

Utilization of ChatGPT in Arabic Language Learning in Islamic Educational Institutions: An Analysis of Opportunities and Pedagogical Challenges

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ABSTRACT

The development of generative artificial intelligence, particularly ChatGPT, has opened new opportunities for Arabic language learning within Islamic educational institutions. However, its implementation also raises a range of pedagogical challenges that require further in-depth investigation. This study aims to analyze the opportunities and challenges of utilizing ChatGPT in Arabic language learning and to develop a conceptual model aligned with the characteristics of Islamic education. A qualitative approach was employed using an integrative literature review method, drawing on various scholarly publications related to ChatGPT, Arabic language learning, digital pedagogy, and Islamic education. The findings indicate that ChatGPT has significant potential to support personalized learning, provide instant feedback, enhance language skills, and strengthen self-directed learning. On the other hand, its use is accompanied by several challenges, including issues of information accuracy, over-reliance on technology, academic integrity concerns, and the transformation of teachers' roles. Based on the synthesis of the literature, this study proposes a conceptual model that integrates three core dimensions: technology, pedagogy, and Islamic values. The model positions ChatGPT as a supportive instructional tool guided by pedagogical principles and Islamic values to enhance Arabic language competence while simultaneously contributing to learners' character development.

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Introduction

The rapid advancement of Artificial Intelligence (AI) has significantly transformed various sectors, including education. The emergence of generative AI technologies such as ChatGPT has enabled more interactive, personalized, and adaptive learning experiences through its ability to generate text, answer questions, and provide instant feedback. Unlike earlier educational technologies that primarily functioned as information delivery tools, ChatGPT facilitates dialogic interaction, thereby creating new opportunities to support twenty-first-century learning (Agustina & Suharya, 2024). Previous studies have demonstrated that AI can enhance access to learning resources, promote self-directed learning, and provide learners with educational experiences tailored to their individual needs (Yanto et al., 2025). Nevertheless, the integration of AI into educational settings has also raised concerns regarding information

validity, academic integrity, technological dependency, and broader ethical implications in educational practice (Supriyono et al., 2024).

This digital transformation has also influenced Islamic educational institutions, which are increasingly challenged to adopt technological innovations while maintaining the fundamental values of Islamic education (Wasilah & Mahfud, 2026). Within this context, ChatGPT is not merely viewed as a technological tool but also as a pedagogical instrument capable of enhancing teaching and learning processes. At the same time, its implementation raises important questions concerning epistemic authority, ethical technology use, and the compatibility of AI-generated information with Islamic educational principles. Consequently, the integration of ChatGPT into Islamic education requires scholarly inquiry that extends beyond technological considerations to encompass pedagogical dimensions and Islamic values.

One educational domain increasingly affected by AI development is Arabic language learning. As the language of the Qur'an, Hadith, and a vast corpus of Islamic scholarship, Arabic occupies a central position within Islamic education. Mastery of Arabic is not only associated with linguistic competence but also with the ability to access and understand primary Islamic sources. In practice, however, Arabic language learning continues to face numerous challenges, including low learner motivation, limited language exposure, insufficient opportunities for communicative practice, and varying levels of learner proficiency. In this regard, ChatGPT offers promising possibilities for addressing some of these challenges through conversation practice, grammar correction, translation assistance, and flexible learning support.

A growing body of research has highlighted the potential of ChatGPT in Arabic language education. Sakti et al. (2024) found that ChatGPT supports self-directed learning through personalized instruction and instant feedback mechanisms (Sakti et al., 2024). Tamrin and Masykuri (2024) argued that the technology promotes more interactive learning experiences from a cognitive learning theory perspective (Tamrin & Masykuri, 2024). Similarly, Irfan (2026) reported that ChatGPT assists learners in understanding Arabic phonology, morphology, and syntax more effectively (Irfan, 2026), while Alatas et al. (2024) revealed that most university students hold positive perceptions of ChatGPT as a supportive tool for Arabic language learning (Alatas et al., 2024).

Despite these benefits, several studies have also identified notable limitations. AI models continue to encounter difficulties in understanding the diversity of Arabic dialects, specific cultural contexts, and complex semantic nuances. Furthermore, ChatGPT occasionally generates inaccurate information or produces what is commonly referred to as AI hallucination—responses that appear convincing but are not entirely correct. These limitations indicate that the use of ChatGPT in Arabic language learning still requires careful verification of information and appropriate guidance from educators (Ikhwan & Aan, 2025).

