

The Utilization of AI (Artificial Intelligence) in Arabic Language Learning: A Study of the Reasons And Experiences of Arabic Language Education Students (PBA) at the College of Qur'an Sciences (STIQ) Amuntai

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Abstract:

This study aims to analyze the reasons and experiences of students in the Arabic Language Education Study Program (PBA) in utilizing AI (Artificial Intelligence) as a medium for learning Arabic, identifying the forms of AI utilization used, and examining its role in supporting the development of Arabic language skills. The research uses a descriptive-qualitative approach with semi-structured interviews with students who actively use AI, as well as through literature studies to analyze the reasons and experiences of students in using various AI platforms. The results show that students utilize AI based on reasons of time efficiency and the need for independent understanding of learning materials, especially in helping them understand vocabulary, improve grammar, provide harakat, and compose sentences and paragraphs. However, some challenges were still identified, such as translation inaccuracies and the risk of dependency. Overall, students viewed AI as an effective supplementary tool in Arabic language learning, provided it is verified and used wisely.

Keywords: artificial intelligence, Arabic language learning, PBA students, AI chatbot, thematic analysis.

Abstrak:

Penelitian ini bertujuan untuk menganalisis alasan mahasiswa Program Studi Pendidikan Bahasa Arab (PBA) dalam memanfaatkan AI (*Artificial Intelligence*) sebagai media pembelajaran bahasa Arab, mengidentifikasi bentuk pemanfaatan AI yang digunakan, serta mengkaji perannya dalam mendukung pengembangan keterampilan berbahasa Arab. Penelitian ini menggunakan pendekatan deskriptif-kualitatif dengan metode wawancara semiterstruktur terhadap mahasiswa aktif menggunakan AI serta melalui studi literatur untuk menganalisis alasan dan pengalaman mahasiswa dalam penggunaan berbagai platform AI. Hasil penelitian menunjukkan bahwa mahasiswa memanfaatkan AI didasari oleh alasan efisiensi waktu dan kebutuhan pemahaman materi secara mandiri, terutama dalam membantu memahami kosakata, memperbaiki tata bahasa, memberikan harakat, serta menyusun kalimat dan paragraf. Namun, beberapa kendala tetap ditemukan seperti ketidakakuratan terjemahan dan risiko ketergantungan. Secara keseluruhan, mahasiswa menilai AI sebagai alat pendamping efektif dalam pembelajaran bahasa Arab selama tetap diverifikasi dan digunakan secara

bijaksana.

Kata kunci: kecerdasan buatan, pembelajaran bahasa Arab, mahasiswa PBA, AI *chatbot*, analisis tematik.

Introduction

Arabic language learning at Indonesian universities faces classic challenges, including limited face-to-face time, the need for intensive individual practice, and limited access to native speakers for communicative practice. Amid these challenges, the emergence of Artificial Intelligence (AI) offers innovative solutions that are transforming how students learn foreign languages. Technologies such as ChatGPT, Gemini, and Claude now serve not only as information-search assistants but have become interactive learning partners capable of providing instant feedback, personalized exercises, and 24/7 access to learning. In an educational context, AI offers a variety of benefits, including the ability to create learning systems that are more interactive, adaptive, and responsive to students' needs. Additionally, for educators, AI contributes to supporting the development of learning materials, the assessment of student assignments, and the analysis of academic data to enhance the effectiveness and quality of learning (Dewi et al., 2025).

As a branch of computer science capable of mimicking human cognitive functions, AI has the ability to process language, provide feedback, and adapt learning patterns to individual needs, thereby offering great potential in various fields of education, including foreign language learning (Fitri, 2025). In the context of Arabic language learning, the use of AI technologies such as chatbots, machine translation, and adaptive systems has been shown to enhance student interaction and engagement in the learning process. Unlike traditional models, which are uniform and limited to class schedules, this technology enables more dynamic presentation of material, automated exercises, and rapid, accurate assessment, thereby improving the effectiveness of Arabic language learning (Supriatna et al., 2025). Through the application of AI technology, learning strategies can be designed more flexibly by adapting to the characteristics and needs of each learner, particularly through personalized and adaptive learning models. Additionally, the use of big data analysis enables the continuous development and refinement of the curriculum by making adjustments based on collected learning outcome data (Liriwati, 2023).

