

The Use of ChatGPT in Madrasah: A Study of Arabic Teachers in Kerinci Regency and Sungai Penuh City

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Abstract

The use of artificial intelligence in education has grown massively, including the use of ChatGPT among teachers and students. This phenomenon presents a dilemma in educational practice, both in terms of the effectiveness of learning and the ethical implications within an academic context. This study aims to analyse the motives behind the use of ChatGPT by Arabic language teachers and its implications for the learning process. This study employs a qualitative approach with a field study design. Data were collected through interviews with Arabic language teachers and document analysis, and were subsequently analysed using data reduction, data presentation, and conclusion-drawing techniques. The research findings indicate that teachers use Arabic language learning as a supporting tool in elaborating on learning materials. Consequently, the prominent motivations for using ChatGPT tend to centre on efficiency, creativity, and collaboration. Whilst the use of ChatGPT has implications for enhancing Arabic language learning, its use also raises concerns regarding the preservation of critical thinking. This is because ChatGPT can provide data that does not align with the facts. Consequently, if teachers are not careful, they may impart false

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information to students. Therefore, the use of ChatGPT in the Arabic language learning process must be grounded in clear ethical principles to prevent the degradation of learning, specifically by raising teachers' awareness to use ChatGPT more wisely. This study makes a theoretical contribution by expanding the study of the use of AI technology in Arabic language learning, particularly from the teachers' perspective, as well as a practical contribution regarding the importance of strengthening digital literacy and the ethics of AI use in the learning process to prevent a decline in the quality of learning.

Keywords: ChatGPT; Arabic Teacher; Motives; Implications.

Introduction

The learning and teaching process in recent years cannot be separated from the influence of technological advances, particularly digital technology.¹ Rapid technological developments, has produced many tools that are highly productive and efficient.² Among the well-designed and highly sophisticated technologies is Artificial Intelligence (AI), which has emerged as a tool for improving the landscape of education and learning.³ The role of Artificial Intelligence in education is becoming increasingly prominent, as it can help revolutionise learning and teaching methods.⁴

Arabic language learning patterns, which include methods, tactics, and learning strategies that are often incomplete, are frequently a concern in the field of education.⁵ Students often misunderstand the material presented, and this is

¹ Stella Timotheou et al., *Impacts of Digital Technologies on Education and Factors Influencing Schools' Digital Capacity and Transformation: A Literature Review*, *Education and Information Technologies*, vol. 28 (Springer US, 2023), <https://doi.org/10.1007/s10639-022-11431-8>; Siyamoy Ghory and Hamayoon Ghafory, "The Impact of Modern Technology in the Teaching and Learning Process," *International Journal of Innovative Research and Scientific Studies* 4, no. 3 (2021): 168–73, <https://doi.org/10.53894/ijirss.v4i3.73>.

² Ahmad Almufarreh and Muhammad Arshad, "Promising Emerging Technologies for Teaching and Learning: Recent Developments and Future Challenges," *Sustainability* 15, no. 8 (2023), <https://doi.org/10.3390/su15086917>; Mohammad Zaelani Musonif, Hanik Mahliatussikah, and Zawawi Ismail, "Teachers' and Students' Perceptions of the Arabic Language E-Learning Platform," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 437–56, <https://doi.org/10.29240/jba.v7i2.7077>.

³ Rosemary Luckin, "Nurturing Human Intelligence in the Age of AI: Rethinking Education for the Future," *Development and Learning in Organizations: An International Journal* 39, no. 1 (2025): 1–4, <https://doi.org/10.1108/DLO-04-2024-0108>.

⁴ Sayed Fayaz Ahmad et al., "Artificial Intelligence and Its Role in Education," *Sustainability* 13 (2021): 1–11, <https://doi.org/10.3390/su132212902>; Firuz Kamalov, David Santandreu Calonge, and Ikhlaas Gurrib, "New Era of Artificial Intelligence in Education: Towards a Sustainable Multifaceted Revolution," *Sustainability* 15 (2023): 1–27, <https://doi.org/10.3390/su151612451>.

