

Lecturers' and Students' Perceptions and Acceptance of Artificial Intelligence in Arabic Learning

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Abstract:

The rapid advancement of digital technology has transformed educational practices, including Arabic language learning in higher education. However, limited studies have examined user acceptance of Artificial Intelligence (AI) within Islamic higher education contexts. This study aims to investigate lecturers' and students' perceptions and the factors influencing AI acceptance in Arabic language learning at STIQ Amuntai. This research employed a descriptive qualitative approach involving lecturers and students as participants. The findings indicate a high level of AI acceptance, primarily influenced by perceived usefulness and ease of use. Lecturers emphasized strategic and pedagogical benefits, while students highlighted efficiency and learning support. Nevertheless, concerns regarding academic integrity and the accuracy of linguistic outputs remain significant challenges. In conclusion, AI plays a crucial role in contemporary language education. Strengthening digital literacy is essential to ensure its critical, ethical, and responsible use.

Keywords: artificial intelligence; Arabic Language Learning; technology integration; digital literacy; higher education

Abstrak:

Perkembangan teknologi digital saat ini telah mengubah praktik pendidikan, termasuk pembelajaran bahasa Arab di perguruan tinggi. Namun, kajian mengenai penerimaan pengguna terhadap Kecerdasan Buatan (AI) dalam konteks pendidikan tinggi Islam masih terbatas. Penelitian ini bertujuan untuk menganalisis persepsi dosen dan mahasiswa serta faktor-faktor yang memengaruhi penerimaan AI dalam pembelajaran bahasa Arab di STIQ Amuntai. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan dosen dan mahasiswa sebagai partisipan. Hasil penelitian menunjukkan tingkat penerimaan AI yang tinggi, yang dipengaruhi oleh persepsi kegunaan dan kemudahan penggunaan. Dosen menekankan manfaat strategis dan pedagogis, sedangkan mahasiswa menyoroti efisiensi serta dukungan dalam proses pembelajaran. Meskipun demikian, isu integritas akademik dan akurasi data linguistik masih menjadi tantangan utama. Oleh karena itu, penguatan literasi digital diperlukan untuk memastikan pemanfaatan AI yang kritis, etis, dan bertanggung jawab dalam pembelajaran bahasa.

Kata kunci: Kata kunci: kecerdasan buatan; pembelajaran bahasa Arab; integrasi teknologi; literasi digital; pendidikan tinggi

INTRODUCTION

Amid the rapid acceleration of digital technology, the role of humans in the learning process is increasingly being questioned, including in Arabic language education. The emergence of Artificial Intelligence (AI) not only offers convenience through personalization and instant feedback but also transforms the way learning itself is understood (Satibi dkk., 2025). Digital transformation has influenced various aspects of life, including the ways people learn, work, and communicate. In education, digitalization has introduced more modern, flexible, and adaptive learning models, thereby opening opportunities for the integration of AI in Arabic language learning (Bustam dkk., 2024).

The global educational landscape currently demonstrates the growing integration of AI in various learning activities (Yang, 2025). In the context of Arabic language learning, AI is considered to have significant potential to improve learning effectiveness, efficiency, and creativity through personalized materials, instant feedback, and technology-based interactions (Fahmi & Adhimah, 2024; Sarinda dkk., 2023). However, the use of AI also raises several challenges, including issues related to information validity, ethical considerations, and the risk of users becoming overly dependent on technology (Al-Ghobesi, 2025; Alrumayh dkk., 2025).

In Arabic language learning, the use of AI has also influenced a shift in knowledge authority, which was previously centered on lecturers, textbooks, and formal learning materials toward AI-based platforms (Musthafa, 2024). Meanwhile, Arabic possesses complex linguistic characteristics that require comprehensive learning approaches to ensure that students can properly understand various linguistic aspects (Jamil & Sardiyannah, 2020). Therefore, it is important to understand how lecturers and students respond to the presence of AI in Arabic language learning, as users' attitudes, motivation, and readiness are essential factors in the successful implementation of technology in educational settings (Imamuddin & Isnaniah, 2023).

Previous studies on AI in Arabic language learning have generally focused on technological effectiveness, instructional design, or the improvement of language skills through quantitative and experimental approaches (Bustam dkk., 2024; Fahmi & Adhimah, 2024; Ramadhan, 2023). Research examining the direct perceptions of lecturers and students regarding the use of AI, particularly within Islamic higher education institutions, remains limited. To date, no study

has specifically investigated the use of AI in Arabic language learning within Islamic-based higher education institutions such as STIQ Amuntai, which has distinct academic and cultural characteristics.

