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# Hayya Ta'allum A'raby: Media Exploration AI-Based Arabic Language Learning Through the ChatGPT Project's Restriction Feature

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**Abstract** This study aims to explore the use of one of the ChatGPT platform's tools, named ChatGPT Project, as a medium for learning Arabic, under the name 'Hayya Ta'allum'Araby'. This study employs a qualitative method with a descriptive approach, involving exploration and direct observation of the use of the ChatGPT Project tool. The results of the study indicate that the use of the ChatGPT Project feature is able to consistently create a limited scope of interaction in line with pre-determined materials and instructions. This limitation on the scope of interaction helps to minimise distractions, keeps learning focused and guided, and provides space for pupils or learners to explore the material without worrying that the discussion will stray into irrelevant areas.

**Keywords** ChatGPT Project 1; Arabic Learning Media2; Guided Learning 3

**ملخّص البحث**

يهدف هذا البحث إلى استكشاف استخدام إحدى ميزات منصة ChatGPT، وهي ChatGPT Project، كوسيلة لتعلم اللغة العربية تحت اسم « Hayya Ta'allum'Araby». ويستخدم هذا البحث منهجًا نوعيًا مع نهج وصفي يركز على الاستكشاف والملاحظة المباشرة لاستخدام ميزة ChatGPT Project. أظهرت نتائج البحث أن استخدام ميزة ChatGPT Project قادر على خلق نطاق تفاعل محدود بشكل متسق وفقًا للمواد والتعليمات المحددة مسبقًا. تساعد هذه القيود على نطاق التفاعل في تقليل عوامل التشتيت إلى الحد الأدنى، والحفاظ على توجيه عملية التعلم وتوجيهها، فضلاً عن إتاحة المجال للمتعلمين لاستكشاف المواد دون القلق من أن تنحرف المناقشة إلى اتجاهات غير ذات صلة.

**كلمات أساسية**1 ChatGPT Project ؛ وسائل تعليم اللغة العربية
2؛ التعلم الموجه3

The impact of technological and information developments, which are advancing quickly as a result of globalization, has brought many benefits in various aspects of life; one of these is the ease of accessing and obtaining information quickly. This rapid development is evident in the lives of the Indonesian people in the post-COVID-19 era, which has driven an increase in the use of digital technology in various activities (Dariyadi, 2019). By using digital technology, people can easily access information and a wide range of other services in a short space of time (Nafilah et al., 2024). This situation shows that technological developments not only make it easier to access information but also transform the way people interact, work and acquire knowledge (Faiqoh et al., 2025).

The fast development of technology and information not only brings speed and time efficiency when it comes to accessing information, but also has a significant impact on the world of education (Leunard et al., 2023). The use of technology in education is driving changes in the learning process, both for teachers and students (Darmila et al., 2026). Given the fast and massive technological developments taking place, educators are required to innovate in teaching by integrating digital technology into the learning process; for example, by creating digital tools or resources that help students quickly understanding the subject matter, prevent them from becoming disengaged or bored during lessons, and provide learning resources that can be adapted to their learning needs (Zou et al., 2025).

One example of a technological development that currently has great potential in the field of education is Artificial Intelligence, commonly known as AI (Kamalov et al., 2023). The advent of AI has had a huge impact on the use of learning technology; the use of AI by learners is not designed simply to acquire information passively, but also to facilitate direct interaction and feedback (Afriani et al., 2024). Based on the previous discussion, AI has the potential to be one alternative in the development of learning resources to make them more interactive (Saeed & Omlin, 2023).

Learning Arabic through the use of AI can provide an opportunity for a more flexible and interactive learning experience, as learners can use AI to study independently outside the classroom, get explanations on material they do not yet understand, practise through drills or exercises, translate, or practise speaking on their own. One type of AI that is popular amongst learners is ChatGPT (Toifah & Supriyanto, 2024). There are many positive benefits to be gained from using ChatGPT in Arabic language learning, as it features functions based on direct interaction with the user (Mustofa et al., 2024).

