

Students' Perceptions of ChatGPT as a Learning Aid in Arabic Language Education at Universitas Islam KH. Ruhiat Cipasung

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Abstract

Along with the rapid development of artificial intelligence technology, ChatGPT, as one of the AI-based learning tools, is increasingly used across various educational sectors. However, are students truly prepared to embrace this change in Arabic language learning? This research is essential to investigate how students of Arabic Language Education at Universitas Islam KH. Ruhiat Cipasung responds to the use of ChatGPT, given that this application offers easy access to information but also brings potential negative impacts that have not been widely discussed. This study aims to explore students' perceptions regarding the benefits, challenges, and impacts of using ChatGPT in Arabic language learning. This research employs a qualitative approach, utilizing in-depth interviews with students as participants. The results show that while students view ChatGPT as a tool that can accelerate information access and enhance learning efficiency, they also identify several limitations, such as a lack of understanding of cultural and religious contexts, technical issues, and concerns about over-reliance on technology, which could diminish critical thinking skills. This study offers recommendations to strike a balance between the use of ChatGPT and traditional teaching methods that emphasize direct interaction and discussion, thereby creating a balance between technology and social skills in Arabic language education.

Keywords: perception, ChatGPT, arabic language learning

A. Introduction

In the rapidly evolving digital era, artificial intelligence (AI) has become one of the most intriguing topics across various sectors,¹ including education.² AI technology is not only used for automating tasks,³ but it also significantly contributes to the way we learn and teach.⁴ One form of AI application in education is the use of AI-based chatbot applications, such as ChatGPT.⁵ This application has started to be used in various learning contexts worldwide,⁶ including in language learning.⁷ ChatGPT, developed by OpenAI, facilitates communication with machines to obtain information or even practice languages more interactively.⁸ The strength of ChatGPT lies in its ability to provide quick and contextually relevant responses,⁹ making it a highly versatile tool for enhancing the quality of language learning.

In Indonesia, Arabic holds a critical position, both religiously, socially, and culturally.¹⁰ As the language used in the Qur'an and Hadith,¹¹ Arabic plays a central role in the lives of Muslims in Indonesia.¹² Arabic language education in Indonesia, particularly in madrasahs and universities, is becoming increasingly vital, considering the need to understand religious texts and deepen Islamic knowledge.¹³ At the university level, students of Arabic Language Education are

¹ César Bravo et al., "State of the Art of Artificial Intelligence and Predictive Analytics in the E&P Industry: A Technology Survey," *Spe Journal* 19, no. 04 (2014): 547–63.

² M Sourani, "Artificial Intelligence: A Prospective or Real Option for Education," *Al Jinan* 23, no. 1 (2019): 11.

³ Emilio Colombo, Fabio Mercorio, and Mario Mezzanzanica, "AI Meets Labor Market: Exploring the Link between Automation and Skills," *Information Economics and Policy* 47 (2019): 27–37.

⁴ Kaśka Porayska-Pomsta, "AI as a Methodology for Supporting Educational Praxis and Teacher Metacognition," *International Journal of Artificial Intelligence in Education* 26 (2016): 679–700.

⁵ Kleopatra Mageira et al., "Educational AI Chatbots for Content and Language Integrated Learning," *Applied Sciences* 12, no. 7 (2022): 3239.

⁶ Brendan Latham et al., "New Tools in Education: Development and Learning Effectiveness of a Computer Application for Use in a University Biology Curriculum," *Biomedical Visualisation: Volume 2*, 2019, 29–46.

⁷ Victor Marrahi-Gomez and Jose Belda-Medina, "The Effect of Using AR Technology on Language Learning," 2023.

⁸ Mohammad Aljanabi, "ChatGPT: Future Directions and Open Possibilities," *Mesopotamian Journal of Cybersecurity* 2023 (2023): 16–17.

⁹ Som Biswas, "The Function of Chat GPT in Social Media: According to Chat GPT," Available at SSRN 4405389, 2023; R Santhosh et al., "Chatgpt: Opportunities, Features and Future Prospects," in *2023 7th International Conference on Trends in Electronics and Informatics (ICOEI)* (IEEE, 2023), 1614–22.

¹⁰ Ahmad Fadhel Syakir Hidayat et al., "A Review of the Goals of Learning Arabic among Indonesian Students at Domestic and Foreign Universities," *Al-Jawhar: Journal of Arabic Language* 2, no. 2 (2024): 142–57.

¹¹ A Akhirudin et al., "Model Pembelajaran Flipped Classroom Berbasis Language Activity: Studi Evaluatif Pembelajaran Maharah Kalam," *Lisanan Arabiya: Jurnal ...*, 2024, <https://ojs.unsiq.ac.id/index.php/liar/article/view/7019>.