Based on the issues described above, this study aims to identify lecturers' and students' perceptions regarding the use of AI in Arabic language learning at STIQ Amuntai, including aspects of understanding, usage, benefits, challenges, and attitudes toward AI. In addition, this study seeks to identify the AI platforms most frequently used by lecturers and students in Arabic language learning. This research is expected to contribute theoretically to the development of technology-based Arabic language learning studies and practically serve as a consideration for the wise, critical, and effective use of AI in Islamic higher education contexts.

LITERATURE REVIEW

The use of AI in language education continues to develop and has increasingly been implemented in Arabic language learning. Several studies indicate that AI can improve the quality of learning through material personalization, adaptive learning systems, automated assessment, and technology-based interactions such as chatbots and educational applications (Budi dkk., 2024). AI also enables the adjustment of learning methods based on students' learning styles and provides real-time feedback, making the learning process more interactive and engaging (Fahmi & Adhimah, 2024). In addition, AI is considered capable of supporting students' understanding and Arabic language skills through more flexible and independent learning experiences (Ramadhan, 2023).

AI-based approaches have also been reported to enhance learning motivation, learning outcomes, and more inclusive access to Arabic language education (Fitrianto, 2024). Nevertheless, several studies reveal that the implementation of AI still requires educators' readiness, technological infrastructure, and users' ability to understand both the advantages and limitations of the technology (Satibi dkk., 2025; Satrio, 2025). Furthermore, educators recognize that AI offers opportunities for personalization and learning efficiency, while potentially reducing human interaction and traditional educational values in the teaching process (Syafrayani dkk., 2024).

Although previous studies have discussed the effectiveness and benefits of AI in Arabic

language learning, most of them have employed quantitative and experimental approaches focusing on learning outcomes. Research examining lecturers' and students' direct perceptions of AI use, particularly within Islamic higher education institutions, remains limited. Therefore, this study seeks to fill this gap through a descriptive qualitative approach to better understand lecturers' and students' experiences, attitudes, and acceptance of AI in Arabic language learning at STIQ Amuntai.

METHODS

This study employed a descriptive qualitative method to understand lecturers' and students' perceptions regarding the use of Artificial Intelligence (AI) in Arabic language learning at STIQ Amuntai (Fiantika dkk., 2022; Lumbu dkk., 2025; Sugiyono, 2013). The participants consisted of lecturers and students who were actively involved in Arabic language learning and had experience using AI-based platforms in academic activities. Informants were selected through purposive sampling based on specific criteria, namely Arabic language lecturers, students enrolled in Arabic language learning courses, and individuals who had experience using AI in academic contexts (Nugrahani, 2014).

This study involved 23 participants, consisting of 5 lecturers from the Arabic Language Education (PBA) program and 18 students at STIQ Amuntai. Both lecturers and students used various AI platforms, such as ChatGPT, Gemini AI, Google Translate, Perplexity, and Syaqol, to support the Arabic language learning process.

Data were collected through interviews and analyzed inductively through three stages: data reduction, data display, and conclusion drawing (Sugiyono, 2013). The validity of the data was ensured through source triangulation by comparing information obtained from lecturers and students.

RESULTS AND DISCUSSION

A. Overview of STIQ Amuntai

Sekolah Tinggi Ilmu Al-Qur'an (STIQ) Amuntai was established in 2000 as a follow-up to the implementation of the XXI Musabaqah Tilawatil Qur'an (MTQ) at the South Kalimantan provincial level in Amuntai. The institution was founded with the aim of developing Qur'an-

based higher education institutions and fulfilling the regional need for qualified Arabic language educators. The first study program established was Arabic Language Education (PBA), supported by lecturers who graduated from Middle Eastern universities and national Islamic higher education institutions.

Currently, STIQ Amuntai continues to serve as a higher education institution grounded in Qur'anic values in Hulu Sungai Utara Regency. In addition to focusing on Arabic language academic development, the institution is also actively engaged in Qur'anic activities such as *tilawah*, *tahfizh*, and calligraphy. This institutional context is important for understanding how lecturers and students perceive the use of AI in Arabic language learning within an Islamic higher education environment.

B. Understanding and Experience in Using AI

The findings revealed that all participants, both lecturers and students, were familiar with and had used AI in Arabic language learning, although with different levels of intensity and purposes. The platforms commonly used included ChatGPT, Gemini AI, Dola, and AI-based digital dictionary applications. Lecturers perceived AI as a supporting tool for administrative tasks, initial reference searches, and instructional planning before the information was verified through primary academic sources. One lecturer stated that AI was "used at the beginning of the semester because it provides ideas, while the data are later processed independently." In contrast, students demonstrated a higher intensity of AI use and utilized it as a learning companion, particularly for understanding difficult materials and obtaining Arabic grammar examples more efficiently. One student explained that AI "helps explain difficult material in a simpler way." Despite these differences in usage patterns, both groups positioned AI as a supporting learning tool rather than a replacement for primary academic literature.

