



The Role of ChatGPT in Enhancing Academic Arabic Writing Skills among Students of Arabic Language Education

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ENGLISH ABSTRACT

This research examines the role of Artificial Intelligence (AI) ChatGPT in improving the Arabic academic writing skills of students in the Arabic Language Education program at STIT Darul Hijrah Martapura. The goals are to describe (1) how ChatGPT helps students in writing Arabic, (2) the accuracy and relevance of its suggestions in academic writing, and (3) the challenges students face when using ChatGPT for Arabic academic writing. This field study uses a quasi-qualitative method, with data collected through interviews, observation, and documentation. Data analysis is conducted using the Miles and Huberman method. The results of the study showed that 1) 95% of sixth-semester students in the Arabic Language Education Program at STIT Darul Hijrah Martapura used ChatGPT for writing Arabic thesis proposals. ChatGPT helped them generate ideas, translate, and find references. Techniques included asking questions in Arabic, using Indonesian with commands to produce Arabic text, and translating. 2) The accuracy of ChatGPT varied: direct Arabic questions gave more relevant answers, while Indonesian commands were less precise. 3) Challenges included accuracy, cultural context, source verification, and plagiarism concerns, with some students resolving these by cross-checking with dictionaries and online sources.

Keywords: Artificial Intelligence, ChatGPT, Arabic Academic Writing Skills, Arabic Language Education program

INDONESIAN ABSTRACT

Penelitian ini mengkaji peran Artificial Intelligence (AI) ChatGPT dalam meningkatkan keterampilan menulis akademik berbahasa Arab mahasiswa Program Studi Pendidikan Bahasa Arab di STIT Darul Hijrah Martapura. Penelitian ini bertujuan untuk mendeskripsikan (1) bagaimana ChatGPT membantu meningkatkan keterampilan menulis berbahasa Arab mahasiswa, (2) tingkat akurasi dan relevansi saran yang diberikan dalam penulisan akademik, serta (3) tantangan yang dihadapi mahasiswa saat menggunakan ChatGPT untuk menulis akademik dalam bahasa Arab. Penelitian ini menggunakan metode kuasi-kualitatif dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Teknik Analisis data menggunakan metode Miles dan Huberman. Hasil penelitian menunjukkan: (1) Sebanyak 95% mahasiswa semester enam di STIT Darul Hijrah Martapura menggunakan ChatGPT untuk menulis proposal skripsi berbahasa Arab. ChatGPT membantu menghasilkan ide, menerjemahkan, dan mencari referensi. Teknik yang digunakan meliputi bertanya dalam bahasa Arab, perintah dalam bahasa Indonesia, dan menerjemahkan. (2) Akurasi ChatGPT bervariasi: pertanyaan dalam bahasa Arab menghasilkan jawaban lebih relevan, sedangkan perintah dalam bahasa Indonesia kurang akurat. (3) Tantangan meliputi akurasi, konteks budaya, verifikasi sumber, dan plagiarisme, yang diatasi mahasiswa dengan memeriksa ulang menggunakan kamus dan sumber lainnya.

Kata Kunci: Kecerdasan Buatan, ChatGPT, Keterampilan Menulis Akademik Berbahasa Arab, Program Studi Pendidikan Bahasa Arab

Introduction

During the Fourth Industrial Revolution, rapid advancements in information technology transformed various aspects of life, including education. The increasingly massive development of technology makes language learning no longer limited to being in the classroom; it can be done anywhere using digital devices (Kholis & Nadhif, 2023). Artificial Intelligence (AI) plays a pivotal role in this transformation, offering innovations like AI-powered chatbots, such as ChatGPT, which enable intuitive and intelligent human-machine interaction. AI and machine learning technologies support personalised learning experiences, driving education to adapt to an ever-changing world (Russell et al., 2010).

Chat GPT (Generative Pre-trained Transformer), developed by OpenAI, excels in understanding and generating human-like language, providing significant benefits in Arabic academic writing. Chat GPT can assist in streamlining the academic writing process in Arabic by providing keyword suggestions, sentence structures, and even translation support. This can aid academic writers in producing higher-quality work that aligns with prevailing academic standards. Consequently, Chat GPT technology in Arabic

academic writing can positively impact the productivity and quality of the written works of researchers and academics. This statement is supported by the findings of a previous study, which highlighted noticeable improvements in students' writing proficiency, particularly in generating effective topic sentences and providing related details. However, the impact on mechanics and organization was less pronounced. The findings highlight ChatGPT's potential as a helpful tool for beginning EFL learners, assisting with idea generation, reducing redundancy, and fostering writing clarity (Alwasidi & Al-Khalifah, 2025).

