



Artificial Intelligence in Arabic–Indonesian Translation: A Student Survey Study

Salma Ramadani¹, Sarga Azkia¹, M. Rifqi¹, Ikysarul Akhyari², M. Riyadhi Islami³

¹Universitas Islam Negeri Imam Bonjol Padang, Indonesia

²Abdelmalek Essaadi Université, Morocco

³Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

✉ salmaramadani505@gmail.com*

Article Information:

Received May 05, 2026

Revised June 25, 2026

Accepted July 15, 2026

Keywords: *Artificial intelligence, learning arabic, translation from arabic to Indonesian*

Abstract

Advances in artificial intelligence have had a major impact on the world of education, including Arabic language learning. This study aims to analyze the use of artificial intelligence by students in completing the “Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah” assignment. The analysis focuses on three main indicators: frequency of use, types of applications used, and student perceptions. The research method employed was quantitative, specifically a descriptive survey. Data were collected via a questionnaire. The results indicate that the level of artificial intelligence usage is relatively high, with students frequently utilizing artificial intelligence as a translation aid. Students expressed positive perceptions because artificial intelligence is considered to speed up the translation process and facilitate vocabulary comprehension. However, students do not rely on it entirely and still double-check the accuracy of texts generated by artificial intelligence. The implications suggest that artificial intelligence functions effectively as a tool, not as a complete replacement for translation competence; therefore, its use needs to be guided wisely by instructors.

INTRODUCTION

Current technological developments are bringing about many changes in various fields including educational. One of the technologies experiencing rapid growth today is Artificial Intelligence. Artificial Intelligence refers to the ability of computer systems to mimic human intelligence in performing various tasks that typically require a thought process, such as recognizing patterns, understanding language, analyzing data and automatically generating information (Lutfiyatun et al., 2023; Ramadhina et al., 2023; Wakhidah et al., 2024). In the context of Arabic language learning advancements in artificial intelligence have made a significant contribution particularly in facilitating the process of translation from Arabic to Indonesian. Various AI-based applications and platforms are now capable of

How to cite:

Ramadani, S., Azkia, S., Rifqi, M., Akhyari, I., Islami, M., R. (2026). Artificial Intelligence in Arabic–Indonesian Translation: A Student Survey Study. *Journal of Arabic Literature, Teaching and Learning*, 2(2), 56-69.

E-ISSN:

3108-9755

Published by:

International Islamic Studies Development Research Center (IISDRC)

translating Arabic texts more quickly, accurately, and in a way that is easier to understand of translating Arabic texts more quickly, accurately, and in a way that is easier to understand. This technology offers an alternative that students, university students, and educators can utilize to understand vocabulary, sentence structure, and the meaning of Arabic texts without having to rely entirely on conventional dictionaries.

In addition to simplifying the translation process, Artificial Intelligence is also capable of analyzing linguistic elements, such as identifying word forms, grammatical structures, and the contextual use of a term. This can help users understand the content of a text more comprehensively, especially when dealing with highly complex readings, such as classical Islamic texts, scientific articles, or Arabic-language literature. Thus, the use of Artificial Intelligence serves not only as a translation tool but also as a supportive medium for improving Arabic language proficiency (Djakfar Musthafa, 2024; Ilmiyah et al., 2026; Setiawan & Maslamah, 2025).

Nevertheless, translations generated by Artificial Intelligence still require verification and critical analysis by the user. Differences in cultural context, linguistic style, and the complex characteristics of Arabic grammar often lead to inaccuracies in meaning if users rely solely on automated translations. Therefore, the use of Artificial Intelligence in translating from Arabic to Indonesian should be viewed as a learning aid that complements users' linguistic abilities, rather than as a substitute for the language proficiency that must be mastered through a continuous learning process.

Artificial Intelligence has great potential to enhance the effectiveness of learning by providing learning experiences that are better tailored to students' needs and by expanding access to education through online learning technologies. In Arabic language learning, Artificial Intelligence can be utilized through Natural Language Processing technologies such as automatic translators, chatbots, and various interactive platforms to support the learning process. Additionally, Artificial Intelligence can assist students in constructing sentences, translating texts, providing tasykil, and supporting self-directed learning, thereby enhancing the effectiveness of Arabic language learning.

The use of Artificial Intelligence in Arabic translation also supports the implementation of digital technology-based learning, which is one of the educational requirements in the era of the Fourth Industrial Revolution and Society 5.0 (Andriyani Sariwardani, 2024; Siahaan, 2022). Teachers and lecturers can utilize Artificial Intelligence as a learning support tool to enrich their teaching methods, provide more varied translation exercises, and help students evaluate their own translations. The integration of Artificial Intelligence into the learning process is expected to increase students' motivation, improve time efficiency, and enhance the quality of their learning outcomes.

The use of artificial intelligence in Arabic translation is not without its limitations. The Arabic language has complex linguistic characteristics, such as shifts in meaning based on context, differences in style (*uslūb*), idiomatic expressions, *balaghah*, and *nahwu* and *sharaf* structures that artificial intelligence systems cannot always fully understand (Fahmi & Syifaul Adhimah, 2024; Rahmat, R et al., 2025; Zakiyah et al., 2024). Consequently, the resulting translations are sometimes still too literal and thus fail to capture the true meaning, particularly in Quranic verses, hadiths, Arabic literary works, and classical texts rich in linguistic

and cultural nuances.

