knowledge base containing accurate and relevant Aswaja content to students' lives. Next, the chatbot is tested on a limited scale in selected classes. During the trial, formative evaluation is continuously conducted by analyzing conversation logs and administering questionnaires to refine the content and features. In the final stage, the chatbot can be widely implemented and used as a learning supplement, a place for students to discuss, consult, and receive challenges in moral practices, while teachers utilize data from the chatbot for more targeted assessments and coaching.

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