These findings indicate a generally positive initial perception of AI use in Arabic language learning. Lecturers viewed AI as a strategic opportunity to support the learning process, while students perceived it as a tool that improves learning efficiency. This condition aligns with the concept of perception in organizational behaviour, which explains that individuals assign meaning to technology based on their experiences and understanding (Ikhwan, 2024). Such positive perceptions subsequently shape beliefs regarding the usefulness and ease of use of AI, which are central components of the Technology Acceptance Model (TAM). Therefore, users' initial perceptions play an important role in encouraging the acceptance and integration of AI

in Arabic language learning at STIQ Amuntai.

C. Perceived Usefulness

The findings indicate that AI is perceived as having significant usefulness (Perceived Usefulness) in Arabic language learning, although the forms of benefits experienced by lecturers and students differ. Lecturers viewed AI not only as a tool for personal efficiency but also as a supporting medium in instructional strategies and the development of students' digital literacy. One lecturer stated that AI had been "integrated into the learning plan," while another emphasized the importance of integrating AI into specific courses so that students could properly understand how AI works and how to use it effectively. These findings demonstrate that lecturers perceive AI within the framework of instructional design and the development of students' digital competencies.

On the other hand, students perceived the benefits of AI in more practical ways, particularly in terms of time efficiency, improved understanding of learning materials, and easier access to information. One student explained that AI "greatly facilitates understanding explanations, creating summaries, and checking language errors," while another stated that AI helped improve understanding of Arabic vocabulary and sentence structures. In addition, AI was considered capable of accelerating assignment completion and information retrieval. Nevertheless, several students acknowledged that AI still has limitations in more complex linguistic discussions such as *balaghah*, making primary sources such as classical books and academic literature still necessary. These findings are consistent with the study by Amadi & Hikmah (2025), which stated that AI provides significant benefits in language learning, although it has not been fully capable of replacing complex linguistic understanding.

Overall, the positive perception of AI usefulness indicates that Perceived Usefulness (PU) serves as a major factor influencing technology acceptance among lecturers and students at STIQ Amuntai. AI is considered capable of improving learning effectiveness through faster comprehension of materials, instructional material preparation, and quick access to initial references. Therefore, the belief that AI can make the learning process easier and more efficient becomes the primary foundation for integrating AI into Arabic language learning.

D. Perceived Ease of Use

The findings revealed that most participants perceived AI as an easy-to-use technology in Arabic language learning. Platforms such as ChatGPT and Gemini were considered to have simple and intuitive interfaces that did not require special technical training. However, the level of ease of use was still influenced by users' ability to formulate prompts and utilize AI features effectively. Lecturers demonstrated varying perceptions regarding the ease of AI use. Some lecturers limited the use of AI to academic purposes such as searching for references, reviewing journals, and preparing instructional materials. One lecturer stated that "the use of AI is limited to academic work," while another considered AI flexible enough to be used for generating creative ideas and exploring knowledge beyond academic activities. These findings indicate that lecturers tend to use AI selectively according to their professional needs.

Meanwhile, students demonstrated a higher level of Perceived Ease of Use (PEOU) compared to lecturers. Students viewed AI as a practical, fast, and easily accessible tool that supports the Arabic language learning process. One student explained that "it is enough to enter a question or text, and the AI immediately provides the result," while another stated that the use of AI made the learning process "faster, more efficient, and less confusing." The accessibility and rapid responses provided by AI were considered helpful in reducing difficulties in searching for references and understanding Arabic learning materials. These findings are consistent with Abdou (2024), who stated that AI can create a more interactive learning process and reduce users' routine workload.

Overall, the perception of ease of use became an important factor strengthening the acceptance of AI in Arabic language learning at STIQ Amuntai. From the perspective of the Technology Acceptance Model (TAM), a high level of ease of use encourages users to utilize AI more intensively and continuously. In addition, perceived ease of use is closely related to perceived usefulness, as technologies that are considered easy to use are also more likely to be perceived as beneficial in supporting learning effectiveness.