¹² Ahmad Fadhel Syakir Hidayat, Akhirudin Akhirudin, and Sutiah Sutiah, "Curriculum Management Characteristics in Arabic Language (A Comparative Study of Curriculum Documents in Arabic Language Education at UINSI Samarinda and UIN FAS Bengkulu)," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 143–60.

¹³ Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," 2020; Agustini Agustini, "Urgensi Pemahaman Bahasa Arab Dalam Mempelajari Agama Islam Di Indonesia," *IN RIGHT: Jurnal Agama Dan Hak Azazi Manusia* 10, no. 2 (2023): 183–95.

not only expected to master linguistic skills in Arabic but also to understand the social, cultural, and historical contexts behind the language. Despite this, Arabic language teaching in Indonesia often faces various challenges, both in terms of teaching methods and media used.¹⁴ In many cases, Arabic learning tends to be conventional, focusing on grammar teaching and written texts, which can be boring for most students.¹⁵

With technological advancements, the use of technology-based learning tools is gaining more attention, and ChatGPT has emerged as one of the promising tools.¹⁶ ChatGPT offers great potential in enhancing language learning quality, as it can serve as a personal assistant, providing answers to questions or offering interactive speaking practice in the target language.¹⁷ Furthermore, ChatGPT can also facilitate more flexible learning, allowing students to access learning materials at any time and from anywhere, without being bound by traditional class schedules.¹⁸ However, despite this significant potential, the utilization of technologies such as ChatGPT in Arabic language learning in Indonesia is still relatively new and limited. Therefore, it is essential to research how students of Arabic Language Education perceive this technology as a learning aid in their studies.

The challenges in Arabic language learning in Indonesia include limitations in teaching resources and a lack of interactive media that can make learning more engaging and relevant to contemporary needs.¹⁹ Although some higher education institutions have started adopting technology in learning, few have specifically integrated AI-based technologies into their curricula, especially for Arabic language learning. On the other hand, a deeper understanding of this technology, along with its potential benefits and challenges, still requires further exploration. One technology that can make a significant contribution in this regard is ChatGPT, which can support students in practicing speaking, writing, and understanding the structure of the Arabic language through text-based conversations.

Based on social facts and technological developments, it is crucial to investigate how students of Arabic Language Education perceive the use of ChatGPT in Arabic language learning. This study aims to investigate the extent to which students perceive the benefits of using an AI-based application in enhancing their Arabic language skills, particularly in conversation practice and material

¹⁴ Rokhani Rokhani, Izdiyar Hamdi, and Zainurrakhmah Zainurrakhmah, "Problems of Arabic Teaching for Students of The Government Islamic High School Semarang," *Borneo Journal of Language and Education* 2, no. 2 (2022): 186–94.

¹⁵ Kassem M Wahba, "A Historical Overview of Arabic Grammar Instruction," in *Teaching and Learning Arabic Grammar* (Routledge, 2022), 3–36.

¹⁶ Mohammad Awad AlAfnan et al., "Chatgpt as an Educational Tool: Opportunities, Challenges, and Recommendations for Communication, Business Writing, and Composition Courses," *Journal of Artificial Intelligence and Technology* 3, no. 2 (2023): 60–68.

¹⁷ Aram Bahrini et al., "ChatGPT: Applications, Opportunities, and Threats," in *2023 Systems and Information Engineering Design Symposium (SIEDS)* (IEEE, 2023), 274–79.

¹⁸ János Ollé, "The Potential Impact of Chatgpt as a Technological Innovation on the Pedagogical Culture of Formal Educational Institutions," *Pannon Digitális Pedagógia (E-Tanulás-Távoktatás-Oktatás-Informatika)* 2, no. 3–4 (2022): 36–49.

¹⁹ Azkia Muharom Albantani and Ahmad Madkur, "Teaching Arabic in the Era of Industrial Revolution 4.0 in Indonesia: Challenges and Opportunities," *ASEAN Journal of Community Engagement* 3, no. 2 (2019): 3; Abdul Munip, "Tantangan Dan Prospek Studi Bahasa Arab Di Indonesia," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2020): 301–16.

comprehension. Additionally, this research aims to identify potential challenges or obstacles that students face when using this technology in their learning process. With a better understanding of this, educators, curriculum developers, and relevant stakeholders can formulate more effective strategies to leverage technology in Arabic language education.

One important reason for conducting this research is that foreign language teaching, particularly Arabic, often faces challenges related to the lack of engaging and effective learning media.²⁰ Textbooks, while remaining a primary reference, are sometimes insufficient to actively engage students in the learning process. Therefore, more innovative teaching methods that support direct student engagement are needed. ChatGPT, as an AI-based application, offers the potential to provide a more dynamic and personalized learning experience. With its ability to provide immediate feedback and interact with users, ChatGPT can offer a learning experience that is more focused on individual needs and proficiency levels.