⁵ Noza Aflisia et al., "Tathbiq Al-Thariqah Al-Ihaiyyah Fi Ta'lim Al-Lughah Al-Arabiyyah Fi Indunisiya," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (October 25, 2021): 249, <https://doi.org/10.29240/jba.v5i2.3128>; Hasan Saefuloh and Noza Aflisia, "Konvergensi Separated Dan All in One System Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren Al-

not entirely the fault of the teacher or student. To reduce this occurrence, an innovative system is needed that can improve competency standards and mindsets.⁶ Therefore, if there is a supportive system, the quality will be even higher,⁷ such as the use of digital technology.⁸

One innovative technology that can improve education is the use of ChatGPT (Generative Pre-trained Transformer) media in the learning process.⁹ Its main focus is to provide a text response automation system with high artificial intelligence.¹⁰ This technology creates new opportunities for learning, both inside and outside the classroom, and improves the overall quality of education.¹¹

ChatGPT offers structured answers starting from coherent words and sentences using the right command techniques to produce the desired results in a short time. ChatGPT operates by gathering information from journals, articles, and newspapers available on the internet, and then assimilating this data. When users search for information, ChatGPT formulates responses based on its accumulated knowledge in a short period of time.¹² The advantages of ChatGPT, which is capable of analysing various questions and providing in-depth answers, are also felt by education academics.¹³

Muqaddas Cirebon,” *Arabia* 14, no. 1 (July 14, 2022): 17, <https://doi.org/10.21043/arabia.v14i1.13581>.

⁶ Ferani Mulianingsih et al., “Artificial Intelligence Dengan Pembentukan Nilai Dan Karakter Di Bidang Pendidikan,” *Ijtima'iyah: Journal of Social Science Teaching* 4, no. 2 (2020): 148–54, <http://journal.stainkudus.ac.id/index.php/Ijtimaia>.

⁷ Mustar et al., “Bridging Traditional Language Pedagogy and AI: Lessons from Arabic Language Programs in Indonesia,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025): 770–85, <https://doi.org/10.29240/jba.v9i2.13013>.

⁸ Nurjanna et al., “The Effect of Digital Project-Based Learning and Self-Confidence on Students’ Arabic Learning Achievement,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025): 725–40, <https://doi.org/10.29240/jba.v9i2.14657>.

⁹ Hary Murcahyanto, “Penerapan Media Chat GPT Pada Pembelajaran Manajemen Pendidikan Terhadap Kemandirian Mahasiswa,” *Edumatic: Jurnal Pendidikan Informatika* 7, no. 1 (June 20, 2023): 115–22, <https://doi.org/10.29408/edumatic.v7i1.14073>; Afriazil Arief Saimin, Rinaldi Supriadi, and Mohamad Zaka Al Farisi, “Analisis Kesalahan Penerjemahan Teks Bahasa Indonesia Ke Dalam Bahasa Arab Pada ChatGPT (Studi Analisis Morfologi Dan Sintaksis),” *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 6, no. 2 (2024): 1–12, <https://journal.uiad.ac.id/index.php/naskhi/article/view/2668>.

¹⁰ Khairul Marlin et al., “Manfaat Dan Tantangan Penggunaan Artificial Intelligences (AI) Chat GPT Terhadap Proses Pendidikan Etika Dan Kompetensi Mahasiswa Di Perguruan Tinggi,” *INNOVATIVE: Journal Of Social Science Research* 3, no. 6 (2023): 5192–5201.

¹¹ Siyabonga Mhlongo et al., “Challenges, Opportunities, and Prospects of Adopting and Using Smart Digital Technologies in Learning Environments: An Iterative Review,” *Heliyon* 9 (2023): 1–20, <https://doi.org/10.1016/j.heliyon.2023.e16348>.

¹² Wahid Suharmawan, “Pemanfaatan Chat GPT Dalam Dunia Pendidikan,” *Education Journal: Journal Educational Research and Development* 7, no. 2 (August 1, 2023): 158–66, <https://doi.org/10.31537/ej.v7i2.1248>.

¹³ Labaran Isiaku et al., “Academic Evolution in the Age of ChatGPT: An In-Depth Qualitative Exploration of Its Influence on Research, Learning, and Ethics in Higher Education,”

Nevertheless, ChatGPT should be approached with caution; although users can benefit significantly from its features, it is crucial that they are equipped with a strong understanding of ethical principles. This is particularly important in the field of education to prevent users from becoming complacent, which could ultimately undermine their critical thinking skills due to their reliance on ChatGPT for information.¹⁴ Therefore, technological progress cannot be resisted, as it is an inevitable necessity.¹⁵

The opportunities offered by the integration of AI, such as ChatGPT in Arabic language learning are very promising.¹⁶ This technology is here to make things easier for teaching staff.¹⁷ In the process of learning Arabic, ChatGPT can help to find the right methods, techniques, and strategies to use. ChatGPT can also help with translation.¹⁸ ChatGPT's comprehensive features can serve as an aid in the learning process, helping teachers provide concise and accurate responses to students' questions.¹⁹ ChatGPT can also create a more interactive, adaptive, and beneficial learning environment for Arabic teachers.²⁰ The collaboration between ChatGPT and language teaching can overcome the obstacle of content complexity, reduce student anxiety, and improve learning efficiency,²¹ and can create AI-assisted modules.²²

Journal of University Teaching and Learning Practice 21, no. 6 (2024): 1–25, <https://doi.org/10.53761/7egat807>.