Beyond technical concerns, pedagogical challenges have emerged as a critical issue. Unregulated use of AI may foster excessive technological dependence, reduce learners' cognitive engagement, and create concerns

regarding academic integrity. Within Islamic education, these challenges become even more significant because educational processes are not solely intended to facilitate knowledge transmission but also to cultivate moral character (*akhlaq*), ethical conduct (*adab*), and spiritual awareness among learners (Gunagraha et al., 2025). Therefore, ChatGPT should be positioned as a complementary learning tool rather than a substitute for educators or the broader educational process itself.

A review of existing literature reveals that studies on ChatGPT in Arabic language learning have predominantly focused on technological effectiveness, user perceptions, and language skill development. In contrast, research that systematically examines both the opportunities and challenges of ChatGPT from the perspective of Islamic educational pedagogy remains limited. Yet issues such as the role of teachers, instructional design, academic integrity, character formation, and alignment with Islamic values are crucial considerations in the implementation of educational technologies within Islamic educational institutions.

Addressing this gap, the present article aims to analyze the opportunities and pedagogical challenges associated with the utilization of ChatGPT in Arabic language learning within Islamic educational institutions. The novelty of this study lies in its conceptual framework that integrates three key dimensions: generative AI technology, Arabic language pedagogy, and Islamic educational values. Through this integrative perspective, the study seeks to contribute theoretically to the growing discourse on technology-enhanced Islamic education while providing a conceptual reference for Islamic educational institutions in designing AI utilization strategies that are effective, ethical, and aligned with the objectives of Islamic education.

Research Method

This study employed a qualitative approach using a library research design through an integrative literature review method. This approach was selected because it enables the integration of empirical findings and conceptual discussions concerning the use of ChatGPT in Arabic language learning and its pedagogical implications within Islamic educational institutions.

The data were collected from relevant scholarly sources, including national and international journal articles, academic books, conference proceedings, and other scientific publications. The literature search was conducted through Google Scholar, Scopus, Dimensions, and Crossref databases using keywords such as ChatGPT, Artificial Intelligence in Education, Arabic Language Learning, Islamic Education, Islamic Pedagogy, and Generative AI. To ensure the relevance and currency of the review, only publications published between 2022 and 2026 were included.

The literature selection process was guided by predefined inclusion and exclusion criteria. The inclusion criteria comprised: (1) publications addressing ChatGPT or generative AI in educational contexts; (2) studies related to Arabic language learning; (3) research discussing pedagogy or Islamic education; and (4) articles available in full-text format. Conversely, publications that were not

directly relevant to the focus of the study or had not undergone a peer-review process were excluded from the analysis.

Table 1. Research Procedures

Stage	Activity
Literature Identification	Searching for relevant scholarly articles and scientific documents across multiple academic databases
Literature Selection	Selecting publications based on the established inclusion and exclusion criteria
Data Categorization	Classifying findings into themes of opportunities, challenges, Islamic pedagogy, and conceptual models
Synthesis and Interpretation	Analyzing and integrating findings to construct a conceptual framework

Following these procedures, the data were analyzed through four stages: data reduction, categorization, synthesis, and interpretation. The analysis focused on identifying the opportunities and pedagogical challenges associated with the use of ChatGPT in Arabic language learning and examining their relevance to the principles of Islamic education. To enhance the credibility of the review, source triangulation was employed by comparing findings across different scholarly works. The synthesized results were subsequently used to develop a conceptual model for the utilization of ChatGPT in Arabic language learning within Islamic educational institutions.

Results and Discussion

ChatGPT and the Transformation of Arabic Language Learning in Islamic Educational Institutions

The rapid advancement of artificial intelligence (AI) technologies over the past decade has become a major driving force behind the transformation of various sectors, including education. The emergence of Generative Artificial Intelligence (GenAI) marks a new phase in educational technology, as it no longer functions merely as a medium for information delivery but is also capable of generating content, producing responses, and engaging in dynamic interaction with users (Mayasari et al., 2025). One of the most widely adopted innovations in educational contexts is ChatGPT, an AI-based language model designed to understand and generate contextually appropriate text through Natural Language Processing (NLP). This capability enables ChatGPT to perform a wide range of educational functions, including answering questions, explaining concepts, developing learning materials, providing feedback, and facilitating dialogic interactions that resemble teacher–student engagement (Judijanto et al., 2025). These developments indicate that AI does not merely introduce new technological tools but also drives fundamental changes in how knowledge is acquired, processed, and constructed within learning processes.