In line with this, several previous studies have examined the use of AI in Arabic language learning from various perspectives. The study by Rahman et al. (2025) shows that Arabic language students have a strong tendency to use AI as a learning assistant that can correct vowel marks, construct sentences, clarify grammatical structures, and find more appropriate word choices. In the context of productive skills, Fatmawati (2025) states that AI plays a major role in improving writing skills (*maharah al-kitābah*), where students feel assisted when AI provides suggestions on sentence structure, more

appropriate Arabic vocabulary choices, and examples of conjunction usage in paragraphs. This experience has a positive impact on students' productive skills, provided that the AI's output is verified and not used uncritically. As for user perception, Satrio (2025) emphasizes that students view AI as a learning companion, not a replacement for instructors or a primary source. This indicates that students' experiences encompass not only the technical benefits of AI but also reflect their awareness of the need to verify information and use technology responsibly.

Although several studies have examined the use of AI in Arabic language learning, most have focused on technical aspects or students' general perceptions of specific AI platforms. Research that thoroughly explores students' experiences in integrating various AI platforms simultaneously—including how they develop verification strategies, overcome AI limitations, and balance the use of AI with conventional learning—remains limited. Moreover, few qualitative studies have deeply explored the subjective experiences of Arabic Language Education students within the context of Islamic institutions, which are characterized by the study of classical texts (*kitab kuning*) and complex linguistic rules. Additionally, understanding how Arabic Language Education (PBA) students actively address AI challenges in grasping figurative meanings (*balāghah*)—such as *majāz*, *isti'ārah*, and Arabic idioms—which AI often fails to translate accurately (Aunur & Hikmah, 2025)—still requires further exploration. This study aims to address this gap by comprehensively examining the experiences of PBA students, not only in terms of technical benefits but also usage patterns, adaptive strategies, and the challenges they face within the context of distinctive Arabic language learning.

Based on this background and existing research gaps, this study focuses on examining the reasons and experiences of students in the Arabic Language Education Program (PBA) at STIQ RAKHA Amuntai regarding their use of AI as a medium for learning Arabic. Specifically, this study explores the forms of AI utilization employed by students in the learning process, the role of AI in supporting the development of Arabic language skills (both receptive and productive skills), as well as the challenges and verification strategies developed by students in using AI. In line with this focus, this study aims to describe the reasons and experiences of PBA students in using AI as a medium for learning Arabic, identify various forms of AI utilization employed in the learning process, and analyze the role of AI in supporting the development of Arabic language skills among PBA students.

This study is expected to make a theoretical contribution by enriching the literature on the integration of AI technology in Arabic language learning, particularly from the perspective of students' user experience within the context of Islamic education in Indonesia. Practically, the findings of this study can provide insights for Arabic Language Education (PBA) lecturers and students on how to utilize AI optimally, critically, and responsibly, as well as serve as a basis for educational institutions in formulating policies and guidelines for the use of AI in Arabic language learning.

Research Methods

This study employs a descriptive qualitative approach to explore the experiences of students in the Arabic Language Education Program (PBA) regarding the use of AI in learning. This approach was chosen because it emphasizes a deep understanding of social phenomena based on participants' perspectives and the subjective interpretation of students' experiences (Sugiyono, 2019; Anwar & Ahyarudin, 2023).

The research subjects were 12 active PBA students at STIQ RAKHA Amuntai, selected using purposive sampling based on the following criteria: (1) students in semesters 1–6 taking Arabic language skills courses, (2) students who had used AI (ChatGPT, Gemini, Google Translate, DeepL, Claude.AI) for at least 3 months in their learning, and (3) students willing to share in-depth experiences.

Data were collected through semi-structured interviews (lasting 30–45 minutes per informant) focusing on the students' experiences, benefits, challenges, and perspectives regarding AI in Arabic language learning, as well as documentation in the form of student reflection notes and assignment results produced with the help of AI, were used as supporting data.