E. Challenges and Risks of AI Use

Although AI was perceived as highly beneficial and easy to use, this study also identified various challenges and risks associated with its use in Arabic language learning at STIQ Amuntai. Lecturers generally highlighted the long-term impact of AI on learning quality and academic integrity. One lecturer stated that information generated by AI was "often inconsistent with reality," indicating that AI-generated outputs still require verification through

valid academic sources. In addition, lecturers expressed concerns regarding students' dependency on AI, which could potentially reduce critical thinking skills and academic perseverance. One lecturer described AI as a "shortcut" that might make students passive and less motivated in the learning process. These findings indicate that AI use is perceived not only as beneficial but also as carrying pedagogical and ethical risks in Arabic language learning.

Meanwhile, students mainly emphasized technical limitations and the linguistic accuracy of AI. Most students acknowledged that AI frequently produces errors in complex Arabic linguistic aspects such as *nahwu*, *sharaf*, *i'rab*, *harakat*, and religious contexts. One student explained that "the answers are sometimes inaccurate, especially in *nahwu* lessons," while another highlighted the phenomenon of hallucination, in which AI generates information or references that appear logical but are actually invalid. In addition, students also experienced practical obstacles such as unstable internet connections and errors in detecting Arabic texts from documents or images. These findings are consistent with Hakim dkk., (2025), who stated that inaccurate data, limited understanding of cultural and religious contexts, and the risk of dependency are major challenges in the use of AI for Arabic language learning.

From the perspective of the Unified Theory of Acceptance and Use of Technology (UTAUT), the level of AI acceptance at STIQ Amuntai is influenced by several major factors, namely performance expectancy, effort expectancy, social influence, and facilitating conditions. Participants perceived AI as capable of improving learning effectiveness, easy to use, and supported by academic environments and adequate digital infrastructure. Nevertheless, the various challenges and risks identified in this study indicate that the use of AI still requires supervision, digital literacy, and academic verification to ensure that the technology is utilized critically, ethically, and proportionally in Arabic language learning.

F. Ethics and Expectations of AI Use

The findings revealed that both lecturers and students at STIQ Amuntai were aware of the importance of ethics in the use of AI for Arabic language learning. Lecturers emphasized that AI should be used wisely, in moderation, and always accompanied by verification through primary academic sources. One lecturer stated that students should not "immediately rely entirely on AI" and should continue searching for references from books, libraries, and original sources. Other lecturers also highlighted the importance of cross-checking information and limiting AI use to prevent dependency that could weaken students' critical thinking abilities.

In addition to technical aspects, lecturers emphasized the importance of developing positive and responsible attitudes toward technological advancement.

Students not only expressed concerns regarding the risks of AI use but also proposed several ethical solutions. Most students viewed AI as a tutor, proofreader, and learning support tool rather than a replacement for independent learning efforts. One student suggested that AI should function as "a proofreader, not a writer," while another emphasized the importance of maintaining independent thinking before using AI. Furthermore, students expected the institution to provide ethical guidelines for AI use, digital literacy training, and workshops on the intelligent and responsible use of AI in Arabic language learning. Some students even proposed the development of AI systems based on classical Islamic references and *pasantren* literature to ensure more accurate outputs aligned with Islamic scholarly contexts.

These findings indicate that the use of AI at STIQ Amuntai is not solely related to technology acceptance but also to users' digital literacy readiness. From the perspective of digital literacy, most participants were capable of accessing and utilizing AI for academic purposes; however, critical, evaluative, and ethical thinking skills still need to be strengthened. This finding is consistent with the digital literacy concepts proposed by Gilster and Belshaw, which emphasize the importance of understanding, evaluating, and responsibly using digital technologies (Lestari dkk., 2025; Sulianta, 2020). Therefore, strengthening digital literacy, ethical guidelines, and institutional support becomes essential to ensure that AI can function as a critical, creative, and academically responsible learning tool.

CONCLUSION

It can be concluded that lecturers and students at STIQ Amuntai demonstrated positive acceptance toward the implementation of Artificial Intelligence (AI) in Arabic language learning. AI was positioned as a supporting medium that enhances learning effectiveness, particularly in accelerating material comprehension, assisting the explanation of linguistic aspects, and facilitating access to learning resources. Lecturers tended to utilize AI as a strategic tool for instructional planning and learning development, while students primarily used AI for practical purposes such as translation, vocabulary comprehension, and completing academic assignments.

Nevertheless, the use of AI still faces several challenges, including inaccurate linguistic outputs, the potential for dependency, and issues related to academic integrity. Therefore, the

implementation of AI should be accompanied by the strengthening of digital literacy and the application of academic ethics to ensure its use remains critical, wise, and responsible. Overall, these findings indicate that AI functions not merely as a technological tool, but also as a learning support system that requires user readiness, academic supervision, and proportional integration in Arabic language education. Future studies are recommended to examine the effectiveness of AI implementation in Arabic language learning through quantitative approaches or within broader contexts of Islamic higher education institutions.

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