



Utilization of ChatGPT for Arabic Digital Media Development

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Abstract

The development of *Artificial Intelligence* (AI), especially *Generative AI*, has opened up new opportunities in the development of digital learning media, including in Arabic language learning. One of the technologies with great potential is ChatGPT,, which can generate a variety of content based on user instructions (*prompts*). This article aims to describe the use of ChatGPT in the development of Arabic digital media, identify its forms and benefits, and analyze the challenges that need to be considered in its implementation. This research uses a qualitative approach with the library *research method*. Data were obtained from various national and international scientific articles, proceedings, books, and documents relevant to ChatGPT, *Artificial Intelligence*, Arabic language learning, and digital media development. Data analysis is carried out through the stages of data reduction, data presentation, and concluding, while data validity is strengthened through source triangulation. The results of the study show that ChatGPT can be used to help develop various Arabic digital media, such as interactive digital modules, presentations, learning videos, infographics, digital LKPD, question banks, educational games, and digital-based evaluations. ChatGPT also helps improve the efficiency of learning tool preparation, enrich media variety, support learning differentiation, increase teacher creativity, and facilitate independent and project-based learning. However, its implementation faces several challenges, especially related to information accuracy, Arabic grammatical accuracy, dialect and cultural context variation, reliance on AI, educator AI literacy, *prompt engineering*, ethics, and content validation. Therefore, ChatGPT needs to be positioned as a digital tool or assistant, not as a substitute for the teacher's role. Teachers still have a central role as *learning designers*, validators, editors, and evaluators to ensure that the media developed is in accordance with the learning goals and characteristics of students.

Keywords

ChatGPT 1; Artificial Intelligence 2; digital media 3; Arabic language learning 3; Generative AI 4; learning designer 5.

مستخلص البحث

لقد أتاح تطور الذكاء الاصطناعي (AI)، ولا سيما الذكاء الاصطناعي التوليدي، فرصاً جديدة لتطوير وسائط التعلم الرقمية، بما في ذلك تلك المتعلقة بتعليم اللغة العربية. وتُعد تقنية "ChatGPT" واحدة من التقنيات ذات الإمكانيات الهائلة، حيث يمكنها توليد محتوى متنوع بناءً على توجيهات المستخدم (المطالبات/Prompts). يهدف هذا المقال إلى وصف استخدام "ChatGPT" في تطوير الوسائط الرقمية للغة العربية، وتحديد أشكال هذا الاستخدام وفوائده، وتحليل التحديات التي يجب مراعاتها عند تطبيقه. يعتمد هذا البحث المنهج النوعي القائم على البحث المكتبي؛ حيث

تم جمع البيانات من مقالات علمية ووقائع مؤتمرات وكتب ووثائق متنوعة -على المستويين الوطني والدولي- تتعلق بـ "ChatGPT" والذكاء الاصطناعي وتعلم اللغة العربية وتطوير الوسائط الرقمية. وتتم عملية تحليل البيانات عبر مراحل تشمل اختزال البيانات، وعرضها، واستخلاص النتائج، مع تعزيز مصداقية البيانات من خلال أسلوب "تثليث المصادر" (Source Triangulation). وتُظهر نتائج الدراسة أن "ChatGPT" يمكن أن يساهم في تطوير وسائط رقمية متنوعة للغة العربية، مثل الوحدات الرقمية التفاعلية، والعروض التقديمية، ومقاطع الفيديو التعليمية، والرسوم البيانية التوضيحية (Infographics)، وأوراق العمل الرقمية (LKPD)، وبنوك الأسئلة، والألعاب التعليمية، وأدوات التقييم الرقمية. كما يساعد "ChatGPT" في تحسين كفاءة إعداد أدوات التعلم، وتنوع الوسائط، ودعم التمايز في التعلم، وتعزيز إبداع المعلم، وتيسير التعلم الذاتي والتعلم القائم على المشاريع. ومع ذلك، يواجه تطبيق هذه التقنية تحديات عدة، لا سيما ما يتعلق بدقة المعلومات، وصحة القواعد النحوية للغة العربية، وتنوع اللهجات والسياقات الثقافية، والاعتماد على الذكاء الاصطناعي، ومستوى المعرفة التقنية لدى المعلمين، وهندسة الأوامر (Prompt Engineering)، والجوانب الأخلاقية، والتحقق من صحة المحتوى. ولذا، ينبغي النظر إلى "ChatGPT" بوصفه أداة رقمية أو مساعداً تقنياً، وليس بديلاً عن دور المعلم؛ إذ يظل للمعلم دور محوري كمصمم للتعلم، ومُحقق لصحة المحتوى، ومُحررٍ، ومُقيّمٍ، وذلك لضمان توافق الوسائط المطوّرة مع أهداف التعلم وخصائص الطلاب.

ChatGPT 1 : الذكاء الاصطناعي 2؛ الإعلام الرقمي 3؛ تعلم اللغة العربية 3؛ الذكاء الاصطناعي التوليدي 4؛ مصمم تعليمي 5.

كلمات أساسية

Introduction

The development of digital technology in the era of the Industrial Revolution 4.0 and Society 5.0 has brought fundamental changes in various aspects of life, including education (Sariwardani, 2023). Digital transformation not only affects the way information is obtained and delivered, but also changes the learning paradigm from *teacher-centered learning* to *student-centered learning*. In this context, teachers are required to effectively use technology to design learning experiences that are interactive, collaborative, contextual, and adaptive to students' needs. The development of educational technology also encourages various innovations that allow the learning process to take place more flexibly, both inside and outside the classroom. One of the technological developments that has a great influence on educational transformation is Artificial Intelligence (AI). AI is no longer only used for information search and processing, but has evolved into a technology that can assist educators in designing, developing, and evaluating various learning activities.

The development of AI then accelerated with the emergence of Generative Artificial Intelligence (Generative AI), a technology that can generate new content based on instructions or *prompts* given by users (Mahendra et al, 2024). The content produced can be in the form of text, images, audio, video, code, or various other forms of information. One of the Generative AI applications that has gained widespread attention in the field of education is ChatGPT. ChatGPT can understand instructions in natural language and generate responses based on the context provided by the user. In the educational environment, this ability provides opportunities for teachers to get help in various academic activities, such as developing learning objectives, developing teaching materials,

making questions and exercises, drafting dialogues, providing alternative learning methods, and designing evaluations. Thus, ChatGPT can be positioned as an *AI assistant* that helps teachers reduce time and burden in learning development work. However, the effectiveness of its use depends largely on the user's ability to provide clear instructions, evaluate the outputs, and integrate these results with learning objectives and characteristics.

In learning Arabic, the use of digital technology is increasingly urgent because Arabic has relatively complex linguistic characteristics (Rahmat et al, 2025). These complexities include aspects of phonology (*aṣwāt*), vocabulary (*mufradāt*), morphology (*ṣarf*), syntax (*naḥwu*), semantics (*dalālah*), and language skills that include listening (*istimāʾ*), speaking (*kalām*), reading (*qirāʾah*), and writing (*kitābah*). Abstract material, especially in *naḥwu* and *ṣarf* learning, often requires a medium that can provide examples, visualizations, exercises, and feedback repeatedly. Therefore, digital media can be an alternative to present Arabic learning in a more interesting and easy-to-understand way. The integration of text, images, audio, video, animations, quizzes, and interactive activities in digital media allows learners to have a more diverse learning experience. This condition also opens up opportunities for Arabic teachers to develop learning media that is not only oriented to the delivery of material, but also encourages activities, exploration, and independent learning of students.

The use of ChatGPT provides new opportunities in the Arabic digital media development process (Amadi & Hikmah, 2025). Through a systematically designed prompt, teachers can ask ChatGPT to generate a variety of content that can then be developed into learning media. For example, ChatGPT can be used to compile *mufradāt* materials based on certain themes, create *muḥādatsah* dialogues according to students' ability levels, produce *qirāʾah* texts, compile *naḥwu* and *ṣarf* exercises, create multiple-choice questions and descriptions, and design learning video scenarios or scripts. The output can then be combined with other applications such as PowerPoint, Canva, Gamma, Genially, Quizizz, Kahoot!, or Learning Management System (LMS) platforms. With this pattern, ChatGPT does not stand alone as a learning medium, but functions as a tool in the content production process, which is then developed into more interactive digital media. This utilization has the potential to increase the efficiency of teachers' work while expanding creativity in designing media that is in accordance with learning objectives, student characteristics, and Arabic materials taught.

Although it has various potentials, the use of ChatGPT in the development of Arabic digital media also presents several challenges that need attention. One of the main challenges is the accuracy of the information and the quality of the language produced (Ramadhan, 2023). ChatGPT can generate responses that seem convincing but still allow for factual errors, language structure errors, or inaccuracies in the use of terms. In the context of Arabic, validation becomes increasingly important because errors in harakat, *i'rāb* structure, use of *ṣarf*, vocabulary selection, and cultural context can affect students' understanding. In addition, excessive use of ChatGPT without an evaluation process can lead to dependence on technology, reduce user creativity, and raise academic ethical issues. Therefore, teachers remain in a central position as directors, editors, validators, and evaluators of AI-generated content. The principle of *human-in-the-loop* is important so that technology is used to support teacher professionalism, not as a substitute for teachers' pedagogical role (Rifai et al, 2026). The use of ChatGPT also needs to consider aspects of data privacy, copyright, transparency of the use of AI, and suitability with educational goals and policies.

Based on this description, there is a need to study more systematically how ChatGPT can be used in the development of Arabic digital media, the forms of media that can be produced, the benefits provided to teachers and students, and the challenges that need to be considered in its implementation. Studies on the use of AI in education have developed rapidly, but discussions that specifically place ChatGPT as a tool in developing Arabic digital media still need to be deepened, especially in the context of Arabic language education in Indonesia. Therefore, this article aims to describe the use of ChatGPT in the development of Arabic digital media and identify the forms of media, benefits, opportunities, and challenges of its implementation in the learning process. The results of the study are expected to make a theoretical contribution to the development of AI studies in Arabic language learning, as well as make a practical contribution for teachers and lecturers in utilizing ChatGPT creatively, critically, ethically, and responsibly to produce Arabic learning media that is innovative and in accordance with the demands of education in the digital era.

ChatGPT as an Innovation in Digital Media Development

ChatGPT is a form of *Artificial Intelligence* (AI) technology based on a *Large Language Model* (LLM). It is designed to understand natural language and generate responses based on instructions (prompts) provided by users (Dermawan & Herdianto, 2024). This ability allows ChatGPT to be used for various purposes, including in education. Unlike conventional digital technology that generally functions as a medium for presenting information, ChatGPT has generative capabilities because it can help create new content based on the user's context and needs. In the development of learning media, these characteristics provide opportunities for teachers to obtain ideas, compile materials, develop learning activities, and design various forms of digital content more quickly and systematically.

In the context of developing Arabic digital media, ChatGPT can act as a digital assistant for teachers at the planning and production stages of learning content. Teachers can provide specific instructions regarding the theme, level of education, competencies to be achieved, student characteristics, type of material, and the desired form of media (Judijanto et al, 2025). Based on these instructions, ChatGPT can produce an initial design that the teacher can then develop and adjust. For example, teachers can ask ChatGPT to create an Arabic material design for beginners with a daily-life theme, complete with learning objectives, vocabulary, example sentences, dialogues, activities, and evaluations. Thus, the media development process no longer completely starts from a blank page, but can begin with an AI-generated design to be then criticized and refined by teachers.

One form of relevant use of ChatGPT in learning Arabic is the development of linguistic content. ChatGPT can help teachers compose reading texts (*qirā'ah*) based on students' themes and skill levels, create dialogues (*muḥādatsah*) that describe specific communication situations, and provide vocabulary lists (*mufradāt*) related to learning themes (Azhar et al, 2025). Teachers may also provide certain limits, such as the number of vocabulary items, language difficulty, sentence structure, or communication context. The results can then be integrated into digital modules, presentations, digital worksheets, and multimedia-based learning media. This use provides flexibility for teachers to produce a variety of materials without always having to prepare all the content from scratch.

ChatGPT can also be used to develop qawā'id materials, especially *naḥwu* and *ṣarf*, which are often considered part of learning Arabic and require systematic explanations and

diverse examples (Ramadhan et al, 2025). Teachers can ask ChatGPT to explain a rule, compile examples of using certain structures, create identification exercises, complete sentences, change word forms, or arrange questions based on the level of difficulty. For example, teachers can ask ChatGPT to create exercises about *ism*, *fi'il*, and *harf*, or to structure word shape-shifting exercises based on *ṣarf* patterns. The results obtained can be the starting material for developing interactive quizzes, digital LKPDs, educational games, or evaluation materials. However, the *resulting naḥwu* and *ṣarf* materials still need to be checked by teachers or Arabic experts to ensure the accuracy of the rules and examples used.

In addition to producing materials, ChatGPT can help teachers design learning activities and evaluations. Teachers can ask ChatGPT to compile multiple-choice, true/false, matching, fill-in-the-blank, translation, and description questions (Tarannum et al, 2025). Questions can be developed based on specific learning objectives and cognitive levels, including activities that encourage critical thinking skills and the application of language in real-world contexts. ChatGPT can also help compile assessment rubrics, assignment instructions, reflective questions, and feedback on learners' work. Furthermore, the content can be moved to digital platforms such as Google Forms, Quizizz, Kahoot!, Wordwall, or an LMS. Thus, ChatGPT not only serves as a tool for generating materials, but can also support the entire process of designing digital learning experiences.

The use of ChatGPT as an innovation in the development of digital media ultimately needs to be placed within the framework of collaboration between technology and teachers' professional competence (Fernández et al, 2025). ChatGPT can speed up content production and provide a variety of alternative materials. However, the quality of learning media is still determined by the teacher's ability to set goals, choose relevant materials, provide the right instructions (prompts), check the accuracy of outputs, and integrate content with pedagogical principles. Teachers also need to consider students' characteristics, Arabic language proficiency levels, the cultural context, and the suitability of the material with the curriculum. Therefore, ChatGPT should be seen as a *co-creator* or assistant in the media development process, not as a substitute for a teacher. The integration between ChatGPT's generative capabilities and teachers' pedagogical expertise is expected to produce Arabic digital media that is more varied, interactive, efficient, accurate, and relevant to learning needs in the digital era.

ChatGPT-Based Digital Media Development

Using ChatGPT in the development of digital media provides Arabic teachers with an opportunity to make the production process for learning materials faster, more systematic, and more varied (Moustafa et al, 2026). ChatGPT does not directly replace design applications or learning platforms, but functions as an assistant in designing and producing content that can then be processed into digital media products. Teachers can provide *prompts* that include learning objectives, education level, materials, student characteristics, level of difficulty, activity format, and desired media type. The more specific *the prompt* given, the more targeted the output can be. The output results then need to be selected, examined, adjusted, and redeveloped by teachers to meet pedagogical, linguistic, and curriculum principles.

a. Interactive Digital Module

ChatGPT can be used to help teachers develop interactive digital modules that not only contain learning materials, but also learning activities that allow students to interact with the material (Alshahrani et al, 2024). Teachers can ask ChatGPT to compile a module structure ranging from learning identity, learning outcomes, learning objectives, materials, examples, exercises, activities, reflections, to evaluation. In learning Arabic, for example, teachers can develop modules with the theme of *al-usrah* (family), *al-madrasah* (school), *al-hiwayyah* (hobbies), or *al-yaumiyyāt* (daily activities).

The content generated by ChatGPT can then be combined with images, audio, videos, hyperlinks, and quizzes to make the module more interactive. In *mufradāt* material, for example, each vocabulary item can be equipped with pictures and examples of its use in sentences. In *qirā'ah* material, the module can be equipped with reading texts, comprehension questions, and information-seeking activities. Meanwhile, *qawā'id* material can be presented through examples, pattern identification, rule explanations, exercises, and reflection. Thus, ChatGPT mainly accelerates content preparation, while teachers determine the design and learning experience to be given to students.

b. Learning Presentation

ChatGPT can also help teachers compose learning presentations more systematically and communicatively (Karakose & Tülübas, 2023). Teachers can provide prompts that contain the topic, student level, time allocation, learning objectives, and the number of slides required. ChatGPT can then help generate a presentation structure consisting of opening, perception, presentation of material, examples, student activities, exercises, evaluations, and closing. In learning Arabic, presentations about *al-ism*, *al-fi'l wa al-harf*, for example, can be designed with a sequence of concept introduction, example sentences, identification of language elements, explanation of rules, exercises, and evaluation. Teachers can then input the results of the design into PowerPoint, Canva, or AI-based presentation applications. To be more than just a collection of text, presentations need to be accompanied by visuals, colors, illustrations, authentic examples, and interactive activities. Thus, ChatGPT helps with the conceptual aspects and content preparation, while teachers remain responsible for their visual design and pedagogical strategies.

c. Learning Videos

Developing learning videos is one potential use of ChatGPT. In this process, ChatGPT can be used to craft a script or video script based on a specific learning objective (Weerakoon et al, 2024). The manuscript can include an opening, presentation of objectives, explanation of the material, examples of the use of Arabic, student activities, exercises, summaries, and conclusions. Teachers can also have ChatGPT create a dialogue between teacher and student or conversation scenarios according to the learning context.

For example, in *muḥādatsah* material with the theme "في المدرسة" (in school), ChatGPT can help structure a dialogue between students and teachers, complete with new vocabulary and communicative expressions. The script can then be developed into a video using an app like Canva, CapCut, or other video editing software. Teachers can add Arabic-speaking voices, subtitles, images, animations, and illustrations of communication situations. In this way, ChatGPT functions in the pre-production stage, while video production and editing still require teachers' creativity and skill.

d. Arabic Infographic

ChatGPT can help generate content for Arabic learning infographics, especially materials that require presenting information concisely and visually (Abdilah et al, 2025). Teachers can ask ChatGPT to summarize a concept into key points, tables, classifications, examples, or simple steps. The content can then be visualized using a graphic design application. Infographics are very suitable for *mufradāt*, *qawā'id*, *ṣarf* patterns, sentence structure, and everyday expressions. For example, teachers can create infographics about changes to *fi'il māḍī*, *fi'il muḍāri'*, and *fi'il amr* with examples of their use. Infographics can be used as perception materials, material summaries, reinforcement media, and independent learning materials. The advantage of this form lies in its ability to present complex information concisely, so students can more easily identify important concepts.

e. LKPD Digital

Digital Learner Worksheets (LKPD) can be developed with the help of ChatGPT to create more active and structured learning activities (Fertikawati et al, 2025). Teachers can ask ChatGPT to compile LKPDs based on specific learning models, such as *Problem-Based Learning*, *Project-Based Learning*, *Discovery Learning*, or *Student-Centered Learning*. LKPD can contain student identities, learning objectives, activity instructions, stimulus, individual or group assignments, triggering questions, answer spaces, and reflections. In learning Arabic, LKPD can be used for various activities. In *qirā'ah* skills, students can be asked to read the text and then find certain information. In *kitābah*, students can be given the task of composing sentences based on the available vocabulary. In *qawā'id*, students can analyze sentence patterns and find rules inductively. Thus, ChatGPT can help teachers design activities, but teachers still need to ensure that the tasks actually encourage meaningful thinking and the use of Arabic.

f. Automated Question Bank

One of the uses of ChatGPT that is relatively easy to apply is developing question banks. Teachers can ask ChatGPT to generate various forms of questions, such as multiple-choice, true-false, fill-in-the-blanks, matchmaking, completing sentences, translations, and descriptions. Questions can be created based on specific materials and different levels of difficulty. Teachers can also include answer keys and competency indicators. In learning Arabic, the question bank can include vocabulary, reading comprehension, grammar, morphology, and language skills. For example, a teacher can ask ChatGPT to create 20 questions about *naḥwu* for the Madrasah Aliyah level with a composition of easy, medium, and difficult questions. However, the questions produced should not be used immediately without examination. Teachers need to check the accuracy of the Arabic language, the suitability of the answer choices, the clarity of the instructions, the level of difficulty, and the suitability of the questions with the learning objectives. Thus, ChatGPT serves as an initial generator that speeds up the production of questions, while validation remains the responsibility of the teacher.

g. Educational Games

Learning Arabic can become more engaging through educational games designed with the help of ChatGPT (Asikin et al, 2025). Teachers can have ChatGPT develop game ideas based on the material, the learners' age, the number of players, the learning objectives, and the time available. These games can be vocabulary puzzles, word-for-picture matching games, quick quizzes, sentence-building games, *role plays*, conversation simulations, or challenge-based games. For example, for *mufradāt* learning, teachers can

ask ChatGPT to design a game "Guess Vocabulary", where students get instructions in Arabic and then guess the word in question. For *muhādatsah* learning, ChatGPT can help create role-playing scenarios such as conversations in markets, schools, hospitals, or libraries. The game concept can then be implemented using platforms such as Wordwall, Quizizz, Kahoot!, or other interactive media. The use of games can increase student involvement if it is designed according to learning objectives and not just entertainment-oriented.

h. Digital-Based Evaluation

ChatGPT can also be used to develop digital-based learning evaluations. Teachers can use ChatGPT to design grids, question indicators, questions, answer keys, assessment rubrics, and evaluation instruments (Pratiwi et al, 2026). The instrument can then be integrated with digital platforms such as Google Forms, Quizizz, Kahoot!, or a Learning Management System (LMS). Digital evaluation allows teachers to obtain data on learning outcomes more quickly and in a structured manner. In learning Arabic, evaluation can be used to measure mastery of *mufradāt*, *qawā'id*, understanding *qirā'ah*, and the ability to apply Arabic structures. In addition to summative evaluation, ChatGPT can also help teachers prepare diagnostic and formative assessments. Diagnostic assessments can be used to determine learners' initial abilities, while formative assessments are used to monitor progress during the learning process. Teachers can then use the evaluation results to provide follow-up and improve the learning process.

ChatGPT's Integration in the Media Development Process

Based on these various forms of media, the use of ChatGPT can be placed in several stages of digital media development (AlQaruty et al, 2024). The first stage is needs analysis, which involves determining students' characteristics, learning objectives, materials, and problems to be solved. The second stage is content design, which involves using ChatGPT to generate ideas, structures, materials, activities, and evaluations. The third stage is media production, which is integrating ChatGPT's output with a design application, presentation, video, quiz, or LMS. The fourth stage is validation, which is checking the correctness of the material, language, visuals, pedagogy, and conformity with the curriculum. The fifth stage is implementation and evaluation, which involves using media in learning and identifying its effectiveness and shortcomings.

Thus, ChatGPT can shorten the time it takes for teachers to develop digital media because teachers don't always have to start the drafting process from scratch. However, this efficiency does not mean that the entire development process can be left to AI. The quality of the media remains highly dependent on the quality of *prompts*, teachers' pedagogical competence, the ability to select information, and the validation process of AI outputs. The principles that need to be applied are: AI generates, teachers validate, and students learn. This means that AI helps produce content, teachers ensure its quality and relevance, while learners become the main users of media in achieving learning goals.

Example of ChatGPT Utilization Flow

In simple terms, the development of Arabic digital media based on ChatGPT can be described as follows: Learning Objectives → Needs Analysis → Prompt Preparation → Content Generation with ChatGPT → Selection and Validation → Digital Media Design → Implementation → Evaluation and Revision. The flow shows that ChatGPT is part of the media development ecosystem, not the only component. Teachers remain the main actors who determine goals, choose strategies, validate content, and evaluate the success of the media. With this approach, the use of ChatGPT can be directed not only to produce content quickly, but also to produce Arabic digital media that is pedagogical, accurate, interactive, contextual, and in accordance with students' needs (Mustofa et al, 2024); (Al-Khalifa et al, 2023).

Benefits of ChatGPT in Arabic Language Learning

The use of ChatGPT in Arabic learning provides various benefits for both teachers and students. Based on studies on the use of *Generative Artificial Intelligence* in education, ChatGPT not only functions as a source of information but can also serve as a pedagogical assistant that helps teachers design, produce, modify, and evaluate various learning components. In the context of learning Arabic, these benefits become increasingly relevant because teachers are required to provide varied materials to develop four language skills, namely *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing), as well as developing mastery of *mufradāt*, *naḥwu*, and *ṣarf*. Proper use of ChatGPT can help meet these needs more quickly and flexibly (Leleparry et al, 2023); (Moustafa et al, 2026); (Zubaidi et al, 2025); (Liu et al, 2023); (Mondal et al, 2023).

1. Improving the Efficiency of Learning Tools

One of the main benefits of ChatGPT is that it increases teachers' efficiency in compiling various learning tools. Before utilizing AI, teachers must spend a relatively long time searching for references, compiling materials, creating learning activities, designing questions, and preparing evaluation instruments. ChatGPT can help speed up these initial stages by generating designs based on instructions or *prompts* provided.

Arabic teachers can ask ChatGPT to help them develop learning objectives, achievement indicators, materials, activity steps, worksheets, starter questions, exercises, and evaluation instruments. For example, the teacher could instruct: "Create an Arabic lesson plan for grade VIII with the theme المدرسة, using a Student-Centered Learning approach, allocating 90 minutes, and being oriented towards speaking skills." ChatGPT can then provide an initial design that teachers can further develop. This efficiency does not mean that teachers leave the entire learning preparation process to AI. Teachers still need to make edits, adjustments to the curriculum, and validate the material produced. Thus, ChatGPT serves as an assistant in the production stage, while pedagogical decisions remain with the teacher.

2. Enriching the Variety of Digital Learning Media

ChatGPT can also help teachers enrich the variety of Arabic learning media. Learning that only relies on textbooks or lecture methods has the potential to make students less active. With the help of ChatGPT, teachers can develop various content alternatives that are then packaged as digital media, such as interactive modules, presentations, videos, infographics, quizzes, educational games, digital LKPD, and evaluation materials.

For example, a single learning theme about الأسرة (*al-usrah*) can be developed into various forms of media. ChatGPT can help generate family vocabulary lists, dialogues about family members, reading texts, sentence structure exercises, multiple-choice questions, and video scenarios. All of this content can then be combined with images, audio, animations, and videos so that students gain a learning experience through various forms of representation.

The variety of media also allows teachers to adjust the media to the character of the material. *Mufradāt* materials can be more effectively presented through pictures and games, *istimā'* materials through audio or video, *qirā'ah* materials through interactive digital texts, while *qawā'id* materials can be presented through diagrams, examples, and interactive exercises.

3. Helping Teachers Produce Materials According to Students' Ability Level

ChatGPT's ability to generate content based on instructions allows teachers to develop materials of different levels of difficulty. This is important because students in one class do not always have the same Arabic language skills. Some students may have mastered basic vocabulary, while other students still have difficulty understanding simple sentence structures.

Teachers can have ChatGPT generate material for beginner, intermediate, or advanced levels. For example, a teacher can request a 100-word *qirā'ah* text for elementary students with a common vocabulary and simple sentence structure. For more advanced learners, teachers can ask for texts with more complex sentence structures and more diverse vocabulary.

This ability provides an opportunity for teachers to scaffold and adjust materials. The same material can be presented in several levels of difficulty so that students can learn according to their initial abilities. However, teachers must still determine the appropriate level of difficulty and check whether the results provided by ChatGPT really match the characteristics of the learners.

4. Increasing Teachers' Creativity in Learning Design

ChatGPT can also be a source of inspiration for teachers in developing more creative learning designs. Teachers can ask ChatGPT to generate a variety of alternative learning activities based on specific materials. Thus, teachers not only obtain one form of activity, but can compare several alternatives and then choose the most suitable one. For example, when teaching *mufradāt* about المهن (*al-mihan*) or professions, teachers can ask ChatGPT to design a profession guessing game, interview simulation, *role-play*, vocabulary cards, digital quizzes, or a project to create a profession poster in Arabic. These alternatives can inspire teachers to create more contextual learning. In this case, ChatGPT acts as a brainstorming partner. Teachers can engage in dialogue with AI to explore various ideas, then combine them with teaching experience and understanding of students' characters. This collaboration has the potential to increase teachers' creativity without eliminating their professional and pedagogical roles.

5. Supporting Project-Based Learning

ChatGPT can support the implementation of Project-Based Learning (PjBL) in Arabic language learning. This model places students as active actors who develop a product or solve problems through a process of investigation and collaboration. In this context, ChatGPT can help teachers design projects by providing ideas and supporting materials. For example, teachers can develop a project with the theme "Making School Promotion Videos in Arabic". ChatGPT can help learners compose vocabulary, create scripts,

improve sentence structure, compose dialogue, and provide alternative Arabic expressions. Students can then develop the results into videos using video editing applications. Other projects can take the form of Arabic digital magazines, *digital storytelling*, Arabic-language travel posters, simple digital dictionaries, or *muḥādatsah* videos. In this context, ChatGPT does not become the creator of the final product, but becomes a tool during the planning and development process of the project. Students are still required to think critically, collaborate, choose information, revise, and produce products independently.

6. Facilitating Self-Directed Learning

ChatGPT has the potential to support self-paced learning because learners can use it to obtain explanations, examples, exercises, and feedback as needed. Students do not always have to wait for the teacher's explanation when experiencing difficulties in certain materials. They can ask questions and request re-explanations at different levels of difficulty. In learning Arabic, students can use ChatGPT to ask for examples of vocabulary use in sentences, create *naḥwu* exercises, conduct conversation simulations, or obtain reading texts according to their ability level. Students can also ask for an explanation of errors in a sentence and compare several alternative language uses. However, ChatGPT-based self-learning still requires AI literacy. Learners must understand that AI answers are not always correct. Therefore, they need to be able to check information, compare answers with reliable books or sources, and discuss the results with teachers. Thus, the use of ChatGPT can be directed to build critical and reflective thinking skills.

7. Supports Learning Differentiation

Each learner has different abilities, interests, experiences, and learning styles. ChatGPT can help teachers implement differentiation of learning by providing a variety of materials and activities based on students' needs. Teachers can have ChatGPT generate material of different levels of complexity or develop activities of various forms. For example, students who are still having difficulties with *mufradāt* can be given practice matching words with simple pictures and sentences. Students at the intermediate level can be given the task of composing dialogues. In contrast, more advanced students can be given the task of creating argumentative texts or making presentations in Arabic. Differentiation can also be done based on learning products. Learners can be given the option to produce videos, digital posters, podcasts, presentations, dialogues, or written texts. ChatGPT can help teachers prepare instructions and rubrics for these different product forms. Thus, students get the opportunity to demonstrate their competence in a way that suits their abilities and potential.

8. Supporting the Development of Listening Skills (*Istimā'*)

In listening skills, ChatGPT can be used to help teachers compile audio scripts and conversation materials based on specific themes. Teachers can have ChatGPT create dialogues with a certain level of difficulty, then convert the script into audio using *text-to-speech* technology or record it themselves or with Arabic speakers. For example, teachers can create listening materials with the theme *في السوق* (in the market). ChatGPT can structure a dialogue between sellers and buyers that contains certain communicative vocabulary and expressions. Students then listen to the audio and answer questions based on the information they obtained. Thus, ChatGPT helps in the content preparation stage, while the development of listening skills still requires audio with pronunciation, intonation, and speed that match the learner's characteristics.

9. Supports the Development of Speaking Skills (*Kalām*)

ChatGPT can also be used to create conversation simulations that can help learners practice speaking Arabic. Teachers can design conversation scenarios based on real-life situations, such as introducing themselves, shopping, asking directions, ordering food, speaking at school, or conducting interviews. Students can practice using expressions appropriate to the communication context. ChatGPT can act as a conversation partner to provide stimuli or questions, while learners respond in Arabic. These activities can help increase students' courage in using Arabic communicatively. However, teachers still need to provide supervision so that students do not just copy AI responses. The main goal of speaking activities is to encourage learners to produce language, not just read answers generated by technology.

10. Supports Reading Skills (*Qirā'ah*)

In reading skills, ChatGPT can help teachers produce reading texts with varying levels of complexity. Teachers can determine the theme, length of the text, the number of new vocabulary words, sentence structure, and students' ability level. ChatGPT can then generate text that can be used as reading practice material. In addition to text, teachers can ask ChatGPT to create comprehension questions, such as *who*, *what*, *when*, *where*, *why*, and *how* questions, or questions in Arabic such as من؟ ماذا؟ أين؟ متى؟ لماذا؟ وكيف؟ Students can read the text and then answer questions based on the information found. These activities can be developed into interactive digital media by adding images, audio, vocabulary highlights, hyperlinks, and quizzes. Thus, ChatGPT helps teachers develop reading materials that are more varied and can be tailored to learning objectives.

11. Supporting Writing Skills (*Kitābah*)

In *learning kitābah*, ChatGPT can help students access text examples, writing structures, vocabulary, and writing stimuli. Teachers can have ChatGPT generate simple writing models such as self-descriptions, everyday experiences, letters, announcements, or short stories. ChatGPT can also be used as an initial feedback tool for students' writing. For example, learners can ask the AI to show the incorrect parts of a sentence, then they correct it based on the explanations obtained. However, the process needs to be directed so that students still understand the reason for the improvement and do not just ask the AI to rewrite the entire text. With this approach, ChatGPT can be used as a *scaffolding* tool in learning to write. Learners remain the lead authors, while AI is used as a companion to acquire ideas, examine structures, and make revisions.

12. Supporting *Mufradāt*, *Naḥwu*, and *Ṣarf* Learning

In addition to the four language skills, ChatGPT can help learn the language components, especially *mufradāt*, *naḥwu*, and *ṣarf*. In *mufradāt learning*, teachers can ask ChatGPT to compile a list of vocabulary based on a specific theme along with their meanings, synonyms, antonyms, example sentences, and the context of their use. In *naḥwu* learning, ChatGPT can help provide sentence examples and structure identification exercises. Meanwhile, in *ṣarf* learning, teachers can use it to create word form change exercises, such as *fi'il māḍī*, *fi'il muḍāri'*, and *fi'il amr*. The material can then be developed into interactive tables, games, or digital quizzes. However, because the accuracy of Arabic rules is very important, ChatGPT's results should always be verified by an Arabic teacher or expert. Validation is an important part of preventing misconceptions and the use of examples that do not align with the rules.

13. Synthesis of the Benefits of ChatGPT in Arabic Language Learning

Based on this description, the benefits of ChatGPT in learning Arabic can be summarized in three main domains. First, in the pedagogical realm, ChatGPT helps teachers provide materials that are more varied, adaptive, and aligned with students' needs. Second, in the realm of productivity, ChatGPT helps speed up the preparation of materials, activities, media, and evaluations so that teachers can save time on learning development. Third, in the realm of student learning, ChatGPT has the potential to support independent learning, repetitive exercises, creativity, language skills, and a more personalized learning experience. Thus, the utilization of ChatGPT is not solely measured by the technology's ability to produce content, but by the extent to which the content can be integrated into meaningful learning designs. ChatGPT will provide optimal benefits if teachers can design *prompts*, select results, validate, integrate content with digital media, and direct students to use AI critically and responsibly. Therefore, the ideal relationship is not *teachers versus AIs*, but rather teachers with AI to create more effective, creative, adaptive, and learner-centered Arabic learning.

Challenges of Implementing ChatGPT in the Development of Arabic Digital Media

Although ChatGPT has great potential in helping teachers develop Arabic digital media, its implementation is inseparable from various challenges. Generative *Artificial Intelligence* technology basically works by generating responses based on language patterns and probabilities, so the output produced is not always identical to academic or pedagogical truth. In learning Arabic, the problem becomes more complex because language has a linguistic system, a variety of uses, and a variety of cultural contexts. Therefore, the use of ChatGPT requires the active involvement of teachers as critical users, validators, and pedagogical decision-makers. Some of the main challenges to consider are as follows (Moustafa et al, 2026); (Almajdoub et al, 2026); (Yusuf et al 2026); (Sholeha et al, 2026).

1. Accuracy and Validity of the Information Generated

The first challenge is the accuracy of ChatGPT's output. ChatGPT can generate answers that look structurally convincing, but are not necessarily entirely correct. This condition is often referred to as *hallucination*, which is when the system produces information that is inaccurate, incomplete, or does not match the facts. In the context of learning, this problem becomes important because the wrong material can be passed on to students and then become a source of misconception. In learning Arabic, errors can appear in various forms, such as translation errors, the use of vocabulary, the giving of sentence examples, the analysis of *i'rāb*, the explanation of *the rules of naḥwu*, or changes in the form of words in *ṣarf*. Even small changes in the meaning or structure of sentences can cause a change in meaning. Therefore, teachers should not immediately use ChatGPT's output as the final teaching material. The validation and verification process is a very important stage. Teachers need to compare the information generated by ChatGPT with textbooks, dictionaries, reference books, scientific articles, and credible Arabic sources. In *qawā'id* material, for example, teachers need to ensure that the rules, examples, and grammatical analysis provided by AI are in accordance with reliable sources. Thus, ChatGPT should be positioned as the initial generator of content, while teachers are the ones who determine whether the content is worth using.

2. Limitations in Understanding the Complexity of Arabic

Arabic has complex linguistic characteristics. These complexities include morphological systems (*ṣarf*), syntax (*naḥwu*), semantics, phonology, vocabulary variations, and writing systems that have different characteristics from Latin. Therefore, the use of ChatGPT to generate Arabic materials requires special attention to the accuracy of the structure and context of the language. One of the problems that may arise is the use of Arabic variations, especially the difference between Fusha Arabic (*al-'Arabiyyah al-Fuṣḥā*) and the various Arabic dialects (*lahajāt*). The right expression in one context or region is not necessarily appropriate when used in another. Teachers who use ChatGPT need to provide explicit instructions, for example requesting the use of Fusha Arabic for formal learning or specifying a specific dialect if the material is intended for learning daily communication. In addition, ChatGPT also needs to be carefully directed when producing material related to Arab culture. Language cannot be separated from social and cultural contexts. Dialogue about daily life, traditions, food, clothing, social activities, or forms of greeting should be adapted to the appropriate cultural context. Therefore, teachers need to evaluate not only the linguistic aspect, but also the cultural suitability of the material produced.

3. Dependence on Technology and Reduced Teacher Creativity

The next challenge has to do with the possible emergence of dependence on ChatGPT. The ease of generating material automatically can make users more likely to accept AI results without undergoing further development processes. If teachers only copy ChatGPT's output and then include it directly into teaching materials, then the creative and reflective process in the development of learning media can be reduced. In the development of digital media, teachers' creativity is still needed to determine how the material is presented, how students interact with the media, what activities are appropriate, and how the media is associated with the real learning environment. ChatGPT can generate text on the *المدرسة* theme, for example, but teachers who know the characteristics of their learners can develop the text into *role play* activities, videos, games, or projects relevant to the student's life. Therefore, the use of ChatGPT needs to use the principle of human in the loop, which is that humans remain actively involved in the entire process. Teachers are not only users of AI outputs, but also role as designers, editors, validators, and evaluators. With this pattern, AI is a means to strengthen teachers' creativity, not replace it.

4. Artificial Intelligence Literacy Gap Among Educators

The effectiveness of ChatGPT's utilization is greatly influenced by the user's level of AI literacy. Not all teachers have the same understanding of how AI works, the characteristics of *Generative AI*, prompt compilation techniques, the limitations of AI, and ethical issues of its use. This competency gap can cause the use of ChatGPT to be less than optimal. Teachers who don't understand how to give proper instruction tend to get overly general outputs. Instead, a systematically designed prompt can generate more specific material. Teachers can list the role of AI, education level, learning objectives, material, level of ability of students, form of media, amount of material, level of difficulty, and output format. For example, instead of giving simple instructions: "Make Arabic material about family." Teachers can provide *more structured* prompts: "You play the role of an Arabic teacher at the MTs level. Make material about *الأسرة* for grade VII students with basic skills. The material consists of 15 vocabulary words, 5 examples of simple sentences, one short dialogue, vocabulary matching exercises, and five multiple-

choice questions. Use Fusha Arabic and include an Indonesian translation." *The second prompt* provides much clearer context so that the results obtained are more easily directed to learning needs.

5. Prompt Engineering Challenge

The quality of ChatGPT's output is greatly influenced by the quality of the instructions provided. Therefore, prompt engineering is an important competency for teachers who want to make optimal use of ChatGPT. *Prompt engineering* is not just the ability to ask AI questions, but the ability to formulate clear, contextual, structured, and goal-oriented instructions. In the development of Arabic media, teachers can use a *prompt structure* that includes several elements: the role of AI, the learning context, the learning objectives, the characteristics of the learners, the material, the output format, the limitations, and the quality criteria. The clearer the element is given, the easier it will be for teachers to get the appropriate output. Teachers can also carry out *the prompt refinement* process, which is to improve instructions based on the results obtained previously. If the first result is too difficult, the teacher can ask the AI to simplify it. If the example sentence is not appropriate, the teacher can request a revision. Thus, the use of ChatGPT can be seen as a dialogical and iterative process, not just a one-time question.

6. Academic Ethics and Integrity

The use of ChatGPT in education also presents ethical issues and academic integrity. The ease of generating text can encourage students to use AI to complete tasks without understanding the learning process. In the context of teachers, the use of AI without transparency can also raise issues regarding the ownership and originality of the material. Therefore, the use of ChatGPT needs to be accompanied by the principle of transparency. Teachers and learners need to understand when and how AI can be used. AI should be used as a tool for generating ideas, obtaining examples, revising, or practicing, rather than as a substitute for thought processes. In learning Arabic, for example, students can be asked to create short texts first independently, then use ChatGPT to get input on structure or vocabulary. After receiving input, students make revisions and explain the changes made. The pattern favors learning more than having AI generate the entire task.

7. Data Protection and Privacy

The use of AI technology in education also needs to pay attention to data security and privacy. Teachers should not enter sensitive students' personal information into the AI system. Data such as full identity, identity number, personal values, or other information that is not required should not be included in the *prompt*. In the development of digital media, teachers can use data that has been anonymized. For example, instead of entering a student's full name and the results of their evaluation, teachers can use a code like "Student A" or use aggregated data. This step is important to keep students' information safe while building a culture of responsible use of AI.

8. Conformity with the Curriculum and Learning Objectives

ChatGPT's output is not necessarily automatically in accordance with the applicable curriculum and learning outcomes. AI can produce interesting material but is irrelevant to the competencies that learners must achieve. Therefore, teachers need to ensure that each media developed has a clear relationship with the learning objectives. For example, if the learning goal is that students are able to use simple expressions to introduce themselves, then the media developed must provide opportunities for students to practice these expressions. Media that only provide theoretical explanations without

communication activities are not necessarily in accordance with these goals. Thus, teachers need to use the principle of alignment, which is the alignment between learning outcomes, objectives, materials, activities, media, and assessments. ChatGPT can help generate individual components, but teachers must still ensure the interconnectedness between them.

9. Infrastructure Gap and Technology Access

The implementation of ChatGPT is also influenced by the availability of digital infrastructure. Not all schools or madrassas have stable internet access, adequate devices, or the same digital facilities. This condition can be an obstacle, especially if the learning media developed is completely dependent on an internet connection. Therefore, teachers need to consider media models that can be used flexibly. Content generated with the help of ChatGPT can be turned into PDF modules, offline presentations, downloadable videos, or teaching materials that can be used without a continuous internet connection. With this strategy, the benefits of AI can still be felt even though infrastructure conditions vary.

10. Strategy to Overcome Implementation Challenges

These challenges show that the success of ChatGPT is highly dependent on the readiness of teachers and the educational ecosystem. Some strategies that can be done are to improve AI literacy through continuous training, develop *prompt engineering* capabilities, implement content validation procedures, build ethical guidelines for the use of AI, and improve teachers' ability to integrate AI with pedagogical principles. In the development of Arabic digital media, the ideal process can be carried out through the following stages: Need analysis → Determine learning objectives → Draft prompts → Generate content with ChatGPT → Verify and validate → Design media → Implementation → Evaluation → Revision.

These stages show that ChatGPT should not be placed as the sole source or decision-maker. Teachers remain the main actors, while ChatGPT serves as a supporting technology that helps speed up and enrich the media development process. Sintesis Based on this description, the challenges of implementing ChatGPT in the development of Arabic digital media can be grouped into four main aspects, namely technical, pedagogical, linguistic, and ethical aspects. The technical aspects have to do with the quality of the output and the ability to use *prompts*. The pedagogical aspect is related to the suitability of the media with the learning objectives and characteristics of the students. The linguistic aspect is related to the accuracy of *naḥwu*, *ṣarf*, vocabulary, dialect, and cultural context. Meanwhile, the ethical aspects have to do with academic integrity, privacy, transparency, and responsibility for the use of AI.

Thus, these challenges should not be a reason to reject the use of ChatGPT in Arabic language learning, but rather the basis for developing critical, directed, and responsible AI utilization models. ChatGPT will provide optimal benefits when combined with the professional competence of teachers. The principle that needs to be developed is that AI can help generate content, but teachers still determine the quality, relevance, truthfulness, and pedagogical value of learning media. This approach allows the use of ChatGPT not only to improve the efficiency of media development, but also to maintain the quality of Arabic language learning and the central position of teachers in the educational process.