Data analysis was conducted thematically through three stages: data reduction (transcription and coding), data presentation (narrative with direct quotes), and drawing conclusions (interpretation of themes within the context of the literature). Credibility checks were conducted using source triangulation (comparing interviews from eleven informants), method triangulation (interviews and documentation), peer debriefing with the supervising lecturer, and member checking to ensure the accuracy of interpretations (Magdalena et al., 2021; Susanto et al., 2023).

Results and Discussion

Based on interviews with students in the Arabic Language Education Program (PBA), all informants have utilized AI (Artificial Intelligence) as part of their Arabic language learning process. The types of AI used include ChatGPT, Gemini, Google Translate, DeepL, Claude.ai, Duolingo, and the Al-Ma'ani digital dictionary as supporting tools. ChatGPT is the most widely used platform by nearly all informants, either on its own or in combination with other platforms according to their individual learning needs.

The most commonly reported uses of AI are for understanding vocabulary (mufradat), grammar (nahwu-sharaf), and text translation. Student M stated:

"AI helps me find information about vocabulary, explains Arabic language rules I don't yet understand, and expands my knowledge of Arab culture related to the Arabic language."

Student W, who uses ChatGPT and Google Translate, shared how these tools have made his daily study routine more efficient:

AI has been very helpful in understanding new vocabulary, improving my grammar (nahwu and shoraf), and translating Arabic texts into Indonesian or vice versa. For example, if I don't understand the sentence structure in a book, I just copy it into ChatGPT and ask for an explanation of the i'rab or the meaning of each word. That saves a lot of time compared to having to look it up in a physical dictionary."

Based on the interview results, it appears that the main reasons students use AI in Arabic language learning are the need for time efficiency and difficulties in understanding the material on their own. Students utilize AI as a practical solution when facing limitations in understanding Arabic vocabulary, grammar, and texts outside of class hours.

This finding aligns with Satrio (2025), who states that students use AI because of its ease in providing flexible and time-unrestricted access to learning. Additionally, Dewi et al. (2025) also emphasize that AI is a preferred choice for students due to its ability to create a learning system that is more interactive, adaptive, and responsive to learners' needs.

1. Forms of AI Utilization by Arabic Language Education Students

Based on the results of interviews and literature reviews, there are five main forms of AI utilization in Arabic language learning used by PBA students, namely (a) chatbots and intelligent translation tools, (b) instant feedback, (c) motivation and learning atmosphere, (d) verification and students' critical thinking, and (e) reinforcement of understanding of classical texts (kitab kuning).

A. Chatbots and Intelligent Translation Tools

AI-based chatbots and translation tools are the most dominant forms of utilization among PBA students. The platforms used include ChatGPT, Gemini, Google Translate, DeepL, Claude.ai, and the Al-Ma'ani digital dictionary. Student A, who uses ChatGPT, Google Translate, and Duolingo, explained the concrete benefits of chatbots in improving Arabic proficiency:

"AI helps me expand my vocabulary, understand sentence structure, and improve my translations with easy-to-understand examples."

Student N, who uses Gemini and Google Translate, highlights the chatbot's specific function as a rich source of vocabulary:

"AI can provide synonyms, antonyms, and word usage in different contexts, which enriches my vocabulary. Getting instant corrections and quick explanations of grammar rules is far more efficient than having to look them up in a thick grammar book."

Student NZ, who uses ChatGPT, Google Translate, and DeepL, explained that using more than one platform ensures more accurate translations that can be compared:

"When I want to translate Arabic text along with explanations, it's very helpful for understanding the text, providing explanations about grammar and syntax in an easy-to-understand way. For example, if there's an unknown word, the AI will provide a translation based on the grammar rules"

The simultaneous use of more than one AI platform was also a strategy reported by several informants. Student NA, who uses ChatGPT and Google Translate, explained the specific functions of each platform:

"I most often use ChatGPT to help me learn Arabic—whether to understand word meanings, correct sentence structure, or find explanations of nahwu and sharaf rules. Sometimes I also use Google Translate to compare translations. AI makes learning feel more interactive and enjoyable, because I can ask anything directly without fear of making a mistake."