From a constructivist theoretical perspective, learning is understood as an active process in which learners construct knowledge through experience, interaction, and reflection (Nerita et al., 2023). In this regard, ChatGPT indirectly supports constructivist learning principles by positioning learners not as passive recipients of information, but as active participants who continuously explore knowledge through ongoing dialogue. In contrast to conventional static

learning resources, ChatGPT provides adaptive responses tailored to user needs, thereby creating a more personalized and flexible learning experience. In this sense, AI technology has the potential to shift the educational paradigm from teacher-centered learning to student-centered learning, where learners are given greater autonomy to develop independent learning skills, critical thinking abilities, and problem-solving competencies. This transformation aligns with the demands of 21st-century education, which emphasizes creativity, communication, collaboration, and digital literacy as essential competencies for learners.

In Arabic language learning, the use of ChatGPT presents significant opportunities to address various challenges commonly encountered in instructional processes. As a foreign language with linguistic characteristics that differ substantially from Indonesian, Arabic is often perceived as difficult by learners due to its complex grammatical system, morphological structures, and the limited availability of authentic language environments that support daily communicative practice (Amadi & Hikmah, 2025). In this context, ChatGPT can function as a learning partner that provides more intensive opportunities for language practice. Learners may use this technology to acquire new vocabulary, understand *nahwu* and *sharaf* rules, translate texts, construct sentences, simulate conversations, and even discuss various topics in Arabic without being constrained by time and space. This flexibility enables learners to gain more diverse learning experiences compared to traditional classroom-bound instruction.

Moreover, the use of ChatGPT in Arabic language learning reflects a shift in the role of technology from merely a supportive instructional tool to an integral component of the digital educational ecosystem (Wachidah, 2023). Previously, educational technology was primarily employed to deliver learning materials through videos, presentations, or online learning platforms. In contrast, ChatGPT offers a more complex form of interaction, as it is capable of responding directly to learners' needs in real time. This capability enables a more individualized learning experience without eliminating the interactive dimension essential to language acquisition processes. Thus, ChatGPT functions not only as an information resource but also as a learning facilitator that supports learners in gradually developing their linguistic competencies in accordance with their respective proficiency levels.

For Islamic educational institutions, the transformation brought about by ChatGPT carries a broader significance than that found in foreign language learning contexts in general. Arabic occupies a highly strategic position within the tradition of Islamic education, as it serves as the primary medium for understanding the Qur'an, Hadith, classical Islamic texts (*turath*), and the broader corpus of Islamic intellectual heritage developed throughout history (Maulidiyah et al., 2026). Therefore, mastery of Arabic is not merely related to the attainment of linguistic competence, but also has implications for learners' ability to access, comprehend, and develop Islamic knowledge. In this context, ChatGPT has the potential to serve as an instrument that expands learners' access to Islamic sources by providing faster and more accessible linguistic

assistance. Learners may utilize this technology to understand Qur’anic vocabulary, translate classical texts, and explore various Islamic concepts presented in Arabic (Ikhwan & Aan, 2025).

Meskipun demikian, transformasi Nevertheless, digital transformation in Arabic language learning within Islamic educational institutions cannot be understood merely as a matter of technological adoption. The integration of ChatGPT into the learning process also requires careful pedagogical consideration to ensure that its use does not conflict with the fundamental objectives of Islamic education. Islamic education is not solely aimed at developing learners’ cognitive abilities, but also emphasizes character formation, morality (akhlaq), etiquette (adab), and spiritual awareness (Maulidiyah et al., 2026). Therefore, ChatGPT should be positioned as a supportive tool that facilitates the learning process, rather than as a substitute for the role of educators in guiding and shaping learners’ personalities. Within this framework, the success of Arabic language learning transformation through the utilization of ChatGPT is determined not only by the sophistication of the technology employed, but also by the ability of Islamic educational institutions to integrate digital innovation with Islamic pedagogical principles oriented toward the development of knowledgeable, morally upright, and responsible individuals.