Furthermore, excessive reliance on Artificial Intelligence has the potential to diminish critical thinking abilities and independent translation skills. Learners who consistently rely on machine translations tend to be less trained in analyzing sentence structure, understanding grammatical rules, or selecting appropriate equivalents based on context. As a result, linguistic competencies that should develop through practice may decline. Therefore, the use of Artificial Intelligence must be balanced with a mastery of *nahwu*, *sharaf*, and *balaghah*, as well as ongoing translation practice, to ensure that Arabic language proficiency continues to develop optimally.

Artificial Intelligence is a technological innovation that offers great potential for improving the effectiveness of the Arabic-to-Indonesian translation process. Its ability to generate translations quickly, provide linguistic analysis, and support self-directed learning makes Artificial Intelligence one of the key tools in Arabic language education (Damayanti & Amrulloh, 2025; Faris & Abdurrahman, 2023; Nasier, 2018). Nevertheless, Artificial Intelligence should be viewed as a tool that complements the translator's abilities, not as a substitute for human expertise. The combination of technological sophistication and mastery of linguistics will result in a translation process that is more accurate, contextual, and faithful to the intent of the source text.

Although various studies have discussed the benefits of Artificial Intelligence in Arabic language education, research specifically on the use of Artificial Intelligence in completing “*Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah*” assignments remains limited in the academic setting. Little is known about the extent of Artificial Intelligence use, the types of applications most frequently used, and students' perceptions of the use of Artificial Intelligence in completing their translation assignments. This situation highlights the need for research that can provide a data-driven overview of the use of Artificial Intelligence in students' academic activities.

Based on the above, this study aims to analyze the use of Artificial Intelligence in completing “*Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah*” assignments among students. This study focuses on determining the level of Artificial Intelligence usage, the most frequently used Artificial Intelligence applications, and students' perceptions of Artificial Intelligence utilization in the translation assignment completion process. The research findings are expected to provide insights into the use of Artificial Intelligence in translation learning and serve as a basis for lecturers and students to use artificial intelligence technology wisely and effectively in an academic setting.

METHODS

This study employed a quantitative approach using a descriptive survey design. Data were collected from 21 students and analyzed using descriptive statistics. Data were collected by distributing a questionnaire link via Google Forms to the students (Engkizar et al., 2025; Faddhia et al., 2025; Guspita et al., 2025; Htay et al., 2025; Ikhlas et al., 2025; Istiqamah et al., 2024). The results of the analysis were presented in the form of diagrams and then described narratively to address the research objectives. A descriptive survey was chosen because this study aims to describe the current state of students' use of Artificial Intelligence in completing the “*Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah*” assignment. This study focuses

on determining how often students use Artificial Intelligence, the most frequently used Artificial Intelligence applications, and students' perceptions of the use of Artificial Intelligence in completing “Tarjamah” assignments (Akmal et al., 2024; Arifin et al., 2024; Engkizar et al., 2023; Ummah et al., 2025; Wulandari et al., 2024; Zulmuqim, 2017). This study focuses on the use of Artificial Intelligence by students for assignments in the course Translation from Arabic to Indonesian.

RESULT AND DISCUSSION

The level of Artificial Intelligence usage is relatively high, with 66.7% of students frequently using Artificial Intelligence as a translation aid. ChatGPT is the most widely used application (57.1%), followed by Gemini and DeepSeek (14.3% each). Students expressed positive perceptions because Artificial Intelligence is seen as speeding up the translation process and facilitating vocabulary comprehension. However, students do not rely on it entirely and still double-check the accuracy of texts generated by Artificial Intelligence.

Level of Artificial Intelligence Use in Completing Translation Assignments

It is important to understand the level of Artificial Intelligence use in completing translation assignments to provide an overview of the extent to which this technology has been utilized by students to support the learning process. This information is important because the frequency of Artificial Intelligence use can reflect students' acceptance of the technology and serve as a basis for analyzing the impact of its use on the effectiveness of translation task completion. Therefore, the respondents' answers regarding the frequency of Artificial Intelligence use are presented in the following diagram.