¹⁴ Aiman Faiz and Imas Kurniawaty, “Tantangan Penggunaan ChatGPT Dalam Pendidikan Ditinjau Dari Sudut Pandang Moral,” *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (February 28, 2023): 456–63, <https://doi.org/10.31004/edukatif.v5i1.4779>.

¹⁵ Mario Pansera and Mariano Ressoli, “Innovation without Growth: Frameworks for Understanding Technological Change in a Post- Growth Era,” *Organization* 28, no. 3 (2021): 380–404, <https://doi.org/10.1177/1350508420973631>.

¹⁶ Aya Hamdi Ahmed Moustafa et al., “Generative AI for Learning and Teaching Arabic : Opportunities , Challenges , and Ethical Considerations,” *IEEE Access* 14 (2026): 7379–95, <https://doi.org/10.1109/ACCESS.2026.3651864>.

¹⁷ Juwika Afrita, “The Role of Artificial Intelligence in Improving the Efficiency and Effectiveness of Educational Systems,” *COMSERVA : Jurnal Penelitian Dan Pengabdian Masyarakat* 2, no. 12 (April 25, 2023): 3181–87, <https://doi.org/10.59141/comserva.v2i12.731>.

¹⁸ Abdul Ruhmadi and Mohamad Zaka Al Farisi, “Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia Pada ChatGPT,” *Aphorisme: Journal of Arabic Language, Literature, and Education* 4, no. 1 (2023): 55–75, <https://doi.org/10.37680/aphorisme.v4i1.3148>.

¹⁹ Fikri Kurnia Ramadhan et al., “Pemanfaatan Chat Gpt Dalam Dunia Pendidikan,” *Jurnal Ilmiah Flash* 9, no. 1 (2023): 25–30, <https://doi.org/10.32511/flash.v9i1.1069>.

²⁰ R Nurhayati et al., “Dinamika Pembelajaran Pendidikan Agama Islam Berbasis Artificial Intelligence (AI),” *Prosiding Seminar Nasional Fakultas Tarbiyah Dan Ilmu Keguruan LAIM Sinjai* 3 (October 14, 2024): 1–7, <https://doi.org/10.47435/sentikjar.v3i0.3131>.

²¹ Bothina Sayed and Mahmoud Abdelsaheed, “ChatGPT as a Tool for Reducing Anxiety and Enhancing Presentation Skills : Perspectives of Saudi EFL Students,” *International Journal of Instruction* 19, no. 1 (2026): 719–48, <https://doi.org/10.29333/iji.2026.19137a>.

²² Naifah et al., “The Development of a Digital Module on the Concept and Application of the Kurikulum Merdeka in Madrasah Based on Problem-Based Learning,” *Arabiyatuna: Jurnal Babasa Arab* 9, no. 1 (2025): 393–412, <https://doi.org/10.29240/jba.v9i1.12260>.

Previous studies have discussed the use of ChatGPT in the Arabic language learning process in general. ChatGPT is used more as an additional tool to help students understand Arabic. As in the study by A. Syahid Robbani et al.²³ ChatGPT is used for assignments, especially those related to writing papers. In addition, they also use ChatGPT to find out about Arabic literary theories and writers along with their biographies, generate creative ideas, translate texts, find references and thesis topics, and even use ChatGPT as a discussion partner. In addition, research by Faten Khoshafah,²⁴ suggested that the use of ChatGPT was more geared towards being a medium for accurately translating Arabic text. Artificial intelligence-based Arabic language learning accompanied by big data is a new paradigm for personalized learning. Previous studies have revealed how the use of artificial intelligence in Arabic language learning has revolutionized the learning process for students. This study, however, emphasizes the use of ChatGPT from the perspective of educators, in this case, Arabic teachers themselves. Moreover, the use of AI can be a medium for actualizing personalized learning.²⁵ Thus, this research is important because AI-based Arabic language learning must involve the role of teachers as instructors, guides, and mediators so that the use of AI can be accounted for.

The use of ChatGPT can be utilized more creatively, as Nasaruddin's study shows that ChatGPT can help teachers find relevant topics for Arabic language learning materials. The results of this study indicate that Arabic language teachers can use ChatGPT to support their teaching by preparing rich, modern, and interesting educational materials in the form of texts, questions, and images.²⁶ Through appropriate and targeted commands, Arabic language teachers can obtain these materials from ChatGPT in a manner that suits their educational needs, such as lesson topics, text types, quality and quantity, and the level of students who benefit from the materials. The results of this study will have benefits for Arabic language teachers in using ChatGPT to enhance their

²³ A. Syahid Robbani, Zanuwar Hakim Atmantika, and Sakila Ghina Athifa Eka Bhavani, "The Use of ChatGPT among Arabic Language and Literature Students: Opportunities and Challenges," *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (December 31, 2023): 203–15, <https://doi.org/10.26555/insyirah.v6i2.9440>.