Arabic Academic Writing refers to the process of scholarly writing conducted in Arabic and used within an academic context. This form of writing requires accuracy and clarity in the presentation of information and established scholarly writing conventions. Arabic Academic Writing also necessitates standard, formal language and precise citations following current academic standards. In this context, writers are expected to convey information objectively and argumentatively so that their work can serve as a reference and contribution to advancing knowledge. Additionally, academic writing emphasises using references in alignment with applicable academic guidelines.

Arabic academic writing is essential for students and researchers to express ideas and findings professionally (Hakim, 2018). However, the complexity of the Arabic language, differences in academic writing styles, and the demand for clarity often pose challenges. Writers must meet strict linguistic and academic standards, making Arabic academic writing challenging.

One of the main challenges in Arabic academic writing is sentence structure and grammar complexity, which differ significantly from other languages. For example, the inversion of grammar in Arabic requires writers to construct sentences precisely and logically (Fahmi, 2023). In addition, the academic writing style in Arabic requires specialized skills. Academic writing in Arabic tends to be more formal and rigid than in other languages. Writers need to understand the norms of academic writing in Arabic, such as using technical words and specific scientific terminology. This requires a broad knowledge of the scholarly context within the Arabic language (Gabsi, 2020).

Another challenge is ensuring accuracy and clarity, where accuracy not only refers specifically to vocabulary choice but also extends to grammar and sentence construction. Given Arabic's diverse linguistic forms, writers must carefully select words

and construct sentences to convey precise information. Familiarizing oneself with academic texts in Arabic and mastering writing techniques are crucial to overcoming these challenges (Belbouah et al., 2023; Mahbubah et al., 2021).

Previous studies have explored efforts to improve Arabic academic writing through various approaches. Hakim (2018) emphasized grammar and sentence structure training, Fahmi (Fahmi, 2023) highlighted the impact of mastering technical vocabulary and academic norms, and Gabsi (2020) stressed the importance of logical sentence construction. However, these studies focused on conventional methods like direct teaching and reading materials, leaving the role of modern technologies like Artificial Intelligence (AI) largely unexplored.

Despite growing discussions on these challenges, research on using AI, particularly ChatGPT, to enhance Arabic academic writing remains limited. This gap underscores the need for studies to explore how AI can effectively address these issues and develop students' academic writing skills in Arabic.

The emergence of ChatGPT by OpenAI offers a promising solution for improving Arabic academic writing. By enhancing vocabulary, grammar comprehension, and essay composition, ChatGPT supports personalized learning and provides context-aware feedback, making it a valuable tool for students. This study investigates the role of ChatGPT in enhancing Arabic academic writing skills among students of the Arabic Language Education Program at STIT Darul Hijrah Martapura, exploring its potential to address writing challenges and improve academic outcomes effectively.

Therefore, this research aims to (1) how the use of Artificial Intelligence, specifically Chat GPT, impacts the academic writing skills, (2) the accuracy and relevance of its suggestions in academic writing, and (3) the challenges students face when using ChatGPT for Arabic academic writing, of Arabic Language Education students at STIT Darul Hijrah Martapura.

Methods

This research uses a qualitative approach, focusing on scientific investigation that emphasizes the depth and richness of context and voices in understanding social phenomena (Lim, 2025). According to Creswell, the qualitative method is based on inductive principles, where analysis starts from specific data and moves towards a more

general understanding. Hypotheses and theories are developed from the information gathered during data collection and analysis, highlighting the importance of inductive methods in research (Creswell, 2013).

This study is a type of field research using a quasi-qualitative method, which is often considered qualitative as it follows a post-positivistic paradigm, where reality is viewed as real but imperfect, meaning data hypotheses can be falsified. Like pure qualitative methods, it emphasizes the researcher's involvement (Creswell & Creswell, 2017). In this study, the researcher examines the role of ChatGPT in Arabic academic writing for students at STIT Darul Hijrah Martapura, explores the challenges they face using ChatGPT, and assesses the accuracy and relevance of its suggestions.

Primary data were obtained through Primary data were collected through questionnaires, in-depth interviews with 20 sixth-semester students in the Arabic Language, and documentation related to the use of ChatGPT in Arabic academic writing.