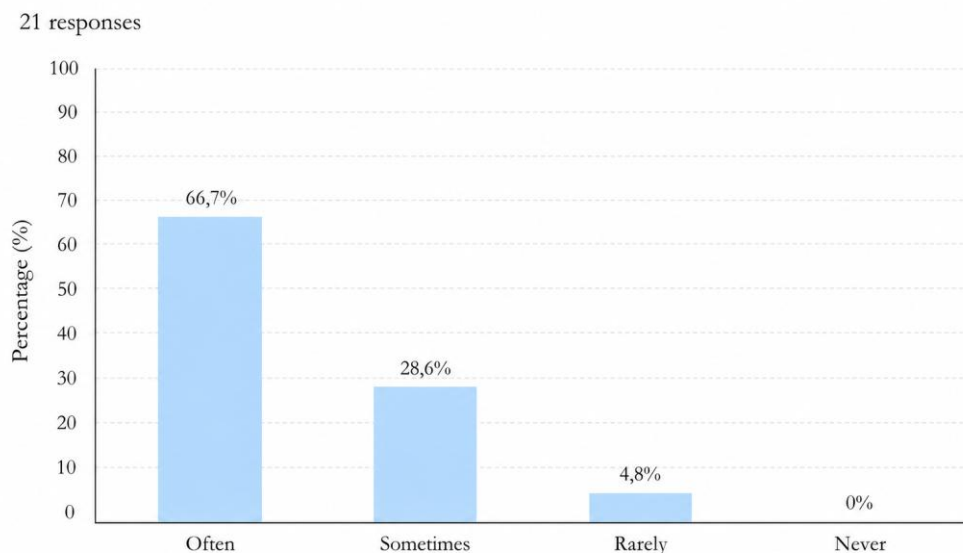


Fig 1. Level of Artificial Intelligence Use in Completing Translation Assignments

Based on these results, the majority of students use artificial intelligence to complete their translation assignments, with 66.7% (14 students) falling into the “often” category. A total of 28.6% (6 students) Use artificial intelligence occasionally, while 4.8% (1 student) stated that they never use artificial intelligence. These findings

indicate that Artificial Intelligence has become a widely used tool among students for completing their translation assignments. The high rate of Artificial Intelligence usage suggests that students view this technology as a means to facilitate the process of translating from Arabic to Indonesian more quickly and practically. Artificial Intelligence can be utilized in Arabic language learning through various technologies, such as machine translation tools and interactive learning platforms (Azhar et al., 2025; Mas'udah, 2025; Muh. Zakki Amrulloh & M. Rondi, 2026). The results of this study also indicate that the research objective to determine the level of Artificial Intelligence usage among students in completing translation assignments has been achieved.

This data also indicates a pedagogical transformation in Arabic language learning. Artificial Intelligence serves not only as a technical tool but also as an interactive medium that can enrich students' learning experiences. With the availability of machine translation tools, AI-based learning platforms, and language correction applications, students can develop their translation skills more independently. This supports the achievement of the research objective to determine the extent of Artificial Intelligence use in students' translation assignments while also opening opportunities for further research on the impact of Artificial Intelligence use on the quality of translation outcomes and the development of language competencies.

Furthermore, the high frequency of Artificial Intelligence usage among students reflects the growing integration of digital technology into higher education, particularly in language learning. Students tend to perceive Artificial Intelligence as an accessible learning resource that provides immediate assistance when encountering unfamiliar vocabulary, complex grammatical structures, or difficulties in understanding the meaning of Arabic texts. This accessibility enables students to complete translation tasks more efficiently while reducing the time required to search for references through conventional sources. Consequently, Artificial Intelligence has become an important complementary resource that supports students throughout the translation process rather than merely serving as a tool for obtaining instant answers.

In addition, the increasing reliance on Artificial Intelligence in translation activities demonstrates a shift in students' learning behavior toward technology-assisted learning. Rather than depending solely on traditional learning resources, students increasingly combine Artificial Intelligence with textbooks, dictionaries, and lecturers' explanations to enhance their understanding of translation tasks. This finding suggests that Artificial Intelligence has the potential to promote more autonomous learning by encouraging students to explore alternative translations, compare linguistic structures, and verify the appropriateness of translated texts. Nevertheless, the effectiveness of Artificial Intelligence depends largely on students' ability to critically evaluate its outputs and use the technology as a learning aid rather than a substitute for developing their own translation competence.

However, the widespread use of Artificial Intelligence also requires careful consideration from educators. Although Artificial Intelligence offers significant benefits in improving learning efficiency and facilitating translation activities, excessive reliance on Artificial Intelligence may reduce students' opportunities to develop critical thinking, analytical skills, and independent translation competence. Translation is not only a process of converting words from one language into another but also involves understanding linguistic structures, cultural contexts, and semantic

nuances (Afroni, 2019; Mutathahirin et al., 2022). Therefore, lecturers should encourage students to use Artificial Intelligence critically and responsibly by integrating it with their own linguistic knowledge and translation strategies. In this way, Artificial Intelligence can function as a learning support system that enhances students' competencies rather than replacing the cognitive processes required in translation.

These findings are consistent with recent studies highlighting that Artificial Intelligence has become an increasingly important component of language education. AI technologies can enhance learning efficiency, provide personalized feedback, and facilitate independent learning when used appropriately. Therefore, integrating Artificial Intelligence into Arabic translation courses should be accompanied by appropriate instructional guidance and assessment strategies to ensure that students not only benefit from technological assistance but also continue to develop their linguistic proficiency, translation accuracy, and critical evaluation skills. Such an approach will maximize the educational potential of Artificial Intelligence while maintaining the primary objective of language learning, namely the development of competent and independent translators.