²⁴ Faten Khoshafah, "ChatGPT for Arabic-English Translation: Evaluating the Accuracy," April 14, 2023, <https://doi.org/10.21203/rs.3.rs-2814154/v1>.

²⁵ Muhammad Mujtaba Asad et al., "ChatGPT as Artificial Intelligence-Based Generative Multimedia for English Writing Pedagogy: Challenges and Opportunities from an Educator's Perspective," *The International Journal of Information and Learning Technology* 41, no. 5 (November 29, 2024): 490–506, <https://doi.org/10.1108/IJILT-02-2024-0021>; Labaran Isiaku et al., "Enhancing Technological Sustainability in Academia: Leveraging ChatGPT for Teaching, Learning and Evaluation," *Quality Education for All* 1, no. 1 (December 16, 2024): 385–416, <https://doi.org/10.1108/QEA-07-2024-0055>.

²⁶ Nasaruddin Nasaruddin, "Using ChatGPT in Teaching Arabic as a Foreign Language," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 1, <https://doi.org/10.29240/jba.v8i1.9413>.

educational standards and professionalism. However, this study has not yet fully explored the implications of using ChatGPT in detail.

Although a number of studies have examined the use of ChatGPT in education, research that specifically places its use within the context of Arabic language learning—particularly from the perspective of teachers as the primary agents of learning—remains limited. These studies have generally not yet examined in depth the motivations underlying its use and its implications for the dynamics of Arabic language learning in the classroom. Based on this, this study focuses not only on describing the use of ChatGPT, but also on analysing the motivations and implications for Arabic language learning. This analysis is intended to provide a more comprehensive understanding of how artificial intelligence technology is utilised in the Arabic language learning process, both as a supporting medium and as part of pedagogical interaction in the classroom. Thus, this study contributes to strengthening theoretical and practical research on the integration of artificial intelligence in Arabic language learning.

Based on the significant development of ChatGPT, many educators are using it in the learning process. This is also the case in Arabic language learning. ChatGPT is not only used by students but also by teachers. This phenomenon is intriguing because the ease provided by ChatGPT often conflicts with the data access it provides. The data is even identified as weak and inaccurate, although not all of it. Therefore, this study aims to analyse the use of ChatGPT by teachers and its implications for Arabic language learning. To achieve this objective, the study formulates two research questions, namely: 1) What are the motivations of Arabic language teachers for using ChatGPT? and 2) What are the implications of using ChatGPT for Arabic language learning?

Study uses a qualitative approach with a field study design, or direct research This in the field. The qualitative approach is used to explore issues and develop a detailed understanding of a phenomenon, stating the objectives and research questions in an open manner to capture experiences and collect data based on words.²⁷ This study utilised two types of data, namely primary data and secondary data. Primary data sources came from informants, field observations, and documentation. Meanwhile, secondary data came from various literature and supporting documents of a bibliographic nature. Data in this study was collected through interviews and document studies.

This study was conducted at madrasahs in Kerinci District and Sungai Penuh City, namely State Junior High School (MT'sN) 7 Kerinci, State Senior High School (MAN) 1 Kerinci, State Junior High School (MT'sN) 1 Sungai Penuh, and MAN 2 Sungai Penuh. These four madrasahs were selected because they represent different levels of education and have characteristics relevant to the research focus. Informants in this study were selected using purposive

²⁷ John W. Creswell and Timothy C. Guetterman, *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (Saddle River, New Jersey: Pearson, 2019).

sampling, namely the deliberate selection of informants based on specific criteria aligned with the research objectives. The criteria for informants included teachers who possessed experience, direct involvement, and an understanding of the phenomenon under study.²⁸ Consequently, the selected informants were deemed capable of providing in-depth data relevant to the research requirements.

The data collection methods used in this study were interviews and documentation. Firstly, the researcher conducted structured interviews based on a prepared questionnaire. The interviews were conducted in person with the informants at the research site, with an average duration of approximately 30–60 minutes per informant. To maintain the informants' anonymity, the author used pseudonyms in presenting the interview results, namely Teacher at MTsN 7 Kerinci (informant 1), Teacher at MAN 1 Kerinci (informant 2), Teacher at MTsN 1 Sungai Penuh (informant 3), and Teacher at MAN 2 Sungai Penuh (informant 4). Secondly, documentation techniques were used to collect supporting data directly from the research site, including photographs of activities, activity reports, and statistical data relevant to the research.