Furthermore, the use of technology in education aligns with Indonesia's educational policies, which aim to integrate technology into learning to enhance the quality of education.²¹ In this context, research on the use of ChatGPT as a learning aid in Arabic language education is expected to make a meaningful contribution to the development of Arabic language teaching methodologies, particularly in enhancing students' language skills. Therefore, this study will explore the perspectives and perceptions of students in Arabic Language Education at Universitas Islam KH. Ruhiat Cipasung regarding the use of ChatGPT as a learning aid in Arabic language learning.

On the other hand, although some previous studies have examined the use of technology in foreign language learning, few have specifically investigated the use of AI, especially ChatGPT, in Arabic language education. Several studies have demonstrated that AI technologies can improve students' speaking and writing skills in foreign languages;²² however, research on the application of ChatGPT in the context of Arabic language education in Indonesia remains limited.²³ Therefore, this research has the potential to make significant contributions to the educational literature, particularly in the application of AI technology in Arabic language learning.

²⁰ Basma Ahmad Sedki Dajani, Salwa Mubaideen, and Fatima Mohammad Amin Omari, "Difficulties of Learning Arabic for Non-Native Speakers," *Procedia-Social and Behavioral Sciences* 114 (2014): 919–26; anis komariah Rizkiatun aulia, dina destari, "Student's Perception of Using Google Translate at English Education Department UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1 (2024): 1.

²¹ Ismail Suardi Wekke and Sanusi Hamid, "Technology on Language Teaching and Learning: A Research on Indonesian Pesantren," *Procedia-Social and Behavioral Sciences* 83 (2013): 585–89.

²² Goh Ying Yingsoon, "Using AI Technology to Support Speaking Skill Development for the Teaching of Chinese as a Foreign Language," in *Multidisciplinary Functions of Blockchain Technology in AI and IoT Applications* (IGI Global Scientific Publishing, 2021), 209–27; Jinling Xia, Huafeng Liu, and Wenbin Liu, "AI-Based IWrite Assisted English Writing Teaching," in *The 2021 International Conference on Machine Learning and Big Data Analytics for IoT Security and Privacy: SPIoT-2021 Volume 2* (Springer, 2022), 158–65.

²³ Heppy Leunard Leleparry et al., "ChatGPT: Opportunities and Challenges in the Learning Process of Arabic Language in Higher Education," *Journal International of Lingua and Technology* 2, no. 1 (2023): 11–23.

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With this background, this study aims to investigate the perceptions of students in Arabic Language Education at Universitas Islam KH. Ruhiat Cipasung about the use of ChatGPT as a learning aid in Arabic language education.

B. Method

This study employs a qualitative descriptive approach, a research paradigm designed to understand specific phenomena, including behaviors, perceptions, motivations, and actions of research subjects.²⁴ This approach emphasizes description using words and language, focusing on natural contexts, and utilizes various naturalistic methods.²⁵ In this framework, the qualitative research method is employed explicitly as a descriptive research approach, which aims to describe and interpret the research object as it is, without manipulating the data or existing conditions.²⁶

The subjects of this study are students from the Arabic Language Education Program at Universitas Islam KH. Ruhiat Cipasung. The sampling technique employed is purposive sampling, which involves selecting samples based on specific considerations relevant to the research objectives.²⁷ The research sample focuses on students in their 2nd, 4th, and 6th semesters who are actively using ChatGPT, as determined by the researcher's initial observations. A total of 12 students from three classes across these three semesters were selected.

The data collection techniques employed in this study include observation, interviews, and documentation. Direct interviews and observations with students are used to gather information related to their perceptions of using ChatGPT technology in Arabic language learning. The data analysis process uses the interactive analysis technique by Miles, Huberman, and Saldana, which aims to describe, classify, and interpret the data obtained from the interviews.²⁸

C. Findings and Discussion

This study identifies various perceptions of students in the Arabic Language Education Program at Universitas Islam KH. Ruhiat Cipasung regarding the use of ChatGPT as a learning aid in Arabic language education. Based on interviews and observations, the perceptions gathered can be categorized into two main groups: positive perceptions and negative perceptions.

Positive Perceptions of Using ChatGPT in Arabic Language Learning

Overall, the majority of students expressed positive views regarding the use of ChatGPT in Arabic language learning. The following are some of the positive aspects identified in this study:

1. Improvement in Speaking and Writing Skills

The majority of students involved in this study reported that the use of ChatGPT significantly contributed to improving their Arabic speaking and writing skills. For many students, ChatGPT became a handy tool for practicing

²⁴ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

²⁵ Abdul Fatah Nasution, *Metode Penelitian Kualitatif*, 2023.

²⁶ Sugiyono Sugiyono, "Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D," *Alfabeta Bandung*, 2010.