Based on the informants' statements, chatbots and intelligent translation tools are used primarily to accelerate the understanding of vocabulary and sentence structure. Students utilize AI as a means to obtain examples of word usage in The primary role of AI at this stage is as a language exploration tool that helps expand vocabulary and clarify grammatical structures quickly and efficiently.

These informants' experiences align with the findings of Lutfiyatun (2023), who states that AI-based translation tools help students understand complex Arabic texts while improving their reading comprehension and interpretation skills.

B. Instant Feedback

The second form of utilization is AI's ability to provide instant feedback. Unlike conventional learning processes that require students to wait for corrections from instructors, AI provides immediate responses, allowing for self-directed and continuous improvement. Based on the interview results, all informants acknowledged that AI's ability to respond immediately is one of the main reasons they chose AI as a learning tool. This allows students to make corrections independently whenever needed, without time constraints and without having to wait for consultation schedules with instructors.

The informants' statements indicate that the speed of AI's response is the primary factor distinguishing AI-based learning from conventional methods. Students feel more comfortable because they can receive corrections without having to wait for instructors and can adjust the difficulty level according to their individual needs. Thus, AI serves not only as a source of answers but also as a facilitator of the ongoing self-revision process.

This finding supports Fatmawati's (2025) assertion that AI plays a significant role in improving students' writing skills by providing suggestions on sentence structure and objective feedback that enable continuous self-revision.

C. Motivation and Learning Environment

In addition to technical benefits, PBA students also experienced positive effects of AI on their motivation and learning environment. The freedom to discuss without pressure, the unlimited availability of AI, and its patient and non-judgmental nature were key factors that fostered a passion for learning. NH students who used ChatGPT and Claude.ai shared their experiences:

"Communicating with AI is very comfortable—there's no pressure, and it adapts to our level of understanding. This makes us feel supported, so we don't get bored while studying."

RA students added that AI's high accessibility fosters a sustained enthusiasm for learning:

AI makes learning feel more interactive and less boring. I can ask questions anytime, create my own exercises, or request explanations at various difficulty levels. This makes me more motivated to study."

Student RU, who uses ChatGPT, describes AI as a comfortable learning partner:

"AI is very helpful when I'm studying. Sometimes I get stuck on the meaning of a single word or a sentence structure—I just ask AI, and it immediately provides examples and explanations. AI is like a 'quick-answer buddy,' not a primary teacher."

Student N, who uses Gemini, creatively utilizes AI through role-play simulations:

"This turns learning into a fun and relevant role-playing game."

From the informants' statements, it is evident that psychological aspects are a key factor in the use of AI. Students feel more free to ask questions without fear of being wrong and without social pressure. AI is perceived as a responsive and patient "study buddy," thereby creating a more relaxed yet productive learning environment.

This finding aligns with Fitrianto et al. (2024), who state that AI enables personalized and adaptive Arabic language learning, thereby creating a more enjoyable learning experience and motivating students to continue learning independently.

D. Verification and Students' Critical Thinking

All informants consistently verify AI-generated results before using them as a reference. NZ, a student, explained his verification process in detail:

"I usually compare the AI's output with an Arabic dictionary, a grammar book, or explanations from the instructor, or look for additional references from other"

websites to ensure it aligns with the rules of the Arabic language."

RA students who use ChatGPT and Gemini emphasize the importance of continuing to refer to other sources as a backup:

"I usually first compare the AI's answers with official dictionaries, grammar/morphology books, or ask professors and classmates who know more. If there's a questionable part, I'll look for additional references."

Student RU described the process of realizing the dangers of overreliance he experienced early on when using AI:

"It happened a lot in the beginning. I'd just ask the AI for every assignment without thinking first. Eventually, I realized that if I kept doing that, I wouldn't improve. Now I ask the AI only after I've tried to figure it out on my own first."

The data shows that although AI is widely used, students still double-check the results they obtain. Verification is carried out using dictionaries, grammar and morphology textbooks, and discussions with instructors. This indicates that students are aware of AI's limitations and strive to ensure the accuracy of their academic understanding of the Arabic language.