In this study, we used Miles and Huberman's data analysis techniques, namely data reduction, data presentation, and conclusion drawing or verification. Data reduction is the process of condensing information, summarising, and categorizing data according to the topic being studied. Secondly, data presentation in the form of narratives and tables, and the final stage of the data analysis process in qualitative research is drawing conclusions or verification.²⁹

This study ensures the validity of the data through validity testing using triangulation techniques. Triangulation was carried out by comparing interview data from various informants. In addition, the researcher also applied source triangulation and methodological triangulation to ensure the consistency of the information obtained.³⁰ In terms of reliability, this study maintains consistency in the data collection and analysis processes by using the same interview guidelines and systematic analysis procedures based on the Miles and Huberman model. Consequently, the resulting data possesses a high level of reliability and is scientifically accountable.

This study utilizes two theoretical frameworks, namely the Technology Acceptance Model (TAM) pioneered by Fred D. Davis. The main objective of the Technology Acceptance Model is to reveal the processes underlying technology acceptance, in order to predict behaviour and provide a theoretical explanation for successful technology implementation.³¹ Davis began developing

²⁸ Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, R&D Dan Penelitian Pendidikan)*, Edisi ke-3 (Bandung: Alfabeta, 2019).

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

³⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015).

³¹ Fred D. Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* 13, no. 3 (September 1989): 319,

his technology acceptance model by identifying the processes that mediate the relationship between information system characteristics (external factors) and actual system usage.³²

Perceived usefulness is used to express teachers' confidence in using ChatGPT in the teaching and learning process. This confidence is in line with the definition of the word “useful”: ‘able to be used advantageously.’ A system with a high level of usefulness is, in turn, a system in which users believe there is a positive relationship between system use and performance. Meanwhile, perceived ease of use is used to explore Arabic teachers' confidence in using ChatGPT without difficulty. This follows the definition of “ease”: ‘freedom from difficulty or great effort.’³³

Second, the theory developed by Everett M. Rogers in his book entitled *Diffusion of Innovation*. This theory explains how the spread of innovation is then utilised or used by groups and individuals to deal with developments in a particular area. In conceptualizing a technology, there are five steps in this process: (1) knowledge, (2) persuasion, (3) decision, (4) implementation, and (5) confirmation. These five steps serve as tools for analyzing an individual's motives in using ChatGPT. This reason motivated a person to seek information through these stages in the decision-making process to use ChatGPT.³⁴

Findings and Discussion

Motives of Arabic Language Teachers Using ChatGPT

The motives of Arabic teachers in madrasahs using ChatGPT can be seen through five stages according to Everett M. Rogers' theory in his book *Diffusion of Innovation*, namely knowledge, persuasion, decision, implementation, and confirmation.

First, knowledge occurs when individuals are exposed to the existence of innovation and gain an understanding of how it works.³⁵ In this context, how do teachers become familiar with ChatGPT artificial intelligence technology? Based on the results of interviews with informants, there were various answers. Informant 1 said that they first became familiar with ChatGPT in 2023 and obtained information about it from a friend.³⁶ Furthermore, informant 2 said that they became familiar with ChatGPT in 2024. ChatGPT can be said to be helpful

<https://doi.org/10.2307/249008>; Fred D. Davis, “User Acceptance Of Information Technology: System Characteristics, User Perceptions And Behavioral Impacts,” *International Journal of Man-Machine Studies* 38, no. 3 (March 1993): 475–87, <https://doi.org/10.1006/imms.1993.1022>.

³² Davis, “Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology”; Davis, “User Acceptance Of Information Technology: System Characteristics, User Perceptions And Behavioral Impacts.”

³³ Davis, “Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology.”

³⁴ Everett M. Rogers, *Diffusion of Innovations* (New York: The Free Press, 1983).

³⁵ Rogers.

³⁶ Informan 1, *Guru Bahasa Arab MTsN 7 Kerinci* (Kerinci: Wawancara, 01 September, 2025).

or useful, because if it is not followed, then one will be technologically illiterate. ChatGPT can help find things such as providing solutions, creating images, and can be used as material or media in learning, as well as a tool in teaching preparation.³⁷

Then, informant 4 said that they first encountered ChatGPT in 2024. He used ChatGPT when it was still unfamiliar or not well-known, and he used it in Year 12, in two classes, namely Year 12 Science and Year 12 Social Studies in the first semester. In the second semester of Year 12, the learning process was not as intensive because there were many exam preparations. That was the first time he used it because if Year 11 or Year 10 students used technology, it was still considered playful or not very serious.³⁸