²⁷ Sugiyono.

²⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis. A Methods Sourcebook* (California: SAGE Publications, 2020).

speaking independently, without fear or concern about immediate judgment from classmates or instructors. This allowed them to experiment more freely with new sentences and receive immediate feedback that helped them correct mistakes.

Students reported that one of the most significant advantages of using ChatGPT was its ability to provide speaking practice in a non-judgmental environment. Many students felt awkward or shy speaking in front of others, especially in a language they considered difficult, such as Arabic. With ChatGPT, they could have repeated conversations without feeling pressured or afraid of making mistakes. Moreover, ChatGPT responded to conversations in a natural way, providing quick and relevant responses tailored to the conversation's context, making them feel as though they were engaging in a genuine conversation.

One student, AAG, expressed their feelings by saying:

" ChatGPT gives me the opportunity to speak in Arabic without fear of making mistakes. I feel freer to practice anytime."

This statement highlights how this technology enables students to practice independently, without the embarrassment or anxiety that often arises when communicating with fellow students or instructors. In this way, students can build their confidence in speaking, which ultimately accelerates their development of speaking skills.

In addition to speaking, ChatGPT also provided significant benefits in writing skills. Many students found it easier to write sentences or paragraphs in Arabic because they could immediately receive feedback from ChatGPT. This was particularly helpful in correcting grammatical errors, spelling mistakes, or incorrect word choices, which often present significant challenges in learning Arabic.

For instance, student DLN stated:

" I can write sentences in Arabic and immediately get corrections from ChatGPT, so I can fix my mistakes."

Immediate feedback from ChatGPT enables students to review and correct their errors without waiting for face-to-face instruction, which can be time-consuming and may not always provide immediate clarification on specific mistakes. With quick and accurate corrections, students can focus more on learning and developing their writing skills.

Moreover, ChatGPT also enables students to practice writing more complex sentences, such as those used in descriptive or narrative texts, which can often be challenging for beginners in Arabic. Through repeated practice, students can experience improvements in their writing abilities, especially in sentence structure and vocabulary selection, making their writing more precise and relevant in various contexts.

2. Ease of Access and Availability of Learning Materials

One of the most notable findings in this study is the ease of access provided by ChatGPT, which enables students to access Arabic language learning materials at any time and from anywhere. In the context of higher education, accessibility is a crucial factor in supporting effective learning processes. The students involved in this study expressed that one of the main

advantages of ChatGPT is its ability to provide relevant information instantly, without relying on the limited class schedules or the availability of instructors.

Most students revealed that time and location constraints often become barriers in their learning process. Classes that are held at specific times and places sometimes prevent them from accessing materials or receiving explanations when needed. However, with ChatGPT, students can overcome these challenges. They can ask questions and obtain additional explanations about topics they do not understand, even after class hours.

One student, FAA, stated:

" I often have difficulty understanding some topics, but with ChatGPT, I can search for additional explanations whenever I'm confused."

This statement highlights how ChatGPT functions as a constantly available learning tool, allowing students to quickly and easily access information or clarification about the learning material without having to wait for the next face-to-face session.

With unlimited access to time and place, ChatGPT also facilitates independent learning. Students can utilize their free time outside of class hours to study topics they have not yet grasped, delve deeper into specific subjects, or review material that has already been covered. Many students feel that they do not always have enough time to study outside of class hours; however, with ChatGPT, they can utilize the available time more efficiently.

RA, one of the students involved in this study, expressed:

" I can study anytime and anywhere without having to wait for class schedules or ask friends."

This statement highlights the flexibility of using ChatGPT to support more independent learning. Students no longer need to wait for instruction from lecturers or group discussions to get explanations on material they have not understood. They can access learning personally and at their own pace.

3. Increased Learning Motivation

One of the significant positive impacts of using ChatGPT in Arabic language learning is the increase in student motivation. High motivation is crucial in the learning process because it can significantly influence the effort students put into understanding the material and achieving their learning objectives. The students involved in this study expressed that ChatGPT provided them with a more interactive and enjoyable learning experience, which helped reduce the boredom often encountered in conventional language learning.

Most students felt that their interactions with ChatGPT were more dynamic than those with traditional learning methods. This technology-based learning allowed them to communicate directly with the system, which provided real-time feedback—a feature not always present in face-to-face teaching. Students felt more engaged in the learning process because they could ask questions at any time and receive prompt answers. This two-way interaction made learning not just a process of receiving information but also a more active and interactive experience.

RA, one of the students participating in the study, stated:

" ChatGPT makes me more interested in learning Arabic because the interaction is more enjoyable and not boring."

This statement highlights how technology can transform a previously static and dull learning experience into something more engaging and enjoyable. ChatGPT provides a conversation that encourages students to continue learning, in contrast to face-to-face classes that sometimes do not allow for active discussion.