This consistent verification pattern reflects a mature sense of digital literacy, in line with Satrio (2025), who asserts that students view AI as a learning companion, not a replacement for instructors or a primary source

E. Enhancing Understanding of Classical Texts (Kitab Kuning)

AI is used as an initial tool to help understand classical Arabic texts without vowel marks. SN students who use ChatGPT and Google Translate describe the benefits they have experienced:

"Translating the text along with explanations is very helpful for understanding the text, providing explanations of nahwu and sarf in an easy-to-understand way."

However, SN students also cautioned about the limitations of AI and the importance of balancing its use with printed sources:

"Don't rely too heavily on AI to avoid dependency, but it's also good to use it—the key is to balance its use. It must be balanced with books because it's just artificial intelligence, not an expert."

The use of AI in understanding classical texts appears to be an initial step toward unraveling complex sentence structures, particularly in texts without vowel marks. However, students remain aware that a deep understanding of classical texts requires reference to classical texts and faculty guidance. Thus, AI is positioned as an initial aid, not as an authoritative source.

This aligns with Hizam et al. (2025), who state that AI systems are not yet fully accurate in handling the nuances of classical Arabic grammar, idiomatic expressions, and sentences with an Arabic cultural context, so faculty guidance remains necessary for final validation.

3. The Role of AI in Supporting the Development of Arabic Language Skills

AI plays a significant role in supporting the development of the four Arabic language skills of Arabic Language Education (PBA) students—listening (istima’), speaking (kalam), reading (qira’ah), and writing (kitābah)—through personalized, interactive, and adaptive learning (Muthoharoh, 2025).

A. Listening Skills (Istima’)

In developing listening skills, AI plays a role by providing interactive Arabic listening exercises that can be done independently. Platforms like Duolingo and the audio feature on ChatGPT allow students to be repeatedly exposed to Arabic pronunciation and intonation. Student A, who uses ChatGPT, Google Translate, and Duolingo, stated:

"I usually use ChatGPT, Google Translate, and Duolingo to help understand vocabulary, translate texts, and practice conversations. AI makes learning more engaging because it's interactive, fast, and accessible anytime without having to wait for the teacher's explanation."

These findings indicate that AI plays an effective role in supporting listening skills by providing interactive audio exercises that are accessible at any time, allowing students to independently improve their receptive skills outside of class hours.

These findings align with those of Hadi & Qohar (2024), who state that AI's speech recognition features and adaptive algorithms enable interactive listening practice that supports the development of Arabic language students' receptive skills.

B. Speaking Skills (Kalam)

Regarding speaking skills, AI provides a flexible practice environment free from social pressure. NH students who use ChatGPT and Claude.ai stated:

"It's very helpful; it can serve as a discussion partner. It can certainly be used, but you must first choose a trustworthy and high-quality AI to avoid any doubts."

RU students added that while AI is beneficial, real-world speaking practice remains irreplaceable:

"think it's good. It makes learning faster and easier. But you still have to use it wisely. AI helps, but what really makes us proficient is practice and speaking exercises."

The informants' statements indicate that AI serves as a safe, low-pressure space for speaking practice; however, students remain aware that true speaking proficiency can only be achieved through real-world communication practice, which cannot be fully replaced by AI.

These findings support Said et al. (2025) that an AI-based learning environment contributes to an increase in students' willingness to communicate, fluency in speaking, and confidence in using Arabic communicatively as part of the development of communicative competence.

C. Reading Skills (Qira'ah)

In reading skills, AI serves as an efficient tool for text comprehension. Student W, who uses ChatGPT and Google Translate, explained:

"For reading practice and text comprehension, I often use ChatGPT because I can immediately ask about word meanings, i'rab, or sentence structure. AI really helps me understand new vocabulary, improve grammar (nahwu and shoraf), and also translate Arabic texts into Indonesian or vice versa."

However, Student NZ pointed out the limitations of AI in understanding texts rich in figurative language:

"Sometimes AI doesn't provide translations that fit the context, especially when the words are figurative or metaphorical. Additionally, explanations of nahwu and sharaf are sometimes not thorough enough, so I need to double-check using other sources."