Research conducted by (Mustofa et al., 2024) shows that ChatGPT is a tool used by educators to ease their workload; for example, in preparing teaching materials, assisting with the organisation of content, creating learning resources, and devising practice or exam questions. According to research carried out by (Azhar et al., 2025), learning facilitated by AI has become more effective through the integration of AI technologies such as NLP, ML, SR and chatbots. Further research carried out by (Husaini, 2026) indicates that the use of AI in learning particularly ChatGPT has a positive influence and impact; however, if not used wisely, it may lead to dependency, A further study conducted by (Wahyudi & Syafi'i, 2025) reported that ChatGPT performs well and is helpful in the creation of Arabic-language teaching modules. Subsequent research by (Izzati et al., 2025) found that ChatGPT can serve as a learning companion for students throughout the learning process, including practice exercises, games and assessment. There are several challenges in the use of AI, particularly with regard to the use of ChatGPT; research study conducted by (Khalil et al., 2025) found that there are issues relating to the focus of ChatGPT usage. These findings indicate the importance of using AI in a targeted and guided manner to minimise a loss of focus amongst learners and ensure that their focus remains aligned with the learning objectives.

Based on the previous discussion, this study aims to explore one of ChatGPT's features, namely ChatGPT Project, as a private learning space which is expected to enable students or learners of Arabic, as users, to be more focused and better directed during the learning process. This is because the ChatGPT Project feature offers a more private space for interaction compared to the standard ChatGPT, which is open and general in nature; it is therefore hoped that it can serve as an alternative learning medium capable of providing a learning experience that is more directed, focused and flexible, and

accessible independently as a supplementary learning resource outside the classroom.

## METHODES 1.)طريقة البحث(

This study uses qualitative methods with a descriptive approach that focuses on exploring and directly observing the research subject in depth. Research data were obtained through direct observation of the process of designing, developing and using AI-based learning materials via the ChatGPT Project platform. This method was chosen to explore, test and describe in depth how the project features on the ChatGPT platform limit the scope of material in Arabic language learning, thereby enabling the researcher to understand the phenomenon holistically and in a more contextual manner (Fadli, 2021). This study used Fi'il Amr material.

The data collection steps in this study were carried out through the following limited experimental procedures:

1. The researcher created a new workspace using the ChatGPT Project feature and devised a plan to create Custom Instructions, instructing the AI to act as an Arabic language tutor; the system was explicitly instructed to respond only to material provided in advance and to reject topics outside these boundaries.
2. Next, the researcher entered a series of prompts or questions relevant to the context of the material to ensure the system functioned effectively as a learning tool.
3. Once the criteria were deemed to have been met, the researcher deliberately posed trick questions outside the context of the Arabic language material that had been uploaded to the project; this was done to test the interaction space and determine whether the project feature consistently addressed the material or not.
4. Finally, the researcher collected primary data by taking screenshots as evidence to substantiate the research steps undertaken.

Once the data had been collected, data analysis was carried out by examining the accuracy and consistency of the responses provided by the ChatGPT Project, and then drawing conclusions regarding the use of the project's features as a learning tool.

## RESULT 2.)نتائج البحث(

The first step in this experiment is to create a new project and enter the prompt to be tested into the 'Instruction' field, then upload the relevant files. This study uses the following prompt:

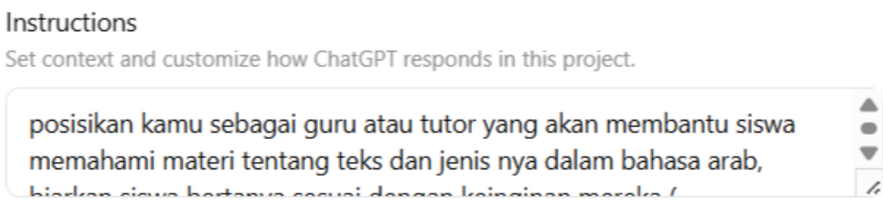



Figure 1: Entering a prompt into the instruction field

> "Put yourself in the role of a teacher or tutor who will help students understand the material on Arabic texts and their types. Allow students to ask questions as they wish (in Arabic or Indonesian), then answer them as requested. Ensure you respond using language that is easy to understand and to the point. Do not provide them with any information if they ask questions outside the specified material. I have uploaded the specified material to the 'source' page."

The next stage is the first test, in which the system's suitability is tested using relevant material. The system has been configured; the material limits have been uploaded via the 'source' page within

the project and set up by creating custom instructions as a tutor. The researcher issued the following initial commands:




Figure 2: Linear Questions with Material Uploaded to the Project in Arabic




Figure 3: Linear Questions with Material Uploaded to the Project in Indonesian

Based on these responses, ChatGPT was able to perform its role effectively in presenting Arabic language material that was relevant to the requested topic and consistent with the learning resources that had been uploaded.