Data was collected using three instruments: interviews with predetermined informants, observation, and documentation. The data analysis technique this research uses follows the Miles and Huberman method. This analysis involves four activities: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion or verification. These four activities are interconnected and influence one another (Miles et al., 2014).

Result and Discussion

Based on the data obtained from the research conducted through interviews, questionnaires, and documentation, this section addresses the following: (1) The use of Artificial Intelligence Chat GPT about students' academic writing skills in the Arabic Language Education program. (2) The accuracy and relevance of the suggestions provided by Artificial Intelligence Chat GPT during the scientific writing process in Arabic for students in the Arabic Language Education program. (3) What challenges are faced using Artificial Intelligence Chat GPT in Arabic academic writing for Arabic Language Education students?

The Use of ChatGPT in Enhancing the Arabic Academic Writing Skills of Arabic Language Education Students.

One of the technology sectors experiencing rapid growth recently is human-created intelligence, commonly called artificial intelligence (AI). In 1955, John McCarthy, one of the pioneers of AI, was the first to define the term artificial intelligence roughly: AI aims to develop machines that behave like they are intelligent (Ertel, 2018). McCarthy also stated that artificial intelligence is the study of how to make computers capable of performing tasks that humans can only accomplish (Dewanto, 2023).

Artificial intelligence is a field of study that has led to innovations like computers and machines with human-like intelligence, such as cognitive abilities, learning, adaptability, and decision-making. (Ertel, 2018) Research on AI in education shows that educational institutions have widely adopted it (Chen et al., 2020). Initially, AI appeared as computer technologies, evolving into web-based intelligent education systems, and later, with embedded systems, humanoid robots, and chatbots that can perform teaching tasks either independently or alongside instructors.

From the explanations above, Artificial intelligence is a technology believed to be capable of emulating human intelligence. One area where its potential is being explored is the use of ChatGPT. ChatGPT emerged as a form of technological advancement based on artificial intelligence.

ChatGPT, an AI-powered chatbot developed by OpenAI, is making waves in various industries. It is based on the Generative Pretrained Transformer (GPT) language model and stands out for its ability to generate human-like responses using advanced deep-learning techniques. Its quick adoption across sectors reflects the growing dependence on AI technology (Wen & Wang, 2023). A chatbot is a computer system that enables humans to interact with computers using natural language (Lokman & Amedeen, 2019). In recent years, chatbots have evolved rapidly in numerous fields, including Education (Adamopoulou & Moussiades, 2020).

According to data from “ChatGPT Statistics: Rapid Growth from Launch to 2023-2024” by wisernotify.com, ChatGPT was launched in November 2022 and quickly captured the public’s imagination, reaching 1 million users in just five days. Today, its active user base has surged to an impressive 200 million, making it one of the fastest-growing applications in history (Vaghasiya, 2024). This has made it one of the fastest-

growing consumer applications in history, surpassing major platforms like TikTok and Instagram in terms of growth speed.

In Indonesia, ChatGPT usage dominates at 79%, compared to other similar applications widely known by the public (Putri et al., 2024). This application is used across various sectors, such as education, business, and customer service. In education, ChatGPT helps enhance student engagement and understanding of the material (Risnina et al., 2023).

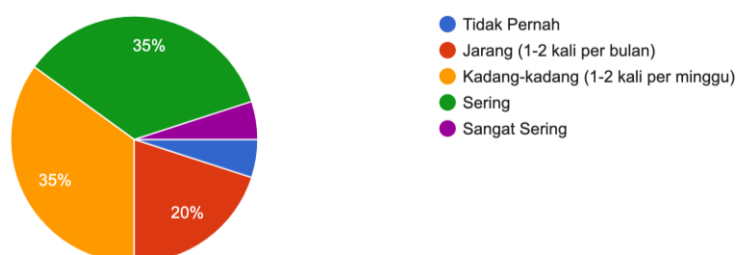
The findings of Sulaeman et al. (2023) underscore the utility of ChatGPT in enhancing Arabic language education. This is further supported by Robbani et al. (Robbani et al., 2023), who note that students specializing in Arabic language and literature frequently rely on ChatGPT to assist with academic tasks, particularly in writing papers. These findings highlight ChatGPT's pivotal role in academic settings, especially for students learning and applying Arabic in their coursework.