The informants' statements indicate that AI helps students understand Arabic texts more efficiently, but verification remains necessary, especially for texts containing figurative meanings and metaphors that AI cannot yet fully grasp accurately.

This experience aligns with the findings of Rishanda et al. (2025) which found that AI helps students learn Arabic grammar more deeply outside of class hours, although verification is still necessary to ensure accurate understanding of the language rules.

D. Writing Skills (Kitābah)

In writing skills, AI plays a role in helping students construct sentences, improve text structure, and enrich their vocabulary independently. NA students who use ChatGPT and Google Translate noted:

"AI is very useful and efficient for supporting the learning process. For instance, it helps correct sentence structure or find explanations regarding nahwu and sharaf rules. But it must be used wisely—not to replace the teacher's role or one's own efforts."

The use of AI is also notably prominent in completing writing assignments (kitābah). NH students who use ChatGPT and Claude.ai shared their experiences:

"During our kitābah lessons, we were asked to write paragraphs; at that time, AI helped with vocabulary and translation, so we didn't get confused when writing Arabic paragraphs. If we were to put a percentage on it, nearly 80% of us use AI in our studies."

Student P, who uses ChatGPT and Gemini, cautioned that overreliance on AI can hinder independent learning:

"It creates a dependency, so that when facing problems without using AI, it feels difficult and overwhelming because we're not used to thinking for ourselves."

The informants' statements indicate that AI makes a positive contribution to writing

skills by assisting with sentence structure and vocabulary enrichment; however, excessive use risks hindering independent writing ability, so a balance in its use is necessary.

This aligns with Fitri (2025), who notes that optimal results are achieved only when AI is integrated as a supportive tool balanced with consistent independent learning efforts. Overall, the integration of AI in Arabic language learning has proven capable of making a positive contribution to the balanced improvement of all four Arabic language skills, as reinforced by Fitrianto et al. (2024).

4. Limitations of AI Use in Arabic Language Learning

Although AI offers many benefits in Arabic language learning, all informants also acknowledged the existence of limitations that need to be recognized and anticipated. Based on the interview results, three main limitations were consistently identified: (1) inaccuracies in grammar and vowel marks, (2) the risk of dependency that hinders independent thinking, and (3) AI's limitations in understanding the cultural and linguistic context of the Arabic language.

A. Inaccuracies in Grammar and Vowel Marks

The first and most commonly experienced limitation is the AI's inaccuracy in providing diacritics, translations, and grammatical explanations. Student P, who uses ChatGPT and Gemini, stated:

"Information from AI is not always accurate, so its use should depend on the credibility and relevance of the platform used, not merely on ease of access."

This statement reflects that Student P does not reject AI entirely, but believes it should be used selectively and critically. The credibility of the source is a determining factor in ensuring that AI truly supports the learning process rather than causing misunderstandings. Student M, who uses ChatGPT, experienced something similar:

"When I asked for some vocabulary I wanted to know, there were often errors in the vocabulary it provided, whether in the vowel marks or the translation."

Student NA added that seemingly minor errors can have significant consequences, especially in religious texts and Arabic scholarly works:

"There is a risk of subtle yet important errors in meaning or translation, particularly in religious texts or Arabic scholarly works."

Overall, the AI's inaccuracies in providing diacritics, translations, and grammatical explanations were identified as the primary limitations by the informants. This underscores that AI cannot be relied upon as the sole reference in Arabic language learning, particularly for texts requiring a high degree of linguistic precision, such as religious texts and Arabic scholarly works.

This limitation aligns with Aunur & Hikmah (2025), who note that AI systems still face challenges in handling the complex nuances of Arabic grammar—particularly

regarding harakat and contextual meaning—so students still require faculty guidance for final validation.

B. Risk of Dependency and Decline in Independent Thinking Skills

The second limitation is the risk of over-reliance, which can gradually weaken critical thinking skills. Student A, who uses ChatGPT, Google Translate, and Duolingo, stated:

"The risk is that it can lead to over-reliance on AI, which may diminish one's ability to think and analyze independently."