Challenges of Implementing ChatGPT

The use of ChatGPT in Arabic learning has changed the role and responsibilities of teachers in the learning process (Humairoh, 2026). Teachers are no longer just the main transmitters of information or sources of knowledge, but have become learning *designers* who manage how technology, materials, activities, and assessments can be combined to achieve learning goals. In this context, ChatGPT functions as a tool that can speed up the content development process, while teachers remain the ones who determine the direction and quality of learning. This shift in role shows that AI is not meant to replace teachers, but to provide space for teachers to focus more on pedagogical aspects, creativity, interaction, and student mentoring.

As *learning designers*, teachers are responsible for determining learning objectives before using ChatGPT (Eideh, 2026). Learning objectives are the basis for determining the materials, activities, media, and forms of evaluation to be developed. In learning Arabic, for example, if the learning goal is that students can have simple conversations about daily activities, then teachers can use ChatGPT to compile dialogues, vocabulary, triggering questions, *role-play* scenarios, and speaking exercises. On the other hand, if the learning objective focuses on *mastering naḥwu* or *ṣarf*, teachers can direct ChatGPT to generate examples, analysis exercises, and appropriate questions. Thus, the use of ChatGPT should always begin with pedagogical questions: what competencies should learners achieve, and how can AI help achieve them?

The next important competency is the teacher's ability to prepare effective *prompts*. The quality of the instructions provided greatly influences the quality of ChatGPT's output (Buchholtz et al, 2024). Teachers need to provide clear context, such as education level, student characteristics, material, learning objectives, level of difficulty, type of activity, output format, and certain limitations. In developing Arabic media, teachers can instruct ChatGPT to use Fusha Arabic, provide harakat, include translations, use basic vocabulary, or create examples based on certain communication situations. The ability to systematically compile *prompts* allows teachers to acquire more relevant content and reduces the need to make multiple revisions to AI results.

In addition to generating content, teachers must be able to validate and evaluate AI outputs (Chan, 2023). ChatGPT can generate information that appears to be correct but contains errors of fact, language, or context. This is an important concern in learning Arabic because errors in *the structure of naḥwu*, *ṣarf* patterns, vocabulary, harakat, and translation can affect students' understanding. Therefore, teachers need to compare ChatGPT's results with textbooks, dictionaries, reference books, scientific articles, and other reliable sources. Validation also needs to include pedagogical aspects, namely whether the material is in accordance with the student's ability level, learning objectives, curriculum, and learning context. Thus, teachers should not receive AI output directly, but must carry out a process of selection, verification, modification, and validation before the content is used as a learning medium.

Teachers are also required to integrate ChatGPT outputs with the curriculum and various learning technologies (Yu, 2024). ChatGPT basically produces text-based content, so the results still need to be developed into media that suits learning needs. Teachers can turn the generated text into digital modules, presentations, videos, infographics, LKPDs, quizzes, or educational games by utilizing various digital applications. The integration must still pay attention to the harmony between learning outcomes, objectives, materials,

activities, media, and assessments. For example, the dialogue content generated by ChatGPT can be developed into *muḥādatsah* videos, then students are asked to listen, imitate, practice, and create similar dialogues. Thus, teachers do not just use AI results but turn them into meaningful learning experiences oriented to student activities.

This change in role ultimately requires teachers to have more complex competencies in the AI era, namely pedagogic and professional competencies strengthened by digital literacy, AI literacy, creativity, critical thinking skills, and ethical awareness. AI literacy is needed so that teachers understand the capabilities and limitations of technology, while critical thinking skills are needed to evaluate the quality of the information produced. Creativity is needed to transform AI outputs into engaging and contextual learning media, while pedagogic competencies remain fundamental in determining how technology is used to achieve learning goals. Therefore, the main challenge in implementing ChatGPT is not just the ability to operate the technology, but the ability of teachers to control, direct, evaluate, and integrate AI pedagogically. With these competencies, ChatGPT can be used as a partner that strengthens teachers' professionalism in creating Arabic digital media that is innovative, adaptive, interactive, and oriented to the needs of students.

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Conclusion

Based on the results of a study on the use of ChatGPT for the development of Arabic digital media, it can be concluded that the development of *Generative Artificial Intelligence* provides significant opportunities for supporting the transformation of Arabic language learning. ChatGPT can be used as a digital assistant that assists teachers in various stages of learning development, ranging from planning, material preparation, activity development, making evaluations, to designing digital media content. The presence of ChatGPT allows the media development process to be carried out more efficiently and provides a wider space for teachers to explore various learning alternatives.

The use of ChatGPT can produce a variety of content, which is then developed into interactive digital modules, learning presentations, videos, infographics, digital LKPDs, question banks, educational games, and digital-based evaluations. In learning Arabic, this technology can also help produce *mufradāt*, *qirā'ah*, *muḥādatsah*, *kitābah*, *naḥwu*, and *ṣarf materials*, as well as support the development of four language skills, namely *istimā'*, *kalām*, *qirā'ah*, and *kitābah*. With the ability to generate material based on certain levels of difficulty and needs, ChatGPT also has the potential to support more varied, adaptive, independent, and differentiated learning.

On the other hand, the use of ChatGPT is not without challenges. The accuracy of the information produced, the accuracy of the Arabic structure, dialect variation, cultural context, potential dependence on AI, and the AI literacy gap among educators are aspects that need attention. Therefore, each ChatGPT output needs to go through a process of selection, verification, modification, and validation before being used as learning material.

The use of technology also needs to pay attention to ethical aspects, academic integrity, data privacy, and suitability with learning objectives and curriculum.

Thus, the success of using ChatGPT in the development of Arabic digital media is highly dependent on teachers' competence and role as *learning designers*. Teachers are not only required to be able to operate technology, but also to have digital and AI literacy, *prompt engineering skills*, creativity, critical thinking skills, and pedagogical and professional competence. ChatGPT should be positioned as a partner or assistant in learning development, not as a substitute for teachers. The integration of AI technology capabilities and teachers' pedagogical expertise can produce Arabic digital media that is more creative, interactive, adaptive, efficient, and aligned with students' needs.

As an implication, continuous training and mentoring for Arabic teachers in the use of ChatGPT is needed, especially related to *prompt* preparation, Arabic content validation, digital media design, the ethics of using AI, and strategies for integrating it with learning models. Developing guidelines for the responsible use of AI is also important so that the use of ChatGPT is not only oriented toward the efficiency of media production, but actually contributes to improving the quality of Arabic learning processes and outcomes.

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