However, learning Arabic, particularly for non-native speakers, remains a considerable challenge. The differences in grammar and pronunciation between languages, along with difficulties in writing, often present significant hurdles for Arabic learners, especially at the higher education level (Zulaeha, 2022).

In this context, a study conducted on 20 sixth-semester students in the Arabic Language Education Program at STIT Darul Hijrah Martapura during the 2023/2024 academic year revealed that 95% of these students use ChatGPT in their academic writing process, particularly for drafting their Arabic thesis proposals. Only 5%, or one student, did not use the platform. The duration of ChatGPT usage among the participants varied, as reflected in the following data:

Figure 1. Frequency of Chat GPT usage

How often do you use ChatGPT in the process of writing Arabic-language academic papers?
20 jawaban



Berliani et al. also stated that most Arabic Language Education students had utilized ChatGPT in their academic writing process, which aligned with the researcher's findings. Approximately 65-70% of students use ChatGPT as a tool to assist in the academic writing of Arabic (Berliani et al., 2024).

Higher education prepares students for an increasingly complex and diverse workforce. One critical skill needed in both the academic and professional worlds is the ability to write academically. Educational writing has become an essential skill in higher education, as this ability is required not only in the classroom but also in writing scientific papers, reporting research findings, and sharing knowledge with the scientific community (Ghufron, 2015).

Academic writing is sharing original research with scholars by following specific rules. Despite this, many recent academic texts show errors or weaknesses. Academic writing includes various forms, such as theses, articles, papers, projects, and posters (Akkaya & Aydin, 2018). Academic articles are the most common, as researchers publish their findings in this format (Deniz & Karagöl, 2017). Scholars use academic writing to present ideas and findings within their field (Brantasari, 2022). Academic writing helps define expertise and supports academic growth for students and researchers.

Arabic is one of the world's major languages, with around 300 million speakers in 22 Arab countries (Al-Huri, 2015). It has unique features as a Semitic language, such as writing from right to left, the dual form of nouns, and masculine and feminine genders. Arabic has been extensively studied to highlight its distinctiveness compared to other Semitic languages (Versteegh, 1997).

Like Hebrew and Syriac, Arabic is written from right to left. It has 28 letters, primarily consonants, though three also serve as vowels. The shape of the letters changes depending on their position in a word (Wright, 2022).

Based on several sources, Arabic Academic Writing refers to the process of scientific writing conducted in Arabic and used within academic contexts. Arabic Academic Writing also requires standard and formal language and proper citation per applicable academic standards.

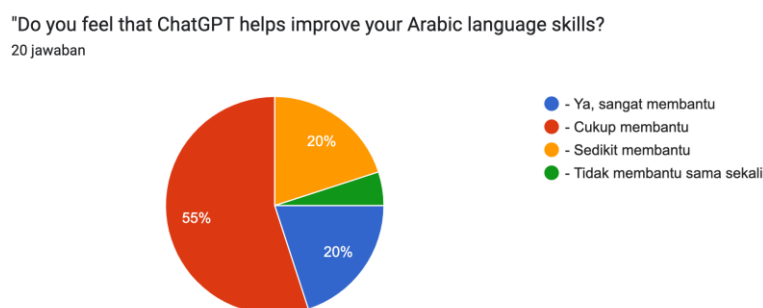
Arabic is the fourth most used Internet language after English, Chinese, and Spanish. Around 185 million web users are Arabic speakers, corresponding to 4.8% of all users on the Internet. The number of Arabic-speaking web users has grown by 1616.4%

in the last seventeen years (Oueslati et al., 2020). However, most available resources and tools consider only modern standard Arabic (MSA), which results in very low accuracy on real-world datasets (Dashtipour et al., 2016). MSA is similar to Classical Arabic but differs in vocabulary and style (Suparno et al., 2022). Therefore, AI-based chatbots like ChatGPT have great potential to enhance learning, especially for Arabic Language and Literature students.

According to Ikhsan Rosadi, students of Arabic Language Education face challenges in writing theses due to limited vocabulary and grammar issues. They overcome these by consulting experts, using dictionaries, and finding library resources (Rosadi, 2014).

