



ChatGPT: Opportunities and Challenges in the Learning Process of Arabic Language in Higher Education

Heppy Leunard Leleparry ¹, Rima Rachmawati ², Benny Novico Zani ³, Kailie Maharjan ⁴

¹ Universitas Pattimura, Indonesia

² Universitas Widyatama, Indonesia

³ Sekolah Tinggi Ilmu Kesehatan Raflesia, Indonesia

⁴ Technical University of Munich, Germany

Corresponding Author: Heppy Leunard Leleparry, E-mail; leunardleleparry@gmail.com

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ABSTRACT

Today there are no more people who do not know about technological developments. Everything is very sophisticated and modern. In fact, it is very easy for someone to know something through technology-based media and fast in disseminating various information. All of this is of course thanks to increasingly advanced technology. As recently appeared an application called Chat GPT. GPT Chat is an application that can respond to every question asked by respondents. Chat GPT stands for "Chat-based Generative Pre-trained Transformer". GPT chat is also a language model developed by Open AI that uses the powerful transformers architecture to generate responsive and context-appropriate text conversations. GPT Chat has been widely used by all groups, especially in the world of education. GPT Chat can be used by students in learning Arabic in tertiary institutions such as to improve their skills in kalam and qiraah. The purpose of this study is to find out that the use of gamification in learning Arabic has an influence on students' qiraah skills and also makes it easier to complete assignments. The data collection technique is through the distribution of a questionnaire. In the questionnaire there are statements that will be answered by students in tertiary institutions. The results of this study explain that the use of Char GPT in learning Arabic in tertiary institutions gets a positive response from students such as increasing students' reading skills, increasing motivation in learning, increasing enthusiasm for learning, and making it easier to complete assignments. The conclusion of this research explains that the existence of GPT Chat provides enormous opportunities, especially in the process of learning Arabic because there are many benefits obtained from using GPT Chat. The limitation of this research is that researchers only conduct this research at the tertiary level which incidentally has the ability to think critically.

Keywords: *GPT Chat, Opportunities, Arabic Learning.*

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INTRODUCTION

Universities are higher education institutions that have an important role in the development and maintenance of Arabic as one of the international languages. The process of learning Arabic in higher education not only provides opportunities for students to acquire good language skills, but also prepares them to become competent understanders and translators as well as contributing to enriching knowledge about Arabic culture and literature (Asman dkk., 2023). In this era of globalization, opportunities and challenges in the process of learning Arabic in higher education are growing (Yeltriana dkk., 2023). Globalization has opened the door for intercultural interaction and the need to master Arabic as one of the international languages used in various fields, including diplomacy, business, media, and academics. In this context, universities play a central role in meeting these needs and producing graduates who are competent in Arabic. One of the opportunities that exist in the Arabic language learning process in higher education is easier access to rich learning resources, such as textbooks, online learning materials, software, and other tools (Minarti dkk., 2023). This allows students to expand their knowledge of Arabic and gain better language skills. In addition, universities can also provide a supportive environment where students can interact with native Arabic speakers or with fellow students who share the same interests, thus improving their ability to communicate in Arabic.

However, the process of learning Arabic in higher education is also faced with various challenges (Balaha dkk., 2021). One of them is the curriculum which is often limited in covering broad linguistic and cultural aspects. In Arabic language teaching, it is important for universities to provide a holistic and competency-oriented curriculum. (Lulu & Elnagar, 2018). In addition, effective teaching approaches and appropriate evaluation methods are also challenges that need to be overcome so that students can gain a good understanding of Arabic. (Kamorudeen, 2021). The development of technology also provides challenges in the process of learning Arabic in higher education (Shorman et al., 2022). In this digital era, the use of technology in Arabic language learning can improve the quality and efficiency of learning. (Holly dkk., 2023). However, the right approach in integrating technology in Arabic language learning needs to be considered so as not to rule out direct interaction between teachers and students. (Alsubaie, 2022). In order to optimize opportunities and overcome challenges in the process of learning Arabic in higher education, widespread cooperation between educational institutions, teachers, and students is needed. With cooperation, it is expected to overcome any challenges that exist in the use of Chat GPT technology.

At present, technology has played a key role in the transformation of Arabic language learning at various levels, including in higher education. (Theobald dkk.,

2020). With online learning apps and platforms, students can access abundant resources, such as videos, audios, and text materials, allowing them to learn Arabic independently and flexibly. (Almarzooq dkk., 2020). In learning, Chat GPT can act as an assistant who can provide help and support to students. For example, students can use Chat GPT to seek answers to their questions regarding learning materials, explain difficult concepts, or get advice and recommendations regarding their assignments or projects. Chat GPT can provide quick and relevant responses, allowing students to get instant help without having to wait for a lecturer or interact with a live human being. (Xie dkk., 2019). In addition, GPT Chat can also be used as a tool to increase student engagement in learning. For example, Chat GPT can present interactive and engaging learning content, such as quizzes or text-based activities. (Vicky dkk., 2023). With its ability to generate varied and dynamic responses, Chat GPT can create an engaging learning experience and motivate students to actively participate. In optimizing the use of Chat GPT in learning, it is important to involve teachers and technology developers. (Kato dkk., 2020). Teachers can provide clear guidelines and directions regarding the use of Chat GPT in the context of effective learning. Meanwhile, technology developers need to continue developing Chat GPT by considering the needs and challenges in learning. By harnessing the potential of Chat GPT technology and overcoming the challenges, the utilization of Chat GPT in learning can provide significant benefits. This technology can help improve accessibility, responsiveness, and interactivity in learning, support a better learning experience for students, and improve efficiency in the delivery of information and learning assistance.

Arabic language learning in higher education has become an increasingly relevant and significant topic in recent years. (Blanchete dkk., 2018). In the era of globalization and the growth of international relations, the demand for individuals with a comprehensive command of the Arabic language is on the rise. Arabic is one of the most important languages in the world, with more than 420 million speakers worldwide. (Abdul Afwu Godly Prayitno, 2020). Besides being the language of religion for Muslims, Arabic is also important in the fields of history, culture, literature, and science. In this context, automated learning technologies such as Chat GPT (Generative Pre-trained Transformer) have great potential in supporting and improving the Arabic language learning process in higher education. (Heikal dkk., 2018). Chat GPT is a natural language model trained using millions of texts in various languages, including Arabic. It is able to understand and generate coherent and contextualized text, making it a useful tool in Arabic language learning.

REVIEW OF LITERATUR

Chat GPT

The use of Chat GPT in Arabic language learning in higher education offers great opportunities in enhancing students' learning experience. (Ramadhan dkk., 2023). It can be used as a self-directed learning tool, conversation simulation, and creative learning content provider. However, it is important to keep in mind that the use of Chat GPT has

challenges related to the limitations of human interaction, cultural understanding, errors and corrections, and individual feedback. (Guerrero-Ibáñez dkk., 2018). In the context of Arabic language learning, the use of Chat GPT should always complement direct interaction with native speakers or experienced teachers. (Sohn & Kwon, 2020). Students also need to develop additional understanding and knowledge from verified sources to reinforce their learning. With an integrated and balanced approach, automated learning technologies such as Chat GPT can be a valuable tool in supporting and enhancing the Arabic language learning process in higher education. (Avisyah dkk., 2023). GPT Chat can have several uses in learning, including Arabic language learning. Here are some examples of the usefulness of Chat GPT in the first learning of speaking practice. GPT Chat can be used as a tool to practice speaking in Arabic (Larabi Marie-Sainte dkk., 2019). Users can interact with Chat GPT in Arabic and get immediate feedback on grammar, pronunciation, and vocabulary used. Second, text consultation. Chat GPT can help in understanding texts in Arabic. Users can ask questions regarding the meaning or grammar in a particular text, and Chat GPT can provide helpful explanations or interpretations. Third, self-directed learning: Chat GPT can be used as an independent learning tool where users can ask questions, seek information, or request help in understanding concepts in Arabic. (Mustapa dkk., 2022). GPT Chat can provide explanations, examples of word usage, or provide reference sources for further learning. Fifth, it can be used as a text translation. Chat GPT can be used as a translation tool to understand texts from Arabic to other languages or vice versa. (Wang dkk., 2020). Users can enter text in Arabic and ask Chat GPT to translate it to the desired language.

Opportunities and challenges

The opportunities that can be felt from the existence of this GPT text are 1).Independent learning, with the existence of Chat GPT, students can use it as an independent learning tool. They can practice writing, speaking, and understanding Arabic through conversations with Chat GPT. (Aljarah dkk., 2021). This model can provide instant responses, provide feedback, and correct comprehension or grammatical errors that may be made by students, 2). Conversational practice, one of the challenges in learning Arabic in college is the lack of opportunities to practice live conversations with native speakers. GPT Chat can overcome this obstacle by providing interactive conversation simulations with Arabic. Students can practice asking questions, sharing opinions, or living roles in different situations with Chat GPT, 3). Provision of learning content. Chat GPT can also be used by teachers to create creative and interesting learning materials. This model can generate dialogs, conversations, or scenarios based on certain topics relevant to Arabic language learning. Thus, teachers can integrate this technology into their curriculum to increase student engagement and interest in learning. However, there are some challenges that must be faced in the use of Chat GPT. First, the limitations of the technology. human interaction. Although Chat GPT is capable of providing coherent and contextualized responses, it remains a computer-controlled tool. Unlike human interaction, this model may not be able to understand certain contexts or nuances well. Therefore, interaction with Chat GPT cannot fully replace live interaction

with native speakers or experienced tutors. Secondly the limitation of cultural understanding. The Arabic language is deeply intertwined with the rich Arabic culture (Thaher dkk., 2021). When learning Arabic, it is important for students to understand and appreciate the cultural context that surrounds the language. However, Chat GPT may have limitations in understanding and accurately portraying these cultural aspects. Therefore, it is worth remembering that the use of Chat GPT in Arabic language learning should be accompanied by an emphasis on understanding the accompanying culture.

Arabic Language Learning

Arabic language learning is the process of acquiring knowledge, understanding, and skills in using the Arabic language. (Elnagar dkk., 2020). Arabic is one of the most important languages in the context of the Arab and Islamic world. (Al-Ayyoub dkk., 2018). Arabic language learning involves the study of Arabic grammar, vocabulary, as well as speaking, listening, reading and writing skills in Arabic. (Mohammed & Kora, 2019). The goals of learning Arabic can vary from academic to practical. (Staszak dkk., 2022). Some common reasons for learning Arabic include to understand and study Islamic religious texts such as the Quran and Hadith, communicate with native Arabic speakers, work or do business in Arab countries, and develop an understanding of Arabic culture. In Arabic language learning, the methods used may include grammar teaching, listening and speaking exercises, reading and writing, as well as interaction in communicative contexts. (Boufenar dkk., 2018). Learning resources used can include textbooks, audio or video materials, online resources, and classes or courses with experienced teachers. Arabic language learning with the help of Chat GPT can be an engaging and effective experience. Chat GPT, can act as an interactive and responsive learning partner in enriching Arabic language knowledge and skills. (Zhang dkk., 2021). By using Chat GPT, you can do various learning activities, such as practicing conversation, expanding vocabulary, understanding grammar, and more. The subjects in the researcher's study were college and university students.

RESEARCH METHODOLOGY

The research method used is quantitative research method (Ertefaie dkk., 2018). Quantitative research method is a research method related to numbers by using statistics to obtain the data. (Guillén-Gámez & Mayorga-Fernández, 2020). Quantitative research methods can also be said to be an approach in research that aims to collect and analyze numerical data in order to answer research questions. (Huang dkk., 2021). Quantitative methods emphasize more on theories that are relevant. The data collection technique used in this research is to use a questionnaire. (Tan dkk., 2019). Questionnaire is a research data collection technique used to collect data from respondents in the form of written questions. (Osamy dkk., 2021). Questionnaires or questionnaires contain a series of questions or statements that must be answered by respondents. These questions or statements can be open (respondents provide answers freely) or closed (respondents choose answers from the options provided).

The purpose of distributing this questionnaire is to find information about digital technology and educational automation in supporting student freedom in higher education. In the questionnaire, there are 5 categories of assessment which will be asked of students who fill out the questionnaire by checking one of the answers that corresponds to the actual situation. As for the research design used, namely in the form of a survey using the distribution of questionnaires. (Tuttle dkk., 2021). Data analysis is a method used by researchers to process and process the data that has been obtained in order to obtain valid and easy-to-understand results. (Jung, 2019). The purpose of data analysis is to obtain accurate information. The data analysis technique used in the research is descriptive analysis. data analysis techniques will depend on the type of data collected, research objectives, research questions, and methodological approaches used. A good understanding of data analysis techniques will assist the researcher or analyst in producing relevant findings and meaningful information from the available data.

RESULT AND DISCUSSION

Along with the development of increasingly sophisticated times, the learning process in higher education continues to adapt to various innovations that are present in human life by following technological developments (Mensah et al., 2019). One of the latest technologies that is now starting to penetrate the learning process in higher education is Chat GPT. This technology is an innovation from Artificial Intelligence that is able to provide a new and modern learning experience for students (Loderer et al., 2020). Chat GPT is known for its ability to answer all responses or questions asked. There are so many benefits felt by students with this GPT Chat in the Arabic language learning process. Such as making it easier to complete lecture assignments, adding mufrodat, improving qiraah (reading) skills, making it easier to translate Arabic texts. Chat GPT is proven to be able to translate between languages with short time accuracy. Any questions asked in GPT Chat will be quickly responded to, and the responses given are appropriate to the context being asked. The explanation given is also detailed and easy to understand. This GPT Chat has been widely used by all groups but the most users are students. Not only that, this GPT Chat has attracted a lot of attention from students and is currently a very hot trending topic at the moment. Moreover, the world of education continues to prioritize the development and use of technology.

There are many opportunities and challenges that must be faced with the Chat GPT technology in education (Weidlich & Bastiaens, 2018). The opportunities obtained can be in the form of being trained in Arabic conversation, making it easier to translate texts, making it easier to explain grammar, making it easier to give definitions in Arabic, and also as a reference source. GPT Chat can provide suggestions or recommendations regarding Arabic learning resources that can be used (Boukil et al., 2018). This includes textbooks, online courses, apps, or other learning materials that can help you in learning Arabic. While the challenges that must be faced with this GPT Chat are 1). Limited Knowledge, 2). Inability to understand complex or unclear contexts. This may result in answers that are irrelevant or inappropriate to the given

question or situation, 3). Limitations in the ability to critically think, analyze, or evaluate information in the same way as humans. This means that answers from Chat GPT may not always undergo a critical or critical thinking process, 4). The absence of social interaction that involves interacting directly with native speakers or proficient language speakers, 5). Possible errors and inaccuracies can occur due to limitations in the data studied, weaknesses in algorithmic language processing, or other issues. Therefore, it is important to always verify information with reliable sources.

Figure 1: Opportunity Score for using Chat GPT in Arabic language learning in higher education

ASPECT	
GPT Chat Usage Opportunities	
Agree	Disagree
80	20

Based on Figure 1 above, it can be concluded that the use of Chat GPT in Arabic language learning brings great opportunities for students. Most of the students as respondents gave positive responses and responses to the use of Chat GPT. Chat GPT provides benefits for the development of the quality of education. The survey results through questionnaires also said that Chat GPT technology is very important to be implemented in the learning process in higher education. One of the most important advantages of the artificial intelligence model in the form of Chat GPT technology is that it provides a platform that can be used for easy and fast communication.

Figure 2: Scores of Challenges of using Chat GPT in Arabic language learning in tertiary institutions

ASPECT	
GPT Chat Usage Opportunities	
Agree	Disagree
70	30

Based on the survey results filled in through a questionnaire containing statements filled in by students as respondents, it can be concluded that there are several challenges that must be faced with the Chat GPT technology. These challenges can be in the form of limitations in interacting directly with humans, limitations in critical thinking, the possibility of errors in text writing. Although there are some challenges that must be faced in the application of Chat GPT technology in Arabic language learning in higher education, do not make it an obstacle in developing your abilities and skills. Because basically this GPT Chat technology has a myriad of benefits that can facilitate work and completion of tasks, especially in the world of education.

At this stage of the research, researchers did not go directly to the college level to conduct research, but by distributing a questionnaire. The questionnaire contains statements that will be answered by respondents according to the actual situation. The purpose of distributing questionnaires is to obtain relevant data about the researcher's research entitled Utilizing Digital Technology in Transforming Learning in Higher Education. The data test was carried out by filling out a questionnaire from Google Form. The questionnaire contains 15 statements which contain the utilization of digital

technology in learning transformation. From the results of filling out the questionnaire that has been filled in by students and female students in higher education, the following data can be obtained.

N	Statement	SS	S	RR	TS	STS
1	I feel that Chat GPT is one of the AI applications that can facilitate students in the learning process	75%	25%			
2	I feel helped by the existence of Chat GPT in the learning process	80%	20%			
3	I feel that Chat GPT can improve students' Qira'ah skills	70%	30%			
4	I feel that the use of Chat GPT in learning quickly provides a response to every question asked	50%	50%			
5	I feel that Chat GPT can help expand students' vocabulary mastery	50%	50%			
6	I feel helped by the existence of Chat GPT	60%	40%			
7	I feel that Chat GPT can be used as a tool in learning Arabic independently	70%	30%			
8	I feel that with the existence of Chat GPT students can develop their abilities independently	70%	30%			
9	I feel that the use of Chat GPT in Arabic language learning is very easy to access	50%	50%			
10	I feel that Chat GPT is effectively used in Arabic language learning	50%	50%			
11	I feel that the use of Chat GPT in Arabic language learning provides great opportunities for students, especially in improving reading skills	60%	40%			
12	I feel that the features in Chat GPT are easy to understand by every student	40%	60%			
13	I feel that Chat GPT used in learning has its own uniqueness, because Chat GPT is fast in responding to questions or problems asked.	40%	60%			
14	I feel that there are many benefits from using Chat GPT in the	50%	50%			

	learning process.		
15	I feel that the Chat GPT makes it easier to translate Arabic texts.	50%	50%

Figure 3: Questionnaire filling by students

Description:

SS = Strongly Agree

S = Agree

RR = Undecided

TS = Disagree

STS = Strongly Disagree

The table above is the data obtained from filling out a questionnaire containing statements filled in by students and female students in higher education. The statement consists of 15 statements relating to digital technology and educational automation in higher education. The assessment stage consists of 5 categories, namely strongly agree, disagree, hesitate, disagree, and strongly disagree. The results of the highest student assessment of the questionnaire that has been given are 80% in the strongly agree category. The second highest assessment result is 75% with a very agree category. From the results of filling out the questionnaire, it can be concluded that Chat GPT technology provides convenience to students in learning and helps students in completing lecture assignments, and can save the use of time. This Chat GPT application is also easy to access anywhere and anytime. Its use is also easy to understand and learn

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that technology in the form of Chat GPT has enormous potential and even provides real benefits in the process of learning Arabic in higher education, including increased student engagement, collaboration, and accessibility, quality of education. Chat GPT can facilitate communication with its users and provide quick feedback and response, and support distance learning. Many opportunities result from the existence of Chat GPT such as students will be more accustomed to learning independently, streamline the use of time in learning, tasks are completed quickly. In addition, chatGPT can be used for language translation, summarizing, answering questions, text generation, and personalized assessment, among other applications. However, with the many opportunities and benefits provided by Chat GPT, it also raises a number of challenges and concerns for its users, especially in relation to academic honesty and plagiarism. There are several challenges to be faced in the utilization of Chat GPT such as the limitations of human interaction, lack of critical thinking, the possibility of errors in translation. Chat GPT can also be used to facilitate cheating, and it may be difficult to distinguish between human-created and machine-created writing. Universities should carefully consider the potential risks and benefits of using these tools and take steps to ensure that they are used ethically and responsibly.

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