SN, a student who uses ChatGPT and Google Translate, added:

"It can become a dependency, causing us to take shortcuts and become lazy about trying to translate on our own first, due to limited literacy."

The informants' statements indicate that the risk of dependence on AI is a real threat that can gradually weaken students' critical thinking skills and independent learning abilities if not addressed with awareness and good self-control.

Aunur & Hikmah (2025) emphasize that the risk of dependency can hinder language analysis skills and self-directed learning if AI is not used appropriately. Therefore, students must be fully aware that AI should function as a tool to enhance competencies, not as a substitute for the thinking process.

C. Limitations in Understanding Cultural and Linguistic Context

The third limitation relates to AI's inability to grasp the rich and complex cultural and linguistic context of the Arabic language. Student W explained:

"Sometimes AI translates classical Arabic texts, such as those from the Kitab Kuning, in an inaccurate way because the translation is too literal or fails to understand the context of nahwu and balaghah. So I still have to be careful and not just take it at face value."

Student NH, who uses ChatGPT and Claude.ai, adds that AI often misinterprets the intent of questions related to specific linguistic contexts:

"Sometimes AI doesn't immediately grasp the intent and purpose of the question asked, so it provides an inappropriate answer. For example, when adding diacritics to words that haven't been diacritized yet, it can make mistakes due to similar linguistic factors."

The informants' statements indicate that AI still has significant limitations in understanding the cultural context and linguistic nuances of the complex Arabic language, meaning that the role of instructors as mentors with a deep understanding of the Arabic linguistic context remains irreplaceable.

Hizam et al. (2025) state that a deep understanding of cultural context, idiomatic expressions, and implicit meanings in Arabic remains a challenge that current AI

technology has not yet fully overcome. Thus, the presence of instructors as mentors remains an irreplaceable component in the learning process.

Overall, these three limitations indicate that AI is not the sole solution in Arabic language learning. The PBA students who served as informants in this study are aware of this and actively develop strategies to compensate for AI's limitations, including cross-verification, consulting with instructors, and continuing to practice analytical skills independently. This awareness reflects the students' maturity in using technology responsibly, as emphasized by Satrio (2025), who states that the integration of AI in Arabic language learning must be accompanied by appropriate pedagogical guidance so that its potential can be maximized without compromising the quality of students' linguistic competencies.

Conclusion

Based on the results of research and studies on the use of AI in Arabic language learning, it can be concluded that Arabic Language Education (PBA) students at STIQ RAKHA Amuntai utilize AI primarily for the sake of time efficiency and the need to understand course material independently. Students utilize various AI platforms through five main forms: the use of chatbots and intelligent translation tools, instant feedback, enhanced motivation and learning atmosphere, verification and critical thinking, and reinforcement of classical text comprehension, all of which positively contribute to the development of the four Arabic language skills—listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) through flexible exercises and instant feedback. Although AI is effective in enhancing motivation and learning efficiency, there are still three major limitations that need to be acknowledged: inaccuracies in vowel marks and grammar, the risk of dependency that may reduce independent thinking skills, and AI's limitations in understanding the complex cultural and linguistic context of the Arabic language. Therefore, AI should be positioned as a learning support tool used wisely and combined with conventional learning and instructor guidance so that the development of students' Arabic language competencies proceeds optimally and responsibly.

Suggestions

1. For Student

Students are encouraged to use AI as a tool to support their learning process, not as the primary means of completing assignments. Verifying AI-generated results using dictionaries, grammar and morphology literature, and faculty guidance remains essential to ensure accurate understanding. Students should also continue to develop their independent analytical skills to avoid becoming overly reliant on technology.

2. For Faculty/Educators

Faculty members should provide guidance on the appropriate and ethical use of AI and

monitor its use to ensure that students' creativity and critical thinking skills are not diminished. The integration of AI into learning activities can be considered as a tool to enhance the learning process without compromising pedagogical value.

3. For Educational Institutions

Institutions are advised to provide training in digital literacy and the use of AI, along with improvements to technological facilities that support the learning process. Additionally, guidelines for AI use should be established to maintain academic quality and prevent misuse within the campus environment.

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