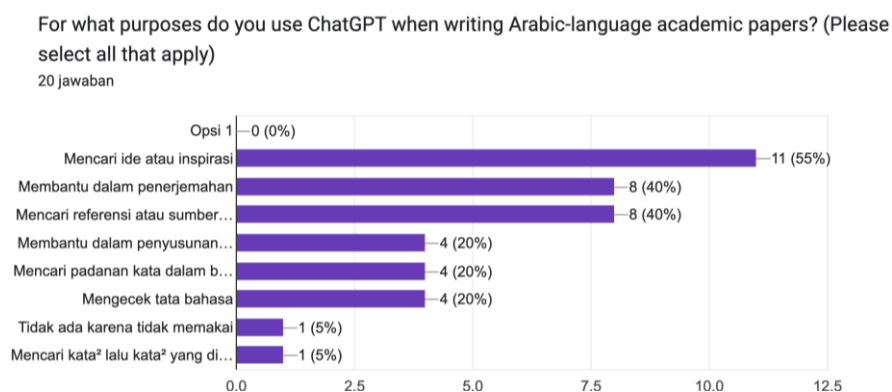
The presence of Chat GPT can help address some of these challenges, as research findings indicate that sixth-semester students of the Arabic Language Education Program at STIT Darul Hijrah Martapura feel significantly aided by Chat GPT in their Arabic academic writing process.

Figure 2. The Impact of Chat GPT



The purposes for using Chat GPT among sixth-semester students in the Arabic Language Education Program at STIT Darul Hijrah Martapura are varied. They include finding ideas and inspiration, preparing Arabic-language academic papers, helping with translation, and finding reference sources.

Figure 3. The Impact of Chat GPT



This is further supported by the results of interviews with sixth-semester students of the Arabic Language Education Program at STIT Darul Hijrah Martapura on how they utilize ChatGPT in their Arabic academic writing process. Several of them stated the following:

"To find sources of information and references."

"First, I will create an outline of the discussion I want, then I will use ChatGPT to expand on that outline, and finally, I will translate it into Arabic."

"It makes it easier to find references for writing academic papers, but the concern is the validity of the sources, which may not be very reliable."

"Creating an introduction related to the title..."

"In the process of writing an Arabic-language academic paper, I do it step by step. First, I write down ideas or thoughts that I can ask ChatGPT, and then I begin with complex command sentences so that what ChatGPT generates can be used as a reference in writing the Arabic-language paper."

"Making it a tool to find main ideas and explanations. Then, searching for journals to match those ideas and explanations."

"Finding a topic for the problem, constructing the framework of thought for a work, and seeking new inspiration that will later be applied to the assignment."

However, based on the survey and interviews conducted by the researcher, sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura have not fully utilized ChatGPT to enhance their Arabic language skills.

Arabic language and literature students mainly use ChatGPT for assignments, especially writing papers. They also use it to learn about Arabic literary theories and authors, generate ideas, translate texts, find references and thesis topics, and even as a discussion partner. However, they have not fully utilized ChatGPT to improve their Arabic skills. It is also important for students to validate the information they get from ChatGPT to ensure it is reliable and accurate (Robbani et al., 2023).

Based on the techniques used for implementing Artificial Intelligence (ChatGPT) in the academic writing process in Arabic by sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura, observations and documentation conducted by the researcher she revealed several techniques employed by the students, namely: 1) Creating questions in Arabic, used by nine students; 2) Creating questions in Indonesian with the command to produce Arabic text, used by six students; 3) Translating from Indonesian sources into Arabic, used by five students.

First, creating questions in Arabic

Based on the observations and documentation conducted by the researcher, of the 9 Arabic Language Education students who used the technique of utilizing ChatGPT by creating questions in Arabic, they also employed several approaches, including:

- Short questions in Arabic for exploring information related to the theme.
- Detailed questions and clear instructions in Arabic.
- Direct questions for writing the background of a student's scientific paper topic.

Second, creating questions in Indonesian with the command to produce text in Arabic

Based on the observations and documentation conducted by the researcher, of the six students who used the technique of creating questions in Arabic, they also employed several methods, including:

- Short questions using Indonesian with the command to produce text in Arabic.
- Detailed and specific questions using Indonesian with the command to produce text in Arabic.
- Direct questions for writing the background of a student's scientific paper topic using Indonesian, with the command to produce text in Arabic.

Third, translating from Indonesian sources into Arabic, involving five students

Based on the documentation conducted by the researcher, of the five students who used the technique of translating from Indonesian sources into Arabic, they employed several methods, including:

- Translating short sentences or phrases from Indonesian into Arabic to understand specific concepts related to the theme.
- Translating detailed texts from Indonesian into Arabic with a focus on maintaining clarity and accuracy in the translation.
- Translating scientific paper topics from Indonesian into Arabic.