The Most Frequently Used Artificial Intelligence Applications

Identifying the most frequently used artificial intelligence applications is important for providing an overview of students' preferences in utilizing artificial intelligence technology to support the completion of Tarjamah assignments. Differences in characteristics, features, and ease of use among each application allow students to choose the platform they consider most effective for their needs. Therefore, mapping the artificial intelligence applications used by respondents can serve as a basis for understanding trends in the use of artificial intelligence technology in the Tarjamah learning process.

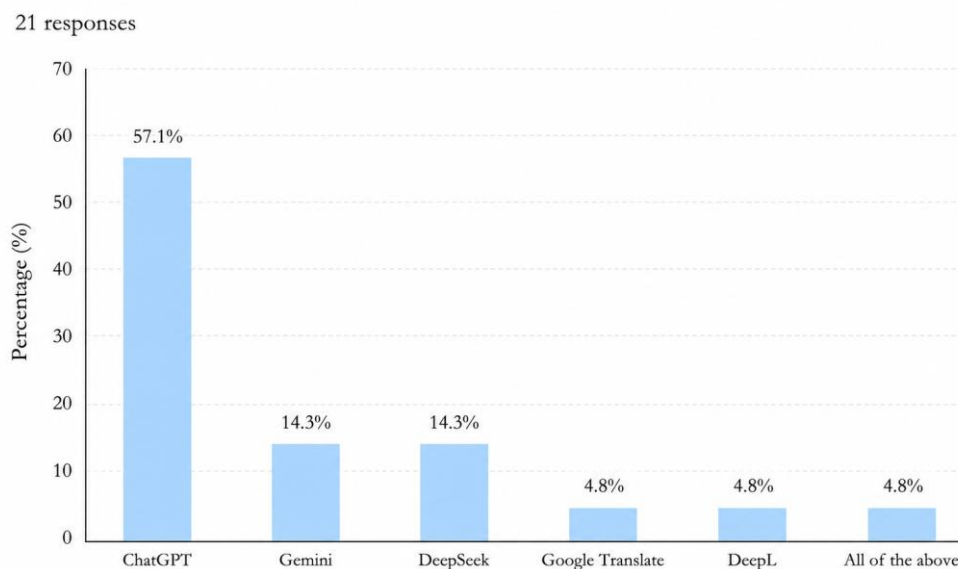


Fig 2. The Most Commonly Used Artificial Intelligence Applications

Based on Figure 2, ChatGPT is the Artificial Intelligence application most widely used by students to complete their Tarjamah assignments, with a percentage of 57.1% (12 students). Meanwhile, Gemini and DeepSeek were each used by 14.3% of the students (3 students each). As for Google Translate, DeepL, and other

applications, each was used by 4.8% of students just one student each. These results indicate that ChatGPT is the most popular Artificial Intelligence application among students for assisting with the translation process from Arabic to Indonesian.

The high usage of ChatGPT indicates that students tend to choose an application that is not only capable of translating text but also provides more detailed explanations regarding vocabulary, sentence structure, and the meaning of the text (Mustika, 2025; Zaidan et al., 2025). Artificial Intelligence technology can be utilized in Arabic language learning through various features based on natural language processing, including automatic translators that help students understand Arabic texts. These results address the research objective of identifying the Artificial Intelligence application most frequently used by students in completing their Tarjamah assignments.

Furthermore, the dominance of ChatGPT among students suggests that the selection of Artificial Intelligence applications is influenced not only by translation accuracy but also by the ability to facilitate deeper learning. Interactive features that provide contextual explanations, grammatical clarification, and alternative translation options enable students to better understand the translation process rather than simply obtaining the final translated text. This indicates that students perceive ChatGPT as a learning companion capable of supporting both knowledge acquisition and problem-solving during translation activities. Therefore, the integration of conversational Artificial Intelligence into language learning has the potential to enhance students' engagement and promote a more meaningful learning experience, particularly in developing their translation competence.

The dominance of ChatGPT among students may also be attributed to its ability to provide contextual and interactive responses rather than merely producing direct translation outputs. Unlike conventional machine translation tools that primarily focus on word-for-word or sentence-level translation, ChatGPT enables users to ask follow-up questions, request alternative translations, clarify grammatical structures, and obtain explanations of linguistic and cultural aspects embedded in the source text. Such interactive features support a deeper understanding of Arabic texts and encourage students to engage more actively in the translation process instead of relying solely on literal translations.

In contrast, the relatively lower use of applications such as Google Translate, DeepL, Gemini, and DeepSeek suggests that students have different preferences depending on the functions offered by each platform. While machine translation applications are generally valued for their speed and convenience, generative Artificial Intelligence platforms provide additional support by explaining translation choices, identifying grammatical patterns, and offering contextual interpretations (Engkizar et al., 2022). This indicates that students are increasingly seeking Artificial Intelligence applications that function not only as translation tools but also as learning assistants capable of supporting their understanding of Arabic language concepts throughout the translation process.

These findings also reflect the changing role of Artificial Intelligence in language education. Artificial Intelligence is no longer used exclusively to obtain translation results but has evolved into a learning partner that facilitates problem-solving, independent learning, and immediate feedback. Nevertheless, the effectiveness of Artificial Intelligence -assisted translation depends largely on students' ability to evaluate and verify the generated outputs. Since Artificial Intelligence systems may occasionally produce inaccurate translations or fail to

capture contextual meanings, students should continue to compare Artificial Intelligence generated translations with authoritative dictionaries, grammar references, and course materials. Such practices will help ensure translation accuracy while simultaneously strengthening students' linguistic competence and critical thinking skills in Tarjamah learning.

Overall, the findings demonstrate that students' preference for ChatGPT reflects a broader trend toward adopting conversational Artificial Intelligence in higher education (Baroroh & Rahmawati, 2020; Putri et al., 2025). This trend suggests that future Arabic language instruction should incorporate clear pedagogical guidelines for the effective and ethical use of AI technologies. By integrating Artificial Intelligence into translation learning activities under appropriate academic supervision, educators can maximize its benefits while ensuring that students continue to develop essential translation competencies, including linguistic analysis, contextual interpretation, and independent decision-making.

Students' Perceptions of the Use of Artificial Intelligence

Students' perceptions of the use of Artificial Intelligence were measured using five statements on a Likert scale. In the context of educational technology development, the use of Artificial Intelligence is a relevant topic for research because it can influence how students learn and adapt to digital innovations. Students' perceptions of Artificial Intelligence not only reflect their level of acceptance of new technology but also provide insight into their readiness to face changes in the learning system. Therefore, an analysis of students' responses serves as a crucial foundation for understanding both the opportunities and challenges arising from the integration of Artificial Intelligence in academic settings.

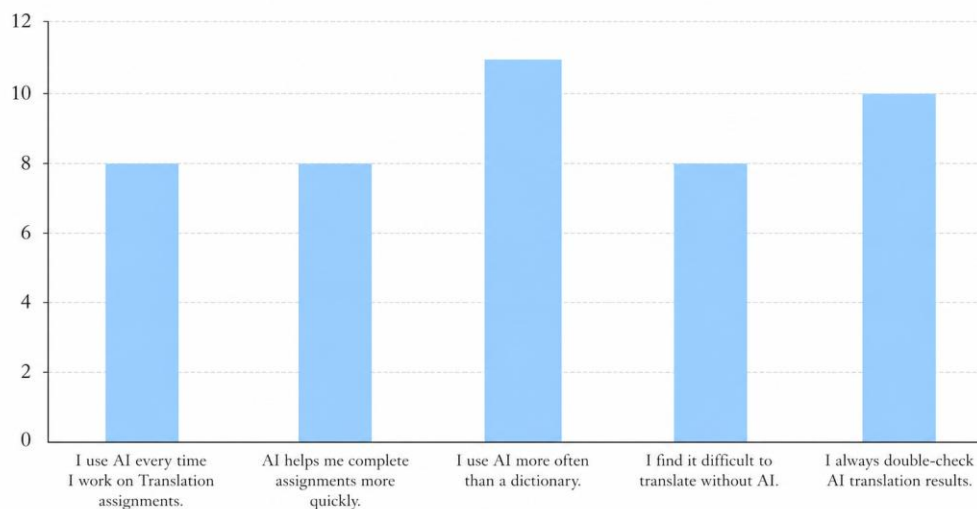


Fig 3. Students' Perceptions of the Use of Artificial Intelligence

Based on these results, most students responded positively to the use of Artificial Intelligence in completing translation assignments. The majority of respondents agreed or strongly agreed that Artificial Intelligence helps them complete assignments more quickly. In addition, most students also stated that they use Artificial Intelligence more often than dictionaries in the translation process. Nevertheless, the research results indicate that students do not rely entirely on

Artificial Intelligence (Amadi & Hikmah, 2025; Febriani et al., 2020; Maghfirah et al., 2024). This is evident from the large number of respondents who stated that they still double-check the translations provided by Artificial Intelligence before using them. These findings suggest that students utilize Artificial Intelligence as a tool to assist in the translation process, rather than as a complete replacement for their own translation skills.

Artificial Intelligence can enhance the effectiveness of learning and help students acquire information more quickly. Artificial Intelligence can facilitate the translation process and language learning more effectively. Thus, the results of this study indicate that students tend to have a positive perception of the use of Artificial Intelligence in completing the “*Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah*” assignment. These findings address the research objective of determining students’ perceptions of the use of Artificial Intelligence in completing “*Tarjamah*” assignments.

The positive perceptions expressed by students indicate that Artificial Intelligence has been accepted as a supportive learning technology rather than merely a digital innovation. This acceptance demonstrates that students recognize the practical value of Artificial Intelligence in facilitating translation activities, particularly when dealing with unfamiliar vocabulary, complex sentence structures, and contextual meanings. The tendency to use Artificial Intelligence as a learning aid reflects a shift toward technology-enhanced learning, in which digital tools complement students’ learning processes while encouraging greater autonomy in completing academic tasks.

Interestingly, although most students reported frequent use of Artificial Intelligence, they also indicated that they continued to verify and revise the translation results before submitting their assignments. This finding suggests that students remain aware of the limitations of Artificial Intelligence -generated translations, especially in interpreting contextual meanings, idiomatic expressions, and linguistic nuances that often characterize Arabic texts. Such behavior reflects a critical pattern of technology use, where Artificial Intelligence functions as an initial source of assistance while the final translation decisions remain under the students’ own evaluation and judgment. This is an encouraging indication that the integration of Artificial Intelligence does not necessarily diminish students’ cognitive engagement in the translation process.

From a pedagogical perspective, these findings imply that the integration of Artificial Intelligence into *Tarjamah* learning should not be viewed solely as a technological trend but as an opportunity to redesign learning activities that foster critical thinking and translation competence (Engkizar et al., 2024; Hidayat et al., 2025; Langputeh et al., 2026). Lecturers can encourage students to compare Artificial Intelligence -generated translations with conventional references, discuss alternative translation choices, and justify their linguistic decisions based on grammatical and contextual considerations. Such learning practices will enable students to benefit from Artificial Intelligence while simultaneously strengthening their analytical skills and professional judgment as future translators.

Overall, the positive perceptions identified in this study suggest that students are generally prepared to integrate Artificial Intelligence into their academic learning. Nevertheless, the educational value of Artificial Intelligence will largely depend on how it is implemented within the learning process. Appropriate guidance from lecturers, combined with students’ critical use of Artificial Intelligence, can transform this technology into an effective learning partner that enhances both translation quality

and the development of sustainable language competencies

CONCLUSION

The use of artificial intelligence by students to complete their “Tarjamah Min al-'Arabiyyah ila al-Indunisiyyah” assignments is quite high. Most students use artificial intelligence to complete their translation assignments, with ChatGPT being the most frequently used application. In addition, students have a positive perception of the use of Artificial Intelligence, as it is considered to help speed up the translation process, facilitate the understanding of vocabulary and sentence structure, and support more effective task completion. Nevertheless, most students still double-check the translations provided by Artificial Intelligence, so that the technology functions as a tool rather than a substitute for translation skills. Based on these findings, the use of Artificial Intelligence in translation learning should be guided wisely so that it supports the improvement of students’ competencies without diminishing their critical thinking abilities and independent translation skills. Further research is recommended to examine the impact of Artificial Intelligence use on the quality of students’ translations or to involve a larger sample size to obtain a more comprehensive picture of Artificial Intelligence utilization in Arabic language learning.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATONS

Author contribution

Salma Ramadani: Data curation, Writing-Original draft preparation, Writing-Reviewing and Editing, **Satria Azkia:** Visualization, Supervision, Formal analysis, Conceptualization, Methodology, **M. Rifqi:** Validation, Supervision, Software.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI- generated sentences are included in this article.

Funding statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher’sand Journal’s Note

Researcher and International Islamic Studies Development and Research Center

(IISDRC) as the publisher, and Editor Journal of Arabic Literature, Teaching and Learning state that there is no conflict of interest towards this article publication.

REFERENCES

- Afroni, M. (2019). Pendekatan Holistik Dalam Meningkatkan Pembelajaran Bahasa Arab. *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab*, 1(2), 1–14. <https://doi.org/10.32764/lahjah.v2i2.330>
- Akmal, F., Guspita, R., & Hafis, A. (2024). Principal Management in Improving Infrastructure in Junior High Schools. *Khalaqa: Journal of Education and Learning*, 2(1), 87–94.
- Amadi, A. S. M., & Hikmah, K. (2025). Persepsi Mahasiswa Tentang Pemanfaatan Teknologi AI dalam Pembelajaran Bahasa Arab di Perguruan Tinggi Islam Indonesia. *Journal of Education Research*, 6(2), 291–301. <https://doi.org/10.37985/jer.v6i2.2343>
- Andriyani Sariwardani. (2024). Manajemen Pendidikan Di Era Revolusi Industri 4.0 Dan Society 5.0. *Journal Central Publisher*, 1(9), 1035–1048. <https://doi.org/10.60145/jcp.v1i9.201>
- Arifin, Z., Lubis, T., Ath-Thukhi, A. M., Alsokari, T., Ainin, M., & Taufan, M. (2024). Analyzing the Problems of Arabic Language Learning in Higher Education. *International Journal of Islamic Studies Higher Education*, 3(3). <https://doi.org/10.24036/insight.v3i3.193>
- Azhar, M., Destia Yolanda, Angga Frananda, M. Ripani Saputra, Resy Mulyani, & Siti Nurdinah. (2025). Revolusi Pembelajaran Bahasa Arab Di Era Digital: Analisis Peran Artificial Intelligence Dalam Pengembangan Kompetensi Berbahasa. *Al-Ma'Lumat: Jurnal Ilmu-Ilmu Keislaman*, 3(2), 58–81. <https://doi.org/10.56184/jam.v3i2.506>
- Baroroh, R. U., & Rahmawati, F. N. (2020). Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 9(2), 179–196. <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>
- Damayanti, A., & Amrulloh, M. A. (2025). Potensi Pemanfaatan Artificial Intelligence Pada Pembelajaran Bahasa Arab Untuk Penguatan Karakter. *Jurnal Ihtimam*, 8(01), 1–14. <https://doi.org/10.36668/jih.v8i01.1239>
- Djakfar Musthafa, F. A. (2024). Penggunaan Artificial Intelligence (AI) dalam Pembelajaran: Fenomena Transformasi Otoritas Pengetahuan di Kalangan Mahasiswa. *Journal of Contemporary Islamic Education*, 4(1), 125–136. <https://doi.org/10.25217/jcie.v4i1.4386>
- Engkizar, E., Jaafar, A., Alias, M., Guspita, B., & Albizar, R. (2025). Utilisation of Artificial Intelligence in Qur'anic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, 1(2), 1–17. <https://joqr.intischolar.id/index.php/joqr/index>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/10.24036/insight.v2i3.240>
- Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim

- Countries. *International Journal of Islamic Studies Higher Education*, 3(1), 65–80. <https://doi.org/10.24036/insight.v3i1.209>
- Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqu Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 54–67. <https://doi.org/10.24036/insight.v1i1.27>
- Faddhia, N., Alias, M. F. ., & Urfa, W. (2025). The effect of hot seat strategy on the 1st intermediate students' Reading comprehension. *Cypriot Journal of Educational Sciences*, 15(5), 1089–1098. <https://doi.org/10.18844/CJES.V15I5.5153>
- Fahmi, M., & Syifaul Adhimah. (2024). Peran Artificial Intelligence dalam Pembelajaran Bahasa Arab: Peluang dan Tantangan. *Journal of Practice Learning and Educational Development*, 4(4), 330–336. <https://doi.org/10.58737/jpled.v4i4.320>
- Faris, H., & Abdurrahman, M. (2023). Analisis Penerjemahan Bahasa Arab Ke Bahasa Indonesia Melalui Artificial Intelegent ChatGPT. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 7(2), 170–172. <https://doi.org/10.52266/al-afidah.v7i2.1967>
- Febriani, A., Miftahurrahmah, M., Pajaria, S. A., & Nurhaliza, S. (2020). Six Motivations for Students to Take Tutoring. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 3(3), 121–129. <https://doi.org/10.24036/ijmurhica.v3i3.192>
- Guspita, R., Rahman, A., Burhanuddin, B., & Fajriani, S. (2025). Problematics of Arabic Language Learning: Case studies in Islamic Educational Institutions. *Journal of Arabic Literature, Teaching and Learning*, 1(1), 14–27.
- Hidayat, F. N., Perdana, P. R., Kamil, R., & Supiah, S. (2025). Peran Duta Literasi, Digitalisasi Koleksi, dan Integrasi Layanan Perpustakaan terhadap Peningkatan Literasi. *Journal of Mandalika Literature*, 6(2), 499–510. <https://doi.org/10.36312/jml.v6i2.4358>
- Htay, S. S., Po, E. T. H., & Ulwi, K. (2025). Motivation for People with Disabilities to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, 1(2), 118–131.
- Ikhlas, R. Z., Ulwi, K., & Patri, P. (2025). Arabic Language Program Management for Muhadatsah Class. *Journal of Arabic Literature, Teaching and Learning*, 1(2), 27–37.
- Ilmiyah, T., Sri Wahyuni, & M. Khairil Ammar. (2026). Artificial Intelligence and the Transformation of Learning Practices in Arabic Language Education: Student Perceptions, Benefits, Risks, and Ethical Challenges. *ATHLA : Journal of Arabic Teaching, Linguistic and Literature*, 7(1), 93–110. <https://doi.org/10.22515/athla.v7i1.14476>
- Istiqamah, R. N., Putra, A. Y., Nasra, A., & Guspita, R. (2024). Learning the Book of Ta'lim Al-Muta'allim at the Islamic Boarding School. *Suluah Pasaman*, 2(2), 40–50.
- Langputeh, S., Kamal, M. A. M. Bin, & Akmal, F. (2026). Islamic Education Guidance Model for Students with Intellectual Disabilities to Achieve SDG 4. *Muaddib: Journal of Islamic Teaching and Learning*, 2(2), 85–96. <https://doi.org/10.67055/9c29ws91>
- Lutfiyatun, E., Kurniati, D., & Fajriah, N. (2023). Pemanfaatan Artificial Intelligence (AI) Dalam Meningkatkan Kompetensi Pembelajaran Gramatikal, Tarjamah dan Muhadatsah Di Perguruan Tinggi. *Seulanga*, 2(2), 93–105.

- <https://doi.org/10.47655/seulanga.v2i2.136>
- Maghfirah, D. N., Taufik, T., & Aliwafa, A. (2024). Menjadikan Pembelajaran Mufradat Menyenangkan: Strategi Inovatif Untuk Meningkatkan Motivasi Belajar Bahasa Arab di MI. *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(4), 1842. <https://doi.org/10.35931/am.v8i4.4081>
- Mas'udah, M. (2025). Efektivitas Penggunaan Alat Instan Dalam Penerjemahan Teks Bahasa Arab. *Ilmuna: Jurnal Studi Pendidikan Agama Islam*, 7(1), 363–372. <https://doi.org/10.54437/ilmuna.v7i1.2615>
- Muh. Zakki Amrulloh, & M. Rondi. (2026). Artificial Intelligence Dalam Penerjemahan Arab–Indonesia: Kajian Literatur tentang Akurasi Makna dalam Pembelajaran Bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 4(1), 39–60. <https://doi.org/10.59829/9e085m04>
- Mustika, N. A. (2025). Transformasi Praktik Penerjemahan Mahasiswa PBA melalui Pemanfaatan AI. *Qismul Arab: Journal of Arabic Education*, 5(01), 1–10. <https://doi.org/10.62730/qismularab.v5i01.314>
- Mutathahirin, M., Muliati, I., Hasnah, H., & Oktavia, G. (2022). Ten Students' Motivation in Memorizing Quran: A Case Study at Rumah Quran in Padang Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 1–13. <https://doi.org/10.24036/insight.v1i1.86>
- Nasier, G. A. (2018). The Effect of Interest In Al-Quran And Arabic Language Ability Towards The Achievement of Tahfizh Al-Qur'an. *AL-HAYAT: Journal of Islamic Education*, 2(2), 231. <https://doi.org/10.35723/ajie.v2i2.36>
- Putri, N., Noprianti, A., & Oktavia, G. (2025). The Qur'an as a Source of Solutions for the Global Moral Crisis. *Journal of Quranic Teaching and Learning*, 1(2), 90–105. <https://joqer.intischolar.id/index.php/joqer>
- Rahmat, R., Andi Abdul Hamzah, & Kamaluddin Abu Nawas. (2025). Urgensi Artificial Intelligence (AI) dalam Pembelajaran Bahasa Arab. *Al-Mutsala*, 7(1), 241–259. <https://doi.org/10.46870/jstain.v7i1.1660>
- Ramadhina, N., Jason, F., Pratama, M. F., Raihan, L. A., Al Mufti, S., & Meranti, M. (2023). Dinamika Perubahan dalam Komunikasi Manusia di Era Teknologi Artificial Intelligence. *Communicator Sphere*, 3(2), 114–123. <https://doi.org/10.55397/cps.v3i2.57>
- Setiawan, S., & Maslamah, M. (2025). Pemanfaatan Artificial Intelligence Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Negeri 2 Kulon Progo. *Jurnal Multidisiplin Ilmu Akademik*, 2(4), 337–345. <https://doi.org/10.61722/jmia.v2i4.5245>
- Siahaan, R. Y. K. P. (2022). Pendidikan Era Revolusi Industri 4.0 Menuju Society 5.0. *Pendidikan Bahasa Indonesia Dan Sastra (Pendistra)*, 5(2), 94–98. <https://doi.org/10.54367/pendistra.v5i2.2357>
- Ummah, A. K., Mahmudi, M. B., Wardani, A. Z., & Ummah, A. K. (2025). Efforts of Dormitory Supervisors in Overcoming Problems in the Quran Memorization Dormitory. *Journal of Theory and Research Memorization Quran*, 1(1), 1–14.
- Wakhidah, E. N., Sulaeman, M., Metris, D., Priambodo, A., & Prakoso, R. D. Y. (2024). Peran Artificial Intelligence Dalam Transformasi Sumber Daya Manusia Pendidikan: Peningkatan Kualitas Vs Penggantian. *Journal Development*, 12(1), 10–23. <https://doi.org/10.53978/jd.v12i1.383>
- Wulandari, W., Millah, S. E., Lubis, T., & Arifin, Z. (2024). Seven Challenges for Arabic Department Students in Memorizing Hadith. *Journal of Arabic Literature*,

Teaching and Learning, 1(2), 1–13.

Zaidan, M., Shafa Aurel Mardhotillah, Nadhif Athallah Putra Fadliardi, & Raswan, R. (2025). Integrasi Pembiasaan, Hafalan dan Praktik Mufradat untuk Membangun Afeksi Positif pada Pembelajaran Bahasa Arab Tingkat Sekolah Menengah Atas. *Journal of Arabic Language Studies and Teaching*, 5(2), 220–233. <https://doi.org/10.15642/jalsat.2025.5.2.220-233>

Zakiah, N. U., Ameera, V., Elsa Ritonga, A., Aisah, N., Awwaliyah Lingga, S., & Akmalia, R. (2024). Penggunaan AI dalam Dunia Pendidikan. *Mahira*, 4(1), 1–16. <https://doi.org/10.55380/mahira.v4i1.557>

Zulmuqim, Z. (2017). The Existence of Pesantren, Kiai and Kitab Kuning learning as the Main Element of Islamic Education in Indonesia. *Khalifa: Journal of Islamic Education*, 1(2), 113. <https://doi.org/10.24036/kjie.v1i2.9>

Copyright holder:

© Ramadani, S., Azkia, S., Rifqi, M., Akhyari, I., Islami, M., R (2026)

First publication right:

Journal of Arabic Literature, Teaching and Learning

This article is licensed under:

CC-BY-SA