Opportunities for the Utilization of ChatGPT in Arabic Language Learning

The utilization of ChatGPT in Arabic language learning presents various opportunities that can support the transformation of learning processes within Islamic educational institutions. As a generative artificial intelligence-based technology, ChatGPT functions not only as an information source but also as an interactive, adaptive, and easily accessible learning partner (Udhma & Burhanuddin, 2025). These capabilities enable learners to experience a more flexible learning environment compared to conventional instruction, which is often constrained by time, place, and the availability of teachers.

In the context of Arabic language learning, the opportunities offered by ChatGPT are reflected in its ability to support personalized learning, provide instant feedback, enhance Arabic language skills, and promote self-directed learning (Hakim et al., 2026). These four dimensions are highly relevant to the demands of Arabic language education in the digital era, which emphasizes student-centered learning and the development of 21st-century competencies.

Table 2. Opportunities for the Utilization of ChatGPT in Arabic Language Learning

Aspect of Opportunity	Description	Implications for Arabic Language Learning
Personalized Learning (Hakim et al., 2026)	ChatGPT can adjust its responses according to learners’ proficiency levels and individual learning needs.	Learners can study according to their respective abilities, ranging from basic vocabulary acquisition to the analysis of complex Arabic texts.

Instant Feedback (Ikhwan & Aan, 2025)	ChatGPT provides immediate correction and explanation of learners' errors.	Accelerates the process of correcting mistakes in <i>nahwu</i> , <i>sarf</i> , vocabulary, and Arabic writing skills.
Language Skill Development (Ikhwan & Aan, 2025)	ChatGPT can be used for practicing reading, writing, speaking, and comprehension of Arabic texts.	Supports the development of <i>maharah al-qira'ah</i> , <i>al-kitabah</i> , and <i>al-kalam</i> through more intensive and continuous practice.
Self-Directed Learning (Ikhwan & Aan, 2025)	ChatGPT can be accessed anytime without depending on the presence of teachers.	Encourages a culture of self-directed learning and increases the frequency of Arabic practice outside the classroom.
Access to Islamic Sources (Udhma & Burhanuddin, 2025)	ChatGPT assists in understanding Arabic terms and texts related to Islamic studies.	Facilitates learners' access to a broader range of Arabic Islamic literature.
Increased Learning Motivation (Azhar et al., 2025)	Flexible and low-pressure interaction allows learners to study more comfortably.	Reduces language anxiety and enhances learners' confidence in using Arabic.

Based on the table above, it can be understood that the opportunities offered by ChatGPT are not limited to improving learning efficiency, but also contribute to the development of Arabic language competencies in a more personalized, autonomous, and adaptive manner. With these characteristics, ChatGPT has the potential to become a relevant supporting instrument for Arabic language learning in response to the needs of learners in the digital era. Nevertheless, these opportunities must be accompanied by appropriate pedagogical management to ensure that their utilization remains aligned with the objectives of Islamic education.

Pedagogical Challenges in the Utilization of ChatGPT

In addition to the various opportunities it offers, the utilization of ChatGPT in Arabic language learning also presents several pedagogical challenges that require careful attention. These challenges are not limited to technical aspects of technology use, but also encompass learning quality, academic integrity, and the alignment of technology use with the objectives of Islamic education (Udhma & Burhanuddin, 2025). If not properly managed, these challenges may reduce learning effectiveness and hinder the achievement of broader educational goals.

In the context of Arabic language learning within Islamic educational institutions, the main challenges include the accuracy and validity of information, dependence on technology, academic integrity, and the changing role of teachers. These four aspects indicate that the use of ChatGPT requires a critical pedagogical approach, ensuring that technology functions as a learning support without undermining intellectual engagement, moral values, and the fundamental aims of Islamic education.

Table 3. Pedagogical Challenges in the Utilization of ChatGPT in Arabic Language Learning

Aspect of Challenge	Description	Potential Impact	Mitigation Strategies
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Accuracy and Validity of Information (Perdana, 2026; Udhma & Burhanuddin, 2025)	ChatGPT may produce inaccurate or unverified information (AI hallucination).	Misconceptions in understanding vocabulary, <i>qawā'id</i> , and Islamic texts.	Verification through authoritative sources, teacher guidance, and strengthening digital literacy.
Dependence on Technology (Ikhwan & Aan, 2025)	Learners become overly reliant on AI to complete tasks and find answers.	Decline in critical thinking, analytical ability, and independent learning skills.	AI-based learning tasks that emphasize reflection and problem-solving requiring active learner engagement.
Academic Integrity (Perdana, 2026)	The ease of generating automatic text increases the risk of plagiarism and AI misuse.	Reduced academic honesty and compromised validity of assessment outcomes.	Development of AI usage guidelines, strengthening academic ethics, and process-based assessment.
Changing Role of Teachers (Hakim et al., 2026)	Teachers are no longer the sole source of information in the learning process.	Digital competency gaps and difficulties in managing AI-supported learning environments.	Enhancement of teachers' digital competencies and reinforcement of their role as facilitators and <i>murabbi</i> .