The Accuracy and Relevance of the Suggestions Provided by Chat GPT

Based on the documentation, the research findings indicate that the accuracy level of ChatGPT in assisting the Arabic academic writing process is as follows:

First, ChatGPT's response to direct questions in Arabic

Based on the previously presented data, this technique provides the most relevant context and yields more accurate Arabic terminology responses with appropriate style and nuance. The research data also shows that ChatGPT has a reasonably good ability to respond to direct questions in Arabic, but it still has some limitations:

- The data indicates that users must provide clear and specific questions, include context, ask about theories or concepts, and request sources or references when composing Arabic academic writing to obtain relevant and detailed answers. This technique, of course, requires a high level of proficiency in Arabic from the user.
- ChatGPT is capable of delivering accurate answers for general-context questions in Arabic. However, its accuracy decreases in academic writing, as observed from the students' search history data.

Based on the above data, ChatGPT's response to Arabic academic writing when directly generating a background section is less accurate compared to when students ask sequential, general questions per paragraph related to the theme they wish to develop. ChatGPT's response in Arabic generally exhibits good grammatical structure, but minor word or phrase usage errors are occasionally found. For example, in the sentence: المهارات الأربع الاستماع والكلام والتحدث والقراءة والكتابة The word والتحدث in that data should be replaced with والكلام for more accurate usage.

Second, ChatGPT's response to questions in Indonesian with a command to generate answers in Arabic.

The researcher's documentation shows that this technique is more straightforward since users do not need advanced Arabic skills to ask questions. However, questions must be detailed and specific, and users should verify that

answers are in Arabic and relevant. ChatGPT sometimes has word choice or sentence structure errors and struggles to maintain consistency in Arabic, with accuracy generally lower than when answering direct questions in Arabic.

They compare questions in Indonesian and Arabic, which shows that responses in Arabic are more accurate and follow Arabic linguistic rules better. ChatGPT's responses to Arabic questions also tend to be higher quality, with more complex and detailed answers. However, students must still follow their institution's academic writing guidelines, such as those at STIT Darul Hijrah Martapura. The findings of this study are supported by previous research, including that of Freire et al. (2025), who state that "the use of a specific prompt can improve the answer generation performance of ChatGPT." (Freire et al., 2025). In line with this, Liu (2025) also mentions in his study that "results showed that by carefully designing prompts to guide ChatGPT, the generation performance can be improved substantially." (Liu et al., 2023).

According to Nasarudin, Arabic teachers can use ChatGPT to create modern, engaging educational materials, including texts, questions, and images. By giving precise commands, teachers can tailor these materials to their lesson topics, text types, quantity, and students' levels (Nasaruddin, 2024).

Third, ChatGPT's Response to Direct Questions by Translation Only

The results of the documentation carried out by the researcher show that the technique appears to be less effective because many translations fail to capture the proper nuance and context, such as incorrect linguistic structure. For instance, from the data above, the sentence "اللغة العربية ليست مهمة فقط كلغة تواصل دولية" "في الدول العربية." It should have been translated with the sentence "ليست اللغة العربية مهمة فقط كلغة تواصل دولية في الدول العربية فقط". Likewise, the use of vocabulary is often inappropriate, as seen in the data where the word "Antasari" was translated as أنطساري, whereas it should have been أنتساري. Similarly, "Kalimantan Selatan" was translated as جنوب كاليمانتان when it should have been كاليمانتان الجنوبية. Additionally, the vocabulary used was not always appropriate for the context of academic writing in Arabic. Students in the Arabic Language Education program (PBA) need to be more cautious when using ChatGPT's translations as a reference,

especially for technical terms or specific concepts in the field of Arabic Language Education.

Previous research shows that ChatGPT's Arabic-Indonesian translation offers speed and ease of access but faces accuracy challenges, particularly with complex themes like education, tourism, and literature. Issues include structural precision in long sentences, contextual meaning, pronoun choice, and translating idioms or specific Arabic structures like *idhafah* and *wasfi*, yielding a readability score of 66% (Abidah et al., 2024). However, other studies suggest ChatGPT can produce accurate translations using descriptive techniques and outperforms tools like Google Translate and Bing Translator (Faris & Abdurrahman, 2023).