One of the main advantages of ChatGPT is its ability to tailor the learning experience according to individual needs. Each student has a unique level of understanding and learning speed, and ChatGPT can provide flexible learning tailored to each student's ability and learning preferences. This creates a more personalized learning experience, where students feel valued and understood throughout their Arabic learning process.

For example, SNA, another student, stated:

" With ChatGPT, I feel more motivated to learn Arabic because I can learn interactively and freely."

This illustrates how ChatGPT enables students to set their own learning pace, giving them greater control over what they learn and how they comprehend it. This personalized learning, where students can decide when and how they want to learn, enhances their sense of responsibility and confidence in the learning process.

4. Ability to Provide Quick and Accurate Answers

One of the main advantages experienced by students in using ChatGPT is its ability to provide quick, accurate, and relevant answers. In the context of Arabic language learning, students often encounter various challenges in understanding new material or vocabulary. This is where ChatGPT becomes highly beneficial, as it provides instant clarification for questions that arise in the students' minds. Students feel that they do not need to wait long or rely on other sources to get adequate answers.

ChatGPT's ability to answer questions quickly, without time or location constraints, allows students to feel freer in exploring the material. Unlike in face-to-face classes, where students sometimes have to wait their turn to ask or receive answers from the instructor, with ChatGPT, they can ask questions directly at any time and from anywhere. This is especially helpful in situations where students need an immediate answer, whether to understand material they haven't grasped or to address urgent assignments. For example, RZM stated:

" I often use ChatGPT to find the meaning or explanation of Arabic words that I don't understand."

This statement illustrates how students can easily obtain explanations for terms or Arabic words they encounter in their learning. As a language with a structure and vocabulary different from everyday languages, Arabic often presents challenges for students, especially in understanding the nuances of meaning and context of specific words. ChatGPT enables students to receive concise and clear explanations, which helps them overcome these challenges effectively.

ChatGPT's ability to provide accurate answers in a short time also enhances the efficiency of the learning process. Students do not need to spend a lot of time searching for answers in textbooks or asking friends for help. For instance, in situations where students have urgent tasks to complete, ChatGPT can provide relevant answers or explanations very quickly, allowing them to continue their learning process without feeling anxious or hindered by time constraints. MI stated:

" ChatGPT is very helpful when I have an urgent task. I can immediately get the right answer, even for difficult questions."

This statement illustrates how ChatGPT plays a role not only in regular learning but also in supporting students in more urgent situations, such as completing last-minute assignments or preparing for exams. The ability to obtain accurate answers without waiting or depending on help from instructors or peers gives students a sense of security when they need to complete their work quickly.

5. Interactivity and Personalization of Learning

One of the main advantages highly valued by students in using ChatGPT is its high level of interactivity and its ability to offer a more personalized learning experience. Interactive and individualized learning is a key element of practical education, as each student has a different learning style. In this context, ChatGPT not only serves as a source of information but also as a tool capable of adapting to each student's learning style and level of understanding.

One of the aspects most appreciated by students is the ability to learn independently. Students often feel more comfortable when they can learn at their own pace, without pressure from classmates or instructors. ChatGPT provides this freedom by delivering quick and relevant responses to the questions asked. With two-way interaction, students feel as if they are dialoging with a personal tutor who is ready to help at any time. RAG stated:

" ChatGPT gives quick and relevant responses to my questions. It helps me learn independently."

This statement highlights how ChatGPT facilitates learning outside of class hours or without direct instructor supervision. They can ask questions, receive explanations, and continue their learning according to their needs without being constrained by time or location.

ChatGPT can provide a personalized learning experience by adjusting to each student's level of understanding and ability. Personalized learning enables students to study more effectively, as they are not required to conform to a pace or approach that may not align with their learning style. ChatGPT can offer more in-depth explanations if students feel unclear or simplify material if they find it too difficult. This creates a sense of comfort and confidence for students who may feel hindered by overly complex material. NL stated:

"I feel like ChatGPT really communicates in a way that matches my ability. I don't feel restricted or pressured."

This statement highlights how ChatGPT can be tailored to individual skill levels, enabling students to feel more confident and relieved. ChatGPT can

explain material in simpler language, provide relevant examples, or even adjust its explanation style according to the needs of each student, ensuring they do not feel intimidated by difficult content.

Negative Perceptions of Using ChatGPT in Arabic Language Learning

Although many students expressed positive views regarding the use of ChatGPT, some also held negative perceptions related to the application of this technology in Arabic language learning. The following are some of the issues identified in this study:

1. Limitations in Understanding Cultural and Religious Contexts

One of the challenges frequently highlighted by students when using ChatGPT for Arabic language learning is its limitations in accurately understanding and conveying cultural and religious contexts. This becomes a significant issue, especially in learning that involves religious texts or material requiring a deep understanding of the cultural and religious values embedded in the Arabic language.