ChatGPT offers various features that can be utilized. Informants 4 and 3 stated that the features understood or produced by ChatGPT are text and images.³⁹ In line with informant 4, so far they only know about the text produced by ChatGPT.⁴⁰ Furthermore, informant 1 said that ChatGPT has a premium version and a regular version. Informant 1 has not used the premium version of ChatGPT, but the regular version has limited features and limited answers.⁴¹

Based on the results of the above study, it appears that Arabic teachers became familiar with ChatGPT in 2023 and 2024. In contrast, ChatGPT was released in November 2022.⁴² This proves that there was a delay in recognizing ChatGPT itself. Furthermore, it is interesting to note that informant 4 used ChatGPT directly as a learning medium. The finding was in line with research.⁴³ Furthermore, these findings are also in line with the research conducted by Nurul Izzati and Bunga Alif Fitria,⁴⁴ which utilises artificial intelligence in Arabic language learning media.

³⁷ Informan 2, *Guru Bahasa Arab MAN 1 Kerinci* (Kerinci: Wawancara, 10 September, 2025).

³⁸ Informan 4, *Guru Bahasa Arab MAN 2 Sungai Penuh* (Sungai Penuh: Wawancara, 12 September, 2025).

³⁹ Informan 4; Informan 2, *Guru Bahasa Arab MAN 1 Kerinci*.

⁴⁰ Informan 3, *Guru Bahasa Arab MTsN 1 Sungai Penuh* (Sungai Penuh: Wawancara, 11 September, 2025).

⁴¹ Informan 1, *Guru Bahasa Arab MTsN 7 Kerinci*.

⁴² Niyu et al., "Penggunaan ChatGPT Di Kalangan Mahasiswa Dan Dosen Perguruan Tinggi Indonesia," *CoverAge: Journal of Strategic Communication* 14, no. 2 (2024): 130–45, <https://doi.org/10.35814/coverage.v14i2.6058>; Fendy Financy and Irwansyah, "Proses Komunikasi Mahasiswa Dengan ChatGPT (Perspektif Teori Komunikasi Communication Process of Students with ChatGPT (Perspective of Human- Machine Communication Theory)," *Jurnal IPTEK-KOM (Jurnal Ilmu Pengetahuan Dan Teknologi Komunikasi)* 27, no. 1 (2025): 35–56.

⁴³ Nurul Izzati and Bunga Alif Fitria, "Penggunaan Website Chatgpt Sebagai Media Pembelajaran Bahasa Arab Mandiri," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 2 (2025): 233–57, <https://doi.org/10.35316/lahjah.v6i2.233-257>.

⁴⁴ Aidah Novianti Putri and Moh. Abdul Kholiq Hasan, "Penerapan Kecerdasan Buatan Sebagai Media Pembelajaran Bahasa Arab Di Era Society 5 . 0," *Tarling: Journal of Language Education* 7, no. 1 (2023): 69–80.

Secondly, persuasion occurs when individuals form positive or negative attitudes towards the innovation.⁴⁵ In the context of this study, after learning about and becoming familiar with ChatGPT, how are Arabic teachers motivated or interested in trying to use ChatGPT? Based on the interview results, informant 1 stated that the motivation to use ChatGPT, along with the rapid development of digital technology, is that AI or ChatGPT is very helpful, not making one lazy or unwilling to think. Rather, AI (ChatGPT) encourages deeper thinking because it is explained by ChatGPT. Thinking is not limited to that, but ChatGPT can help develop thoughts according to what is asked.⁴⁶ Furthermore, informant 2 said that what encouraged them to use ChatGPT was that it could make their time more effective, for example, by preparing all the material they wanted to teach in the evening.⁴⁷ Furthermore, informant 3 said that the motivation to use ChatGPT was when there was a training seminar at school. There was indeed material about ChatGPT in the independent curriculum, one of which was about ChatGPT in learning.⁴⁸ Then, informant 4 said that he was encouraged to try using ChatGPT from Education and Training (Diklat) where there was material about ChatGPT.⁴⁹

A variety of factors drives teachers' use of ChatGPT. Informan 1 stated that their interest in trying ChatGPT depends on the material; if the material is difficult to understand, AI (ChatGPT) is helpful, but if it is still understandable, then AI (ChatGPT) is not needed. More precisely, it depends on the material in the book.⁵⁰ Informant 2 also said that they were interested in trying ChatGPT in learning, but that overusing ChatGPT was not good, and that it should only be used for searching purposes.⁵¹ Similarly, informant 3 said that they were interested in using it in Arabic language learning, for personal use to search for translations, one of which could be used for that purpose. However, it was rarely used by students and had never been used before, because they were not allowed to bring mobile phones to school.⁵²

Then, informant 4 said that they were interested in trying ChatGPT. The reason was to refresh the children (students) so that they would not get bored and would not be too fixated on texts or books. In this case, technology is also utilized in learning. When teaching methods or techniques in learning, it is made as interesting as possible, especially in Arabic. Students who are highly motivated and have a background find it easy to learn Arabic, but if there are those from secondary school, there are still one or two who cannot. Therefore, at least by using technology, there is an attraction to learning. If they are too fixated on texts

⁴⁵ Rogers, *Diffusion of Innovations*.

⁴⁶ Informan 1, *Guru Bahasa Arab MTsN 7 Kerinci*.

⁴⁷ Informan 2, *Guru Bahasa Arab MAN 1 Kerinci*.

⁴⁸ Informan 3, *Guru Bahasa Arab MTsN 1 Sungai Penuh*.

⁴⁹ Informan 4, *Guru Bahasa Arab MAN 2 Sungai Penuh*.

⁵⁰ Informan 1, *Guru Bahasa Arab MTsN 7 Kerinci*.

⁵¹ Informan 2, *Guru Bahasa Arab MAN 1 Kerinci*.

⁵² Informan 3, *Guru Bahasa Arab MTsN 1 Sungai Penuh*.

or books, it can cause students to become noisy, preventing them from absorbing the knowledge.⁵³

Third, the decision is when individuals engage in activities that lead to the choice to adopt or reject the innovation.⁵⁴ In this case, teachers have a choice regarding what ChatGPT produces, whether there are doubts, or whether it is normal. According to the interview with Informant 1, ChatGPT is regarded as a reliable tool with proven performance, alleviating any initial concerns regarding its usage. The informant highlighted that the accuracy of the output—particularly in translation—is highly contingent upon the specificity of the prompts provided. When given precise instructions, the AI delivers highly accurate results rather than generic information, fostering a high level of confidence in its linguistic capabilities. While ChatGPT is highly regarded for its linguistic precision, concerns remain regarding its reliability for academic sourcing. Informant 1 noted discrepancies where the AI generated citations that could not be verified on platforms like Google Scholar. Consequently, while the tool's versatility in providing both literal and contextual translations is undisputed, its utility in identifying credible data sources for a thesis remains questionable.⁵⁵ Informant 2 emphasized that ChatGPT's outputs are not infallible, necessitating a rigorous filtering process to identify and rectify potential errors. This sentiment was echoed by Informant 4, who highlighted the necessity of pre-class verification, particularly in sensitive subjects like Arabic, where minor inaccuracies in letters or *harakat* (diacritics) can drastically alter the intended meaning. Conversely, while Informant 3 shared Informant 1's general confidence in the tool, they noted that because the AI provides varied responses, the responsibility lies with the user to discern the most appropriate answer. Collectively, these perspectives suggest that while the technology is useful, it does not always provide the optimal solution and requires human oversight. The fourth stage, implementation, occurs when individuals actively integrate an innovation into their practice. Within this study, Arabic teachers demonstrate this by using ChatGPT as a tool for instructional enhancement. Informant 1 utilizes the AI to supplement existing textbooks with relevant content, such as generating expanded lists of Arabic vocabulary (e.g., "Create 15 accurate animal names in Arabic") when the curriculum lacks sufficient detail. Meanwhile, Informant 2 employs ChatGPT to develop *mubadasah* (conversation) materials. However, they noted that they have not yet used it for pedagogical methods, as teaching techniques must be carefully adapted to different educational levels—ranging from primary to senior high school (MAN)—to ensure the learning process remains accessible for students.⁵⁶

Furthermore, teachers utilize ChatGPT as a preparatory tool to review instructional content before entering the classroom. If the primary material is

⁵³ Informan 4, *Guru Bahasa Arab MAN 2 Sungai Penuh*.

⁵⁴ Rogers, *Diffusion of Innovations*.

⁵⁵ Informan 1.

⁵⁶ Informan 2, *Guru Bahasa Arab MAN 1 Kerinci*.

deemed too complex, ChatGPT provides alternative resources that remain aligned with the lesson theme but are more accessible for students. Informant 3 describes ChatGPT as a "discussion partner," primarily used for expanding vocabulary, translating texts, and identifying grammatical structures such as *tarkib* (e.g., *fi'il madhi*) with relevant examples. However, for complex grammar, the informant prefers YouTube for its person-to-person explanations, noting that ChatGPT's text-based output lacks the depth of human instruction. Informant 4 corroborated these views, citing the tool's effectiveness in sourcing additional vocabulary and materials.

Synthesizing the interviews, it is evident that ChatGPT supports Arabic pedagogy in Madrasahs by facilitating material development, *mubadasah* (conversation), and translation. Regarding the "Confirmation" stage of innovation, teachers demonstrate a selective adoption approach. Usage is dictated by necessity; if textbooks are already comprehensive, the AI is not used. Informant 2 argued that while avoiding ChatGPT entirely leads to technological illiteracy, constant reliance is also impractical. Similarly, Informant 3 stated that usage would evolve alongside technological advancements, potentially transitioning to even more sophisticated tools in the future. Informant 4 concluded that ChatGPT is an indispensable asset, as it provides a vast repository for diverse learning materials.⁵⁷

The Implications of Using ChatGPT for Arabic Language Learning

The implications of ChatGPT adoption among Arabic teachers can be analyzed through the Technology Acceptance Model (TAM), specifically focusing on perceived usefulness and perceived ease of use. Perceived usefulness, in this context, reflects the teachers' confidence in the tool's ability to enhance the educational process. According to Informant 1, while standard materials are already provided in the curriculum, ChatGPT serves as a critical resource for simplifying complex topics. Although the informant follows the prescribed syllabus and textbooks, they utilize ChatGPT as a supplementary tool for Arabic instruction to avoid over-reliance on the AI. A primary application is the development of *mubadasah* (conversation) materials. For instance, in themes like *taaruf* (introduction), where textbooks often provide lengthy, two-page dialogues, the informant uses ChatGPT to generate concise, time-efficient texts. This approach ensures that students—many of whom do not have a background in Islamic boarding schools—can comprehend the material without being overwhelmed by lengthy translations or time-consuming writing tasks.

According to Informant 3, ChatGPT serves as a versatile resource that is often used for personal preparation and immediate problem-solving, such as providing quick translations or vocabulary for lengthy texts during a lesson. Informant 4 noted that while students are still in the early stages of adapting to

⁵⁷ Informan 4, *Guru Bahasa Arab MAN 2 Sungai Penuh*.

AI, they are encouraged to use their mobile devices in class to access ChatGPT for specific topics like *fi'il* (verbs). However, this pedagogical shift presents a supervision challenge, as teachers cannot always monitor whether students are staying on task.

Furthermore, Informant 1 highlighted the critical role of AI in bridging staffing gaps; in an environment with a limited number of Arabic instructors, ChatGPT acts as a digital mentor when peer consultation is unavailable. Similarly, Informant 2 emphasized the tool's efficiency in material development, particularly in shortening long reading passages and drafting new *mubadasah* (conversations) during pre-class preparation. Finally, Informants 3 and 4 agreed that ChatGPT significantly enhances learning by providing a convenient alternative to physical dictionaries, especially for senior students (Year 12) who possess the linguistic foundation necessary to utilize AI-generated content effectively.

The interview findings suggest that ChatGPT serves as a viable solution for Arabic teachers in sourcing materials and expanding vocabulary, thereby significantly impacting the instructional process. This influence is primarily seen in increased time efficiency and the clarification of complex textbook content.

Regarding perceived ease of use, the informants expressed high confidence in navigating the AI without excessive effort. Informant 1 noted that their familiarity with technology makes the platform highly accessible. Informant 2 described the technical process as straightforward, involving simple text entry followed by a "filtering" process before material is integrated into lesson plans. While Informant 4 initially faced a learning curve, training provided by the Ministry of Religious Affairs effectively bridged this gap.

Despite its accessibility, specific challenges remain. The primary obstacle is "prompt engineering"—the ability to formulate precise narratives to elicit accurate responses. Informant 3 added that the volume of information generated can sometimes be overwhelming or confusing. Consequently, there is a consensus on the need for structured training. Such training would not only enhance individual teacher proficiency but also allow ChatGPT to be integrated as a formal teaching methodology, which has been shown to increase student motivation and engagement.

Conclusion

This study demonstrates that Arabic language educators utilize ChatGPT as a versatile instructional medium, particularly for clarifying complex concepts and facilitating translations. The tool is especially valued for its ability to generate concise *mubadasah* (conversation) materials, providing an accessible entry point for students who lack a traditional Islamic boarding school background. While ChatGPT enhances student engagement and streamlines material development, teachers maintain a cautious approach toward AI. Given that linguistic nuances—such as *harakat* (diacritics)—are critical in Arabic, professional proficiency remains indispensable for verifying AI output. Furthermore, institutional

restrictions on mobile devices in madrasahs currently limit student-side integration, positioning ChatGPT primarily as a supplementary teacher-side aid.

Theoretically, this research enriches the literature by framing ChatGPT not merely as a technical utility, but as a pedagogical tool that reshapes teaching practices. Practically, it underscores the necessity for critical verification of AI-generated content. For policymakers, these findings suggest a need for structured guidelines regarding AI and digital device usage in madrasah settings. Future research should transition toward assessing student-centric outcomes and the measurable impact of AI on language proficiency through diversified research methodologies.

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