The conclusion of this study shows that ChatGPT has varying levels of accuracy in assisting students of the Arabic Language Education Program at STIT Darul Hijrah Martapura with the academic writing process in Arabic. When students ask direct questions in Arabic, the responses are more relevant, with more accurate terminology that fits the academic context, although clear and specific questions are required. However, ChatGPT's accuracy decreases when used to write the background section of papers directly.

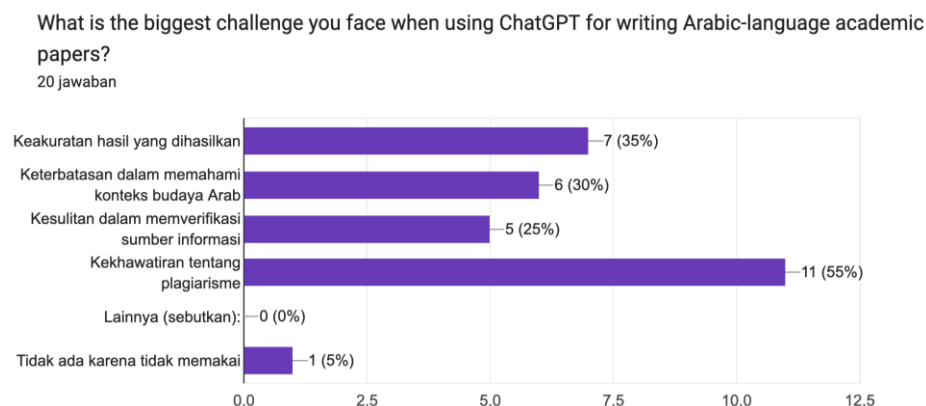
The results of questions asked in Indonesian with commands to produce answers in Arabic tend to be less accurate than direct questions in Arabic. However, this method is more accessible for students who are not proficient in Arabic. ChatGPT is also less effective for translations, as it often fails to capture the correct nuance and context, leading to errors in linguistic structure and word choice. Therefore, students need to be cautious when using ChatGPT, mainly when translating technical terms or specific concepts in academic writing in Arabic.

What Challenges are faced using Artificial Intelligence Chat GPT in Arabic Academic Writing for Arabic Language Education Students?

Technology is critical in helping students deepen their understanding of Arabic, marking a milestone in language education (Rohmawaty et al., 2024). ChatGPT offers excellent potential for learning Arabic by improving writing skills, supporting discussions, and providing quick responses. However, risks include over-reliance,

academic dishonesty, and reduced critical thinking. Therefore, applying careful guidelines when using ChatGPT in Arabic language learning (Berliani et al., 2024) is essential. Although beneficial, students also face several challenges in using ChatGPT.

Figure 4. Challenges in using ChatGPT



However, based on interviews conducted by the researcher with sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura, some of them have found solutions to these challenges:

"I usually double-check on the internet."

"One of the ways is by paraphrasing."

"I review the answers provided by ChatGPT in terms of both the sentence structure and content because there are usually words and information that are not accurate. I correct the words with the help of a dictionary, whether it's a manual one (Al-Munawwir) or online (المعاني), and I also verify the content by checking the information on Google or YouTube."

"I check the answer again by following the links provided by ChatGPT."

"I look it up on other sources."

"I make sure by searching for Arabic journals on Google."

Based on the data obtained by the researcher, sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura face several significant challenges when using ChatGPT in the academic writing process in Arabic, including 1) Accuracy of the results produced by ChatGPT, 2) Limitations in understanding the cultural context of the Arabic language, 3) Difficulty in verifying sources of information, and 4) Concerns about plagiarism.

However, based on interviews with sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura, some have found ways to address the challenges of using ChatGPT. They verify and improve ChatGPT's answers by

reviewing the sentences and content, correcting wording with dictionaries (both manual and online), and checking other sources like Google, YouTube, or Arabic journals. They also recheck the links suggested by ChatGPT and use paraphrasing to ensure accuracy.

AI tools like ChatGPT can help students write scientific articles by saving time and providing inspiration. However, using ChatGPT requires ethical awareness, honesty, and an understanding of its limits. When used wisely, ChatGPT can support students in overcoming writing challenges and improving the quality of their work (Fatoni et al., 2024) by understanding its pros and cons. It is necessary to refer to its sources after obtaining the theories because they do not include references (Abicandra & Maturdey, 2023).

A common ethical issue in using AI for academic writing is failing to credit sources. For example, someone might use AI to generate text or a paper without acknowledging the original author or source. This violates academic writing ethics, which require proper credit and references for original works (Mujahidin, 2019).

The analysis of this case indicates that the use of AI in academic writing needs to be strictly monitored and regulated. While AI can assist in composing scientific works, it is essential to maintain oversight and respect for sources. Clear guidelines are needed regarding the use of AI in academic writing, including how to credit sources used as references properly. This ensures that the use of AI in academic writing is conducted ethically and maintains high standards of quality.

Students feel supported in learning and gathering information through ChatGPT, with 81.8% expressing its usefulness. However, despite its benefits, ChatGPT also poses potential risks in education. Therefore, students need supervision to ensure they uphold academic ethics and moral values while using the application for it to be genuinely beneficial (Meihan et al., 2023).

Advantages and Disadvantages of Using Artificial Intelligence (ChatGPT) in the Scientific Writing Process in Arabic for Students of the Arabic Language Education Program at STIT Darul Hijrah Martapura Based on the interviews conducted by the researcher with sixth-semester students of the Arabic Language Education program at STIT Darul Hijrah Martapura regarding the advantages and disadvantages of ChatGPT in the Arabic academic writing process as they experienced, the following points were highlighted:

Advantages:

- Simplifies the search for materials and references.
- Convenient and easily accessible.
- It helps generate ideas, translate, structure sentences, and answer research questions.
- Provides a wide range of information and diverse resources.

Disadvantages:

- Lack of validatable reference sources.
- Many references are inaccurate and lack transparent sources.
- Translations often use less accurate words.
- Responses sometimes do not directly answer the question, requiring more specific prompts.
- It cannot yet be considered a reliable source for scientific writing.

Denitia Berliani and colleagues point out that the risks of using ChatGPT in Arabic scientific writing include overreliance, academic dishonesty, and a negative impact on students' critical thinking. This underscores the importance of using technology carefully and ethically in the field (Meihan et al., 2023). Overall, respondents experienced significant benefits from the ease of access to information provided by ChatGPT. Still, they also emphasized the importance of the validity and accuracy of the sources suggested by the AI.

Arabic has traditionally been considered difficult to learn, but ChatGPT has made it easier and more accessible (Yusuf, 2023). However, ethical standards must still be followed when using AI for grammar and spelling improvements. While AI can help fix mistakes, writers must ensure their work remains original, with ideas and arguments coming from their thinking. AI can offer suggestions, but the writers should always make the final decisions themselves (Syafarina & Khotimah, 2022).

Data security and privacy issues exist when using AI in academic writing. Many AI tools for academic writing require access to sensitive data and documents. Therefore, students and researchers must ensure their data is secure and protected using AI software. Additionally, writers must understand how AI tools use their data and ensure that their privacy is not compromised.

The ethics of using AI in the academic writing centre on avoiding over-reliance, as it can weaken writing skills despite AI's benefits in improving grammar, checking plagiarism, and analyzing texts. Students and researchers must use AI wisely to maintain strong, ethical writing, ensuring originality, privacy, and intellectual independence. Raising awareness about ethical AI use is essential to uphold academic integrity and credit sources and prevent misuse, ensuring the research and publication process remains trustworthy and ethical (Nita et al., 2023; Pontjowulan, 2023; Patty & Que, 2023).

Conclusion

95% of sixth-semester students in the Arabic Language Education Program at STIT Darul Hijrah Martapura utilize ChatGPT in their academic writing, particularly for Arabic-language thesis proposals. ChatGPT assists them in generating ideas, finding inspiration, translating, and locating references. The techniques used vary, including asking questions in Arabic, using Indonesian with commands to generate Arabic text, and translating from Indonesian to Arabic, with approaches like short questions, detailed instructions, and direct questions for writing the background of academic papers.

ChatGPT's accuracy in assisting Arabic academic writing varies. Direct questions in Arabic yield more relevant and accurate responses, though they require clear and specific questions. In contrast, questions posed in Indonesian with commands to generate Arabic text tend to be less accurate. ChatGPT's translations also often lack precision in structure and vocabulary.

The challenges sixth-semester students face in the Arabic Language Education Program at STIT Darul Hijrah Martapura when using ChatGPT for Arabic academic writing include accuracy, cultural context understanding, source verification, and concerns about plagiarism. However, some students have found solutions by double-checking information using dictionaries and other online sources.

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