Students in the Arabic Language Education Program at Universitas Islam KH. Ruhiat Cipasung emphasized that while ChatGPT can provide linguistically accurate explanations, its responses often fail to consider important cultural and religious aspects in Arabic. This is particularly evident when students inquire about religious concepts in Arabic, such as terms in the Qur'an or Hadith, which carry specific meanings and contexts within Islamic tradition. RSP mentioned:

" Sometimes the answers from ChatGPT seem disconnected from our religious or cultural context. For example, when I asked about Islamic terminology, the response felt too general."

This statement highlights how ChatGPT occasionally provides answers that are too broad or not sufficiently in-depth regarding terms or concepts related to religion. The inability to delve into or distinguish specific nuances within religious or cultural contexts can affect the accuracy and depth of students' understanding of the material.

Moreover, Arabic, as a language used across various traditions and cultures in the Arab world, including in religious and social contexts, contains many terms and expressions that are deeply tied to specific cultures. ChatGPT, which is based on data from various international sources and does not always filter cultural context specifically, often fails to provide responses that align with the local cultural nuances of students. EA said:

" ChatGPT often gives answers that are more modern or do not fully consider the religious nuances in Arabic."

This statement highlights how ChatGPT tends to provide more modern or culturally neutral explanations without delving into the deeper religious or cultural context. This can lead students to feel that the information provided is not entirely accurate or consistent with the religious teachings they are learning. For example, answers regarding religious practices or the meaning of a verse may feel lacking in depth if they do not include the relevant cultural and religious background.

2. Technical Issues and Accessibility

Although ChatGPT offers various benefits in Arabic language learning, some students expressed experiencing significant technical challenges when attempting to access and use the application. These technical issues are not only limited to unstable internet connections but also involve the limitations of the devices used by students. These issues hinder their ability to fully utilize ChatGPT to deepen their understanding of Arabic material and improve their language skills. One of the main problems frequently reported by students is the dependency on a stable internet connection. Some students live in areas with inadequate internet connections, which often results in disruptions when they attempt to access ChatGPT. This situation disrupts their learning flow, as interactive and technology-based learning processes, such as those facilitated by ChatGPT, require uninterrupted internet access. EA mentioned:

" I often can't use ChatGPT because my internet connection is unstable, so sometimes I have to wait a long time."

This statement shows that disruptions in internet connectivity are not just an inconvenience, but also a barrier that affects the quality of interaction and the effectiveness of using ChatGPT. Students facing this issue sometimes have to wait for long periods for ChatGPT to respond, or they may even lose access entirely. This reduces the efficiency of their learning time, which could otherwise be used for practice and in-depth study of the material.

For students living in areas with limited internet infrastructure, difficulties in accessing ChatGPT become a serious problem. In some locations, slow or unstable internet connections can prevent ChatGPT from sending requests or receiving responses, ultimately compromising the quality of their learning experience.

In addition to internet connectivity issues, students also face challenges related to the devices they use to access ChatGPT. Most students rely on smartphones or devices with low specifications to access learning applications. Some of the smartphones they use may not support applications with high graphical load or may lack sufficient memory capacity to run applications like ChatGPT optimally.

" I find it difficult to use ChatGPT on my phone, which isn't very advanced. It disrupts my learning experience."

This statement illustrates that students with inadequate devices experience difficulties in running the application, both in terms of access speed and usability. Older phones or those with low specifications may struggle to process requests or display the application interface correctly. This hampers students from fully benefiting from ChatGPT, especially if they intend to use it for speaking practice, writing exercises, or intensive study.

3. Lack of Experience with Technology

Although the use of ChatGPT can provide various benefits in the process of learning the Arabic language, some students expressed difficulty in fully utilizing this technology due to a lack of experience with advanced technology. Most students, especially those accustomed to traditional or face-to-face learning methods, found it challenging to adapt to the use of AI-based applications, such as ChatGPT. For them, this technology requires specific

technical skills that they have not fully mastered, leading to frustration and confusion.

Some students mentioned that they felt confused about how to effectively use ChatGPT, even after trying it several times. They found this technology too complex and not immediately intuitive for those unfamiliar with interacting with AI-based applications. For example, students accustomed to more conventional learning methods, such as reading books or discussing directly with lecturers and peers, felt that ChatGPT offered a more technical and less human-centered approach to engaging with learning material. AAG expressed:

"I still feel confused sometimes about how to use ChatGPT, I am more comfortable with traditional learning methods."

This statement reflects the sentiments of students who prefer traditional learning methods and believe that technologies like ChatGPT do not offer the same level of comfort. Although ChatGPT can offer instant responses and interactive learning, for some students, using this high-tech application still feels foreign and unnatural. The confusion or lack of confidence in using this technology can make them feel less effective in fully utilizing the potential that ChatGPT offers.

In addition to not knowing how to operate ChatGPT, some students also felt that they lacked a basic understanding of how this technology works. For those unfamiliar with AI-based applications, understanding how to interact effectively with AI and maximize its capabilities can be a challenge in itself. Students who are not accustomed to technology often struggle with knowing how to ask the right questions or how to maximize the answers provided by ChatGPT. RZM said:

"Technology like ChatGPT sometimes feels complicated to use. I prefer asking the lecturer or my friends."

This statement highlights the tendency of some students to prefer direct human interaction, which they find easier to understand and more reliable compared to technology-based applications. For students unfamiliar with advanced technology, interacting directly with humans or instructors offers a sense of comfort and greater control over the learning process.

4. Dependence on Technology

Some students also express concerns about the potential over-reliance on technology in the learning process. While they acknowledge the convenience offered by ChatGPT, at its frequent use could reduce social interaction and hinder the development of critical thinking skills. In traditional learning processes, direct discussions with instructors or classmates play a crucial role in developing deeper analytical, argumentative, and problem-solving abilities. Such interactions, according to some students, stimulate critical thinking and train them to consider various perspectives in solving problems. For example, S and SNA mentioned:

"I'm worried that if I use ChatGPT too often, I'll lose the opportunity to discuss things directly with my friends or the lecturer. Learning is more than just getting quick answers. Direct discussions teach us to think more critically."

" I feel that ChatGPT makes everything easier, but I'm also concerned that I can't fully learn without human help or real interaction. For instance, when I study, I prefer having immediate feedback from the lecturer to correct my misunderstandings."

For some students, excessive dependence on ChatGPT also risks diminishing important social skills, such as face-to-face communication and teamwork. Group discussions and direct interactions with instructors can provide more diverse insights, trigger creativity, and foster a deeper understanding of the material being studied. They worry that if they use ChatGPT too frequently, they may miss the opportunity to develop essential interpersonal skills in the professional world.

Furthermore, some students feel that using ChatGPT too often may lead them to get accustomed to finding quick answers without truly understanding the underlying process or concept. Without further discussions or follow-up questions from instructors or peers, they feel that they are not trained to dig deeper into the material and analyze it critically. RZA stated:

" ChatGPT is helpful, but I feel like when all the answers come easily, I don't really think critically about the issue. Sometimes I need time and discussions to truly understand and master the material."

Given this potential for dependency, some students hope that the use of ChatGPT in learning will be balanced with traditional teaching methods that emphasize direct interaction and group discussions, ensuring a good balance between technology and the social skills that machines cannot replace.

Based on the findings presented, while the use of ChatGPT in Arabic language learning offers numerous benefits, several challenges and negative perceptions also need to be addressed. One major issue that emerged is the limitation in understanding cultural and religious contexts. Many students expressed that although ChatGPT provides linguistically accurate explanations, the answers often fail to consider the deep cultural and religious aspects. This is particularly crucial in Arabic language learning, as the language is deeply intertwined with religious and cultural traditions. For example, students studying terms in the Qur'an or Hadith often feel that the explanations provided by ChatGPT are too general or do not align with the Islamic context they are studying, highlighting the limitations of AI models in handling the complex cultural and religious nuances.

The research indicates that AI, such as ChatGPT,²⁹ often struggles to accurately understand and convey cultural contexts, especially when dealing with texts or discourses that have deep cultural and religious dimensions.³⁰ AI can identify linguistic patterns, but it cannot capture the cultural nuances that are crucial in specific languages, such as Arabic, in the context of Islam. This aligns

²⁹ Peter J Denning and John Arquilla, "The Context Problem in Artificial Intelligence," *Communications of the ACM* 65, no. 12 (2022): 18–21; Renti Yasmar, Aidillah Suja, and Ahmad Fadhel Syakir Hidayat, "Pemanfaatan ChatGPT Dalam Meningkatkan Keterampilan Menulis/Maharah Kitabah Berbasis 6C (Critical Thinking, Creativity, Collaboration, Communication, Computational and Compassion)," *Al-Jawhar: Journal of Arabic Language* 1, no. 2 (December 22, 2023): 87–104, <https://doi.org/10.69493/ajol.v1i2.28>.

³⁰ Kyootai Lee and Kailash Joshi, "Understanding the Role of Cultural Context and User Interaction in Artificial Intelligence Based Systems," *Journal of Global Information Technology Management* (Taylor & Francis, 2020).

with the findings of this study, which show that although ChatGPT can provide linguistic explanations, students often feel dissatisfied with explanations that do not consider relevant cultural or religious contexts.

Furthermore, technical issues such as unstable internet connections and device limitations also serve as barriers for students in accessing ChatGPT optimally.³¹ These technical disruptions significantly impact the effectiveness of learning, particularly for students residing in areas with inadequate internet infrastructure. The devices students use, such as smartphones with low specifications, further exacerbate this issue, ultimately reducing the comfort and quality of using this AI application. This highlights that, although ChatGPT has excellent potential to enhance learning, accessibility becomes a significant issue that must be addressed to ensure that this technology can be fully utilized by all students, without being hindered by external factors such as internet quality or device limitations.

The study also reveals that limited internet infrastructure and devices in many areas can hinder the effectiveness of technology-based learning.³² It was found that reliance on strong internet connections and adequate devices is a significant challenge for implementing technology in education, especially in regions with limited infrastructure. This finding aligns with the results of this research, which shows that connection and device issues are primary barriers to maximizing the use of ChatGPT among students.

In addition to technical issues, difficulty in adapting to the use of new technology also presents a challenge for some students. Many who are accustomed to conventional learning methods find that ChatGPT, as an AI-based technology, feels more technical and less human. For them, interacting with AI technology like ChatGPT requires specific skills that they have not fully mastered, leading to frustration and confusion. Although this technology offers efficiency, it can also make students feel less engaged in the learning process, mainly when they cannot fully utilize the technology's potential.

Le and Liu, in their study, also found that students who are more familiar with traditional learning methods often feel alienated by high-tech learning methods, such as AI.³³ They indicate that there is discomfort in transitioning from more interactive and human-based learning methods to more technical ones, such as using AI-based applications, which can reduce student engagement in the learning process.

Equally important is the potential over-reliance on technology.³⁴ Some students expressed concerns that excessive use of ChatGPT might reduce opportunities for direct discussions with instructors or peers, which could, in turn,

³¹ DQHE Putri, D Destari, and A Komariah, "Analysis of Speech Acts in Natasha Berg's Presentation on ChatGPT: A Pragmatic Examination Drawing From Searle and Yule's Theory," ... *Journal of Language Studies*, 2024, <https://journalweb.org/ojs/index.php/El-Syaker/article/view/278>.

³² Juliet Joseph, "The Barriers of Using Education Technology for Optimizing the Educational Experience of Learners," *Procedia-Social and Behavioral Sciences* 64 (2012): 427–36.

³³ Wenzhen Li and Leping Liu, "An Exploratory Study of the Experiences of Older Non-Traditional Students in an Online Learning Environment," in *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* (IGI Global, 2014), 1176–89.

³⁴ Rizkiatun aulia, dina destari, "Student's Perception of Using Google Translate at English Education Department UINSI Samarinda."

hinder the development of their critical thinking skills. Discussion-based learning is considered more effective in stimulating critical and analytical thinking, as well as enhancing social skills that are essential for future careers. Therefore, while ChatGPT provides convenience and efficiency, some students feel the need to maintain a balance between the use of technology and human interaction in the learning process to ensure that their social skills and critical thinking abilities remain well-developed.

The study also shows that social interaction in learning plays a crucial role in developing critical thinking skills.³⁵ It is noted that group discussions and face-to-face interactions with instructors allow students to develop broader perspectives and sharpen their analytical skills. This aligns with the concerns expressed by some students in this study, who believe that excessive use of ChatGPT could lead to reduced social interaction and hinder opportunities for critical thinking.

Overall, while ChatGPT offers various advantages in Arabic language learning, the negative perceptions that emerged highlight the importance of addressing technical challenges and difficulties in adapting to technology. Additionally, there needs to be an effort to maintain a balance between the use of technology and social interaction in learning, so that students do not lose the opportunity to develop critical thinking and communication skills that are vital in their academic and professional lives. These findings also align with research that suggests technology should be used as an aid, rather than a replacement, for human interaction in the learning process.

D. Conclusion

Based on the research conducted to investigate the perceptions of students in the Arabic Language Education Program at Universitas Islam KH. Ruhiat Cipasung regarding the use of ChatGPT in Arabic language learning, it can be concluded that the majority of students expressed a positive view of the convenience and speed of access to information provided by ChatGPT. However, several challenges are faced, including ChatGPT's limitations in understanding cultural and religious contexts, which are crucial in Arabic language learning, as well as technical issues related to internet connectivity and the devices used. Additionally, students with less experience with technology found it difficult to fully utilize the application. At the same time, some expressed concerns about overreliance on technology, which could lead to a reduction in critical thinking skills and social interaction. Therefore, the use of ChatGPT should be complemented by traditional teaching methods that emphasize direct interaction and discussion, in order to create a better balance between technology and the development of students' social and intellectual skills.

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³⁵ Adriana L Schuler and Linda Perez, "The Role of Social Interaction in the Development of Thinking Skills," *Focus on Exceptional Children* 19, no. 7 (1987).

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