INTEGRATING ARTIFICIAL INTELLIGENCE IN SPEAKING SKILL DEVELOPMENT: TEACHERS' PERCEPTIONS AT AN INDONESIAN ISLAMIC UNIVERSITY

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Abstract

The application of artificial intelligence (AI) in language learning is rapidly increasing, while research on the use of AI in teaching the Arabic language in Indonesia remains limited. As an exploratory study , this research aims to explore the perceptions of lecturers regarding the application of artificial intelligence (AI) in teaching speaking skills in Arabic and its impact on learning effectiveness at Nahdlatul Ulama University of Sunan Giri (UNUGIRI). Using a qualitative methodology with a phenomenological design, this study includes in-depth interviews with two Arabic language lecturers and classroom observations. The results indicate that lecturers have positive perceptions regarding the potential of AI to enhance speaking practice and provide instant feedback to students. However, they also identified challenges such as curriculum adaptation and the need for continuous professional development. The impacts of using AI on learning include increased student motivation, more practice opportunities, and personalized learning. The main challenges are in authentic assessment and the integration of cultural context. it is among the first to investigate the implementation of AI in Arabic language instruction within the Indonesian higher education context; it adopts a phenomenological approach to capture in-depth insights into lecturers' lived experiences; and it offers a comparative analysis of two AI tools Google Assistant and FunEasyLearn in supporting Arabic speaking skills. In conclusion, the application of AI in learning Arabic at UNUGIRI shows promising potential, but it requires a balanced approach between technological innovation and traditional teaching methods. This study highlights the importance of continuous development in integrating AI into Arabic language curricula in higher education in Indonesia.

Keywords: Artificial Intelligence, Arabic language learning, speaking skills, lecturers' perceptions.

Abstrak

Penerapan *artificial intelligence (AI)* dalam pembelajaran bahasa semakin meningkat pesat, sementara penelitian mengenai penggunaan AI dalam pengajaran bahasa Arab di Indonesia masih terbatas. Sebagai sebuah studi eksploratif, penelitian ini bertujuan untuk mengeksplorasi persepsi para dosen terkait penerapan *artificial intelligence* (AI) dalam pengajaran keterampilan berbicara bahasa Arab serta dampaknya terhadap

efektivitas pembelajaran di Universitas Nahdlatul Ulama Sunan Giri (UNUGIRI). Dengan menggunakan metodologi kualitatif berbasis desain fenomenologis, penelitian ini mencakup wawancara mendalam dengan dua orang dosen bahasa Arab serta observasi di kelas. Hasil penelitian menunjukkan bahwa para dosen memiliki persepsi positif terhadap potensi AI dalam meningkatkan latihan berbicara dan memberikan umpan balik secara instan kepada mahasiswa. Namun demikian, mereka juga mengidentifikasi beberapa tantangan seperti adaptasi kurikulum dan kebutuhan akan pengembangan profesional yang berkelanjutan. Dampak dari penggunaan AI dalam pembelajaran meliputi peningkatan motivasi mahasiswa, lebih banyak kesempatan berlatih, serta personalisasi pembelajaran. Tantangan utamanya adalah dalam asesmen autentik dan integrasi konteks budaya. Penelitian ini merupakan salah satu yang pertama kali meneliti implementasi AI dalam pengajaran bahasa Arab dalam konteks pendidikan tinggi di Indonesia; mengadopsi pendekatan fenomenologis untuk mendapatkan wawasan mendalam tentang pengalaman hidup para dosen; serta menyajikan analisis komparatif dua alat AI Google Assistant dan FunEasyLearn dalam mendukung keterampilan berbicara bahasa Arab. Secara keseluruhan, penerapan AI dalam pembelajaran bahasa Arab di UNUGIRI menunjukkan potensi yang menjanjikan, namun memerlukan pendekatan yang seimbang antara inovasi teknologi dan metode pengajaran tradisional. Penelitian ini menegaskan pentingnya pengembangan berkelanjutan dalam mengintegrasikan AI ke dalam kurikulum bahasa Arab di perguruan tinggi Indonesia.