Furthermore, to test the effectiveness of restricting the scope of the material, the researcher then conducted a second phase of testing, namely a distraction test, by posing trick questions. These questions were designed to fall outside the scope of the uploaded material by including the following command:




Figure 4: Distraction Questions as Traps in Arabic

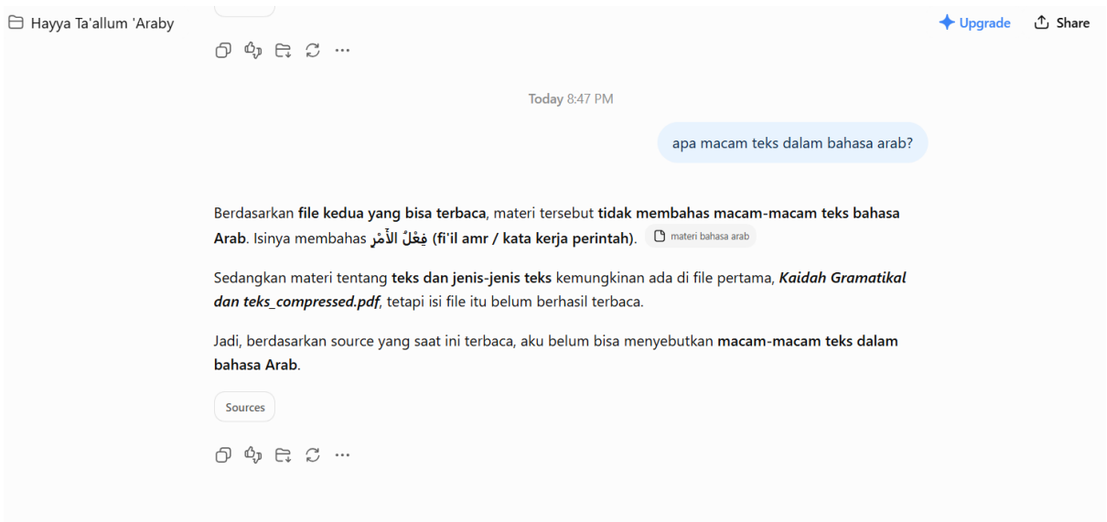



Figure 5: Distraction Questions as Traps in Indonesian

Based on the screenshot above, ChatGPT's response during this distraction test was a rejection; this demonstrates that the project feature is highly effective in preventing discussions from straying off-topic and becoming unfocused. Generally, when artificial intelligence is used, the system will respond to any question without specific limitations; this often distracts pupils' focus during learning. However, by modifying the project instructions, the system is made to remain consistent with the main topic being discussed.

## 3. DISCUSSION (المناقشة)

These findings have a positive impact on the development of self-directed learning resources. In a confined space such as this, learners' focus is not distracted, and confusion arising from a proliferation of interactions is minimised (Trilisiana et al., 2023). Based on the results of the trial, this feature successfully helped learners to maintain their focus on the subject matter. The limited scope of Project ChatGPT can support learning that is more focused, less scattered, and well-guided (*Projects in ChatGPT | OpenAI Help Center*, 2026).

The results of testing this project's features offer a new perspective on the use of artificial intelligence, particularly in the field of Arabic language education. Previous research conducted by (Izzati et al., 2025) found that the use of the ChatGPT website in general is highly effective as a medium for self-directed learning, for example, to practise writing skills, complete practice exercises, utilise gamification, and enrich vocabulary. However, the use of the standard version of ChatGPT carries the risk of straying off-topic due to the absence of system constraints. The experiments in this study have successfully addressed this shortcoming. Through the 'Projects' feature, the specific instructions provided have proven capable of limiting the scope and preventing discussions from veering off-topic,

thereby ensuring that students remain focused on the material being discussed.

The success of this project has had a positive impact, as educators can design an AI-based virtual classroom without worrying that the discussion will stray off-topic (*Projects in ChatGPT | OpenAI Help Center*, 2026). The learning ecosystem becomes more guided, allowing learners greater freedom to explore such as requesting example sentences, grammatical structures or paragraph ideas without worrying about being distracted by discussions outside the material being studied (Newman & DeCaro, 2019).

## 4. CONCLUSIONS (الإستنتاج)

Although it has yielded good and positive results, the use of this feature still has gaps, shortcomings and limitations. Its success depends on the prompts designed by its creators. If the initial prompt entered is not specific enough, there is still a risk that the feature may respond to topics outside the material currently being discussed or studied. Therefore, educators must be able to design prompts effectively before learners are allowed to use the feature independently.

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