Based on the table above, it can be understood that the challenges in utilizing ChatGPT do not lie in the technology itself, but rather in how it is integrated into the learning process. Therefore, the successful integration of ChatGPT in Arabic language learning requires a balance between technological innovation, appropriate pedagogical design, and the strengthening of Islamic educational values. From the perspective of Islamic pedagogy, these challenges can be mitigated through the reinforcement of the principles of *tatsabbut* (verification of information), *sidq* (honesty), *amanah* (trustworthiness), and the role of teachers as *murabbi* who guide learners in using technology wisely and ethically.

An Islamic Pedagogical Perspective on the Utilization of ChatGPT

The development of artificial intelligence technology has created various opportunities in the field of education, including Arabic language learning within Islamic educational institutions. However, from the perspective of Islamic education, the success of an educational process is not solely measured by the effectiveness of knowledge transfer or the improvement of students' academic achievement. Islamic education has a broader orientation, namely the formation of human beings who are faithful, knowledgeable, morally upright, and capable of fulfilling their roles as servants of Allah as well as vicegerents (*khalifah*) on earth. Therefore, the utilization of ChatGPT in Arabic language learning cannot be viewed merely as a technological innovation aimed at improving learning efficiency; rather, it must be examined within the philosophical and pedagogical framework of Islamic education, which positions moral, spiritual, and humanistic dimensions as integral components of the educational process.

Within the Islamic educational tradition, knowledge is not understood as a collection of information to be mastered by learners, but rather as a means of drawing closer to Allah and shaping behavior in accordance with Islamic values. This perspective differs from educational paradigms that tend to focus predominantly on cognitive aspects (Asykur et al., 2025). Therefore, the use of ChatGPT should be directed not only toward facilitating rapid access to information, but also toward fostering critical awareness, moral responsibility, and the ability to apply knowledge wisely. In other words, technology must be positioned as an instrument that supports the achievement of Islamic educational objectives, rather than as an end in itself.

One of the key concepts in Islamic pedagogy relevant to the utilization of ChatGPT is the concept of *ta'dib*. Al-Attas argues that the primary goal of Islamic education is not merely the process of knowledge transmission (*ta'lim*) or nurturing (*tarbiyah*), but the cultivation of proper *adab* (*ta'dib*) (Fauzi & Sayuti, 2026). In this context, *adab* does not merely refer to manners, but also encompasses the ability to place things in their proper positions in accordance with knowledge and Islamic values. In the context of educational technology use, the concept of *ta'dib* implies that learners must understand the proportional position of technology. ChatGPT is a learning support tool that can facilitate the learning process, but it should not be positioned as an absolute source of truth or a substitute for human thinking. Understanding the boundaries of technology use becomes an essential part of developing digital *adab* in the era of artificial intelligence.

The concept of *ta'dib* also has implications for how learners utilize ChatGPT in academic activities. The ease of obtaining instant answers may encourage pragmatic behavior that neglects the learning process. From the perspective of Islamic education, the pursuit of knowledge emphasizes not only outcomes but also the process itself. Sincerity, perseverance, honesty, and responsibility are integral values that must accompany learning activities (Hakiki et al., 2026). Therefore, the use of ChatGPT should be directed toward strengthening the learning process, for instance as a means of knowledge exploration, language practice, or academic discussion, rather than as a tool to avoid intellectual effort, which constitutes an essential dimension of knowledge acquisition.

In addition to the concept of *ta'dib*, the use of ChatGPT should also be understood through the concept of the teacher as *murabbi*. In Islamic pedagogy, teachers are not merely transmitters of information (*mu'allim*), but also educators (*murabbi*) and character builders (*muaddib*). This role encompasses intellectual, moral, spiritual, and social dimensions that cannot be fully replaced by technology (Zidni et al., 2026). Although ChatGPT can provide answers and explanations quickly, it does not possess the ability to serve as a role model, build emotional relationships, or guide students' spiritual development (Mahmudah et al., 2025). Therefore, the presence of AI should not be seen as a threat to the existence of teachers, but rather as a tool that can assist teachers in performing their roles more effectively.

In the context of Arabic language learning, the role of teachers as *murabbi* becomes increasingly crucial, as Arabic language education in Islamic institutions is not limited to linguistic competence development, but also serves as a gateway for accessing Islamic sources of knowledge. Arabic is the primary medium for understanding the Qur'an, Hadith, and classical Islamic literature. Therefore, Arabic language learning cannot be separated from the formation of religious attitudes and appreciation of the Islamic scholarly tradition. Teachers bear the responsibility of ensuring that the use of ChatGPT in Arabic language learning not only enhances learners' language proficiency but also strengthens their understanding of the Islamic values embedded in these sources.

Another important aspect is the ethics of technology use in Islamic education. The ability of ChatGPT to generate text automatically raises various ethical concerns related to academic honesty, intellectual responsibility, and authorship rights. In Islamic teachings, honesty (*sidq*) and trustworthiness (*amanah*) are fundamental values that must be upheld in all activities, including academic practices (Nilamsari et al., 2025). Therefore, the use of ChatGPT must be conducted transparently and responsibly. Learners need to understand that technology may be used to support learning processes, but it must not be used in ways that contradict principles of honesty, such as plagiarism or presenting AI-generated output as one's own intellectual work without proper acknowledgment.

Furthermore, Islamic pedagogy emphasizes the importance of developing critical thinking (*tafakkur*) and reflection (*tadabbur*) in the educational process (Maulidiyah et al., 2026). These two concepts are highly relevant in addressing the development of AI technologies. The ease of obtaining information through ChatGPT should not lead learners to passively accept all generated content. Instead, learners must be encouraged to verify, analyze, and evaluate the information they receive. The classical Islamic intellectual tradition has long emphasized critical engagement with sources of knowledge through scholarly inquiry, discussion, and verification. This principle remains relevant in the digital era and can serve as a foundation for developing AI literacy in Islamic educational institutions.

Based on the above discussion, it can be understood that Islamic pedagogy provides a comprehensive conceptual framework for responding to the utilization of ChatGPT in Arabic language learning. Technology is neither to be rejected outright nor accepted uncritically; rather, it must be managed in accordance with the objectives of Islamic education. The integration of ChatGPT into Arabic language learning will yield optimal benefits when grounded in the principles of *ta'dib*, the strengthening of the teacher's role as *murabbi*, the implementation of academic ethics, and the development of learners' critical thinking skills. Through this approach, the use of artificial intelligence not only contributes to improving learning quality but also supports the realization of Islamic educational goals in shaping knowledgeable, ethical, and responsible individuals in their use of technology.

A Conceptual Model for the Utilization of ChatGPT in Arabic Language Learning within Islamic Educational Institutions

Based on a synthesis of various literature on artificial intelligence, Arabic language learning, digital pedagogy, and Islamic education, this study proposes a conceptual model for the utilization of ChatGPT in Arabic language learning within Islamic educational institutions. The model is developed to address the need for innovation in Arabic language instruction in the digital era while preserving the characteristics of Islamic education, which positions knowledge acquisition, character formation, and spiritual development as an integrated set of objectives. In contrast to much of the existing literature, which tends to focus primarily on technological aspects, the model proposed in this study integrates technological, pedagogical, and Islamic value dimensions within a unified conceptual framework. This integration constitutes the conceptual contribution of this study in explaining how ChatGPT can be effectively utilized in Arabic language learning without neglecting the objectives of Islamic education.

The conceptual model is built upon three main dimensions: the technological dimension, the pedagogical dimension, and the Islamic values dimension. These three dimensions interact in guiding the utilization of ChatGPT, ensuring that its use is not only oriented toward improving learning effectiveness but also toward fostering character development and strengthening learners' Islamic values. A summary of these three dimensions is presented in Table 4.

Table 4. Dimensions of the Conceptual Model for the Utilization of ChatGPT in Arabic Language Learning

Dimension	Main Components	Function
Technological	Learning resources, instant feedback, language practice, self-directed learning	Enhances the effectiveness and flexibility of Arabic language learning
Pedagogical	Instructional design, teacher role, critical thinking, academic integrity	Directs the use of ChatGPT to support learning objectives
Islamic Values	<i>Adab</i> , honesty, responsibility, orientation toward worship (<i>ibadah</i>)	Ensures alignment of technology use with Islamic educational goals

Table 4 illustrates that the technological dimension functions as an instrument providing various learning facilities, such as access to information, language practice, and immediate feedback. However, technology is not positioned as the central element of learning. Therefore, a pedagogical dimension is required to guide the utilization of ChatGPT through structured instructional design, the development of critical thinking skills, and the reinforcement of academic integrity. In addition, the Islamic values dimension serves as a normative foundation ensuring that technology use remains oriented toward *adab*, honesty, responsibility, and the pursuit of knowledge as an act of worship. Thus, these three dimensions complement one another and form a comprehensive framework for the utilization of ChatGPT in Arabic language learning. The relationships among the dimensions in the proposed conceptual model are illustrated in Figure 1.

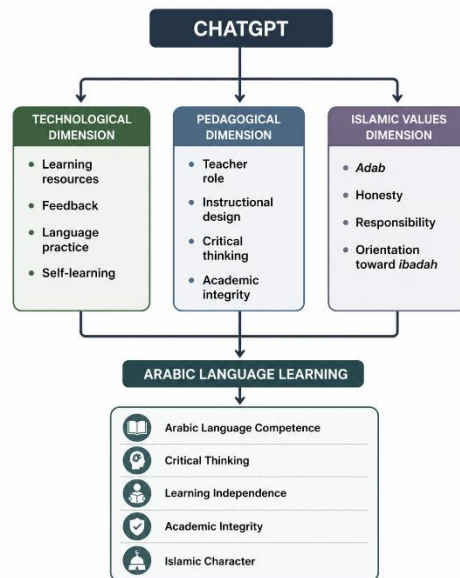


Figure 1. Conceptual Model of ChatGPT Utilization in Arabic Language Learning in Islamic Educational Institutions

Figure 1 demonstrates that ChatGPT functions as a supporting technology that provides various opportunities for Arabic language learning. However, the success of its utilization is determined not only by technological sophistication but also by the quality of pedagogical design and the strengthening of accompanying Islamic values. The pedagogical dimension ensures that the use of ChatGPT remains within a structured learning framework through the teacher's role as a facilitator, the development of critical thinking skills, and the reinforcement of academic integrity. Meanwhile, the Islamic values dimension functions as an ethical control mechanism that ensures technology use remains aligned with the principles of Islamic education.

The integration of these three dimensions is expected to produce Arabic language learning that not only enhances learners' linguistic competence but also develops critical thinking skills, learning autonomy, academic integrity, and Islamic character. Accordingly, the conceptual model proposed in this study may serve as a reference framework for Islamic educational institutions in designing, implementing, and evaluating the use of artificial intelligence in Arabic language learning in a more effective, adaptive, and holistically oriented manner toward the objectives of Islamic education.

Conclusion

The utilization of ChatGPT in Arabic language learning within Islamic educational institutions presents significant opportunities to support instructional transformation through learning personalization, provision of instant feedback, development of language skills, and strengthening of self-directed learning. However, its implementation also faces several pedagogical challenges, including issues of information accuracy, over-reliance on

technology, academic integrity concerns, and the transformation of teachers' roles. Therefore, ChatGPT should not be viewed merely as a technological innovation, but must be situated within a pedagogical framework that guides its appropriate and responsible use.

Based on the literature synthesis, this study proposes a conceptual model that integrates three main dimensions: the technological dimension, the pedagogical dimension, and the Islamic values dimension. The integration of these three dimensions constitutes the conceptual contribution of this study in explaining how ChatGPT can be utilized to support Arabic language learning without neglecting the objectives of Islamic education. Through this model, ChatGPT is positioned as a supportive instructional tool guided by pedagogical principles and Islamic values, thereby contributing to the development of Arabic language competence, critical thinking skills, academic integrity, and learners' Islamic character.

This study is conceptual in nature and based on a literature review. Therefore, future research is encouraged to empirically test the proposed model across various Islamic educational contexts in order to obtain evidence regarding its effectiveness in enhancing the quality of Arabic language learning in the era of artificial intelligence.

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