Kata Kunci *: Kecerdasan Buatan, Pembelajaran Bahasa Arab, Keterampilan Berbicara, Persepsi Dosen.*

INTRODUCTION

Developments in artificial intelligence (AI) technology have brought significant changes to various aspects of life, including the field of education.[1] In the context of language learning, particularly Arabic language learning, the integration of artificial intelligence offers great potential for improving the effectiveness and efficiency of the teaching and learning process.[2] However, the application of AI in Arabic language learning in Indonesia is still in its early stages and requires in-depth study.[3]

Nahdlatul Ulama Sunan Giri University (UNUGIRI), as one of the higher education institutions in Indonesia, has begun adopting artificial intelligence technology in Arabic language learning, especially for developing speaking skills.[4] The use of platforms such as FunEasyLearn and Google Assistant in Arabic language classrooms at UNUGIRI represents an innovative step in

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[1] Pandega Abyan Zumarsyah, "Sejarah Kecerdasan Buatan Atau Artificial Intelligence (AI)," *Warstek. Com*, last modified 2024, https://warstek.com/sejarah-kecerdasan-buatan/.

[2] Eri Bayu Pratama et al., "Menggali Potensi Belajar Mengajar Dengan Teknologi Ai (Artificial Intelligence)," *JATI (Jurnal Mahasiswa Teknik Informatika)* 7, no. 6 (2024): 3530–34.

[3] Hariyanto S. Auna Auna And Nuriyati Hamzah, "Studi Perspektif Siswa Terhadap Efektivitas Pembelajaran Matematika Dengan Penerapan Chat GPT," *HINEF : Jurnal Rumpun Ilmu Pendidikan* 3, no. 1 (2024): 13-25.

[4] Saepudin Saepudin, M Taufiq Hidayat Pabbajah, and Mustaqim Pabbajah, "Unleashing the Power of Reading: Effective Strategies for Non-Native Arabic Language Learners," *Alsinatuna* 9, no. 2 (2024): 109–130.

integrating modern technology into traditional language instruction.5 This initiative reflects a global trend in language education that increasingly leverages the capabilities of AI to create a more interactive and personalized learning experience.

Nevertheless, the implementation of AI in Arabic language learning is not without challenges. Issues such as technological readiness, curriculum adaptation, and the acceptance of AI by both teachers and students are key factors in optimizing its use.6 Furthermore, concerns about the loss of the "human" element in language learning and the limitations AI faces in understanding cultural differences are also points of discussion in language education discourse.7

Recent research in the field of AI for language learning has demonstrated great potential in enhancing the learning experience.8 Wildani has shown how AI-powered chatbots can increase student engagement in language learning. Meanwhile, Arief Hermawan explored the effectiveness of AI-based speech recognition systems in improving students' pronunciation skills. In the context of the Arabic language, Jony Kawiya conducted a study on the use of AI-based applications to analyze errors in Arabic writing, which showed that the developed AIML application was valid and effective in assisting directed Arabic writing instruction at Madrasah Aliyah Bilingual Batu.9

The novelty of this research lies in several aspects. First, it focuses on the application of AI in Arabic language learning within the context of higher education in Indonesia a topic that remains under-researched. Second, it employs a phenomenological methodology to explore teachers' perceptions and experiences, offering deep insights into AI implementation from the user's perspective. Third, it provides a comparative analysis of the use of FunEasyLearn and Google Assistant in Arabic language learning, highlighting the strengths and weaknesses of each platform. Finally, it explores how AI can be integrated with traditional teaching methods to create a more effective and contextual Arabic language learning model.

This study aims to analyze teachers' perceptions regarding the application of AI in developing Arabic speaking skills at Nahdlatul Ulama Sunan Giri University (UNUGIRI), identify the challenges and opportunities in using AI for Arabic language learning, and evaluate the effectiveness of integrating AI in improving students' speaking abilities. These objectives are based

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5 Ayu Rizki Septiana and Moh Hanafi, "Pemantapan Kesiapan Guru Dan Pelatihan Literasi Digital Pada Implementasi Kurikulum Merdeka," *JOONG-KI:Jurnal Pengabdian Masyarakat* 1, no. 3 (2022): 380-385.

6 Siti Maryatul Kiptiyah et al., "Optimalisasi Pemanfaatan Media Pembelajaran Berbasis Fun AI, AR, Dan VR Untuk Mendukung Pembelajaran Berdiferensisasi Di Sekolah Guru," *Instructional Development Journal* 6, no. 2 (2023): 153.

7 Astria Zahra Nabila, "Saat Robot Mendominasi, Apa Yang Tersisa Untuk Manusia?," *CNN Indonesia*.

8 Wildani Aulia Fitri and Muqita Hanifah Hasanah Dilia, "Optimalisasi Teknologi AI Dalam Meningkatkan Efektivitas Pembelajaran," *Sindoro: Cendikia Pendidikan* 5, no. 11 (2024): 11–20.

9 Arief Hermawan et al., "Integrasi Artificial Intelligence Dalam Proses Belajar Mengajar," in *Proceeding Technology of Renewable Energy and Development Conference*, 2024, 74.

on the need for a deep understanding of how AI technology can be optimally utilized in the context of Arabic language learning in Indonesian higher education.

METHOD

This study utilizes a qualitative approach with a phenomenological design to explore and understand the perceptions and lived experiences of Arabic language lecturers in implementing artificial intelligence (AI) in their teaching at Nahdlatul Ulama Sunan Giri University (UNUGIRI).[10] Phenomenology was selected as the most appropriate method because it allows for an in-depth exploration of the essence of participants' experiences related to the use of AI in language instruction. The research participants consist of two experienced Arabic language lecturers: one who teaches speaking skills and another who teaches general Arabic language courses.[11] These participants were chosen through purposive sampling based on the criteria that they had used AI in their teaching for at least one academic semester, ensuring that they had sufficient experience to provide meaningful insights.[12]

Data were collected using semi-structured in-depth interviews and direct classroom observations. Each interview lasted between 60 to 90 minutes and focused on the lecturers' experiences with AI integration, including perceived benefits, challenges, and its overall impact on the learning process. Observations were conducted at least twice per lecturer in classes where specific AI-based tools namely Google Assistant (a voice-activated AI assistant) and FunEasyLearn (a mobile application featuring interactive language exercises and speech recognition) were being utilized. During the observations, particular attention was given to how the lecturers interacted with the technology, integrated it into their lesson plans, and facilitated student engagement with the AI tools. The collected data were then analyzed using qualitative descriptive techniques, which included three stages: data reduction, data display, and conclusion drawing. This process enabled the researchers to identify key themes and interpretations regarding how AI is integrated into Arabic speaking instruction and its implications within the context of higher education in Indonesia.

RESULTS AND DISCUSSION

Perceptions of Arabic Language Lecturers at Nahdlatul Ulama Sunan Giri University Toward the Application of Artificial Intelligence.

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[10] Steeva Yeaty Lydia Tumangkeng and Joubert B Maramis, "Kajian Pendekatan Fenomenologi: Literature Review," *Jurnal Pembangunan Ekonomi Dan Keuangan Daerah* 23, no. 1 (2022): 14–32.

[11] Ilker Etikan et.al., "Comparison of Convenience Sampling and Purposive Sampling," *American Journal of Theoretical and Applied Statistics* 5, no. 1 (2016): 1-4.

[12] Lisa Khillatur Risalah, Umi Machmudah, and Zakiyah Arifa, "Implementing an Online-Based Kallimni Program to Improve Maharah Kalam in The Pandemic of Covid-19," *Alsinatuna* 7, no. 1 (2021): 1–16.

Understanding and Acceptance of Artificial Intelligence Technology

The interview results indicate that both lecturers Lecturer 1 and Lecturer 2 have a basic understanding of artificial intelligence (AI) and its potential in language learning.

Table 1. Teachers' Perceptions of AI Acceptance

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	AI, such as Google Assistant, can provide students with a more authentic speaking experience.	Positive Acceptance
Lecturer 2	FunEasyLearn helps provide quick feedback that is difficult to achieve in traditional classrooms.	Positive Acceptance

The statements from both lecturers suggest a positive acceptance of AI technology as a supportive tool in learning. Their understanding goes beyond a general definition of AI and includes its practical applications within the context of language learning. This is evident in their ability to identify specific benefits offered by different AI platforms, such as authenticity in speaking practice and efficiency in providing feedback. This positive acceptance serves as an important foundation for the successful implementation of AI technology in the academic environment of Nahdlatul Ulama Sunan Giri University.

These findings are consistent with those of Satria, who found that perceived usefulness has a significant positive effect on attitudes toward technology acceptance in academic settings.[13] Prasetyo reported a strong correlation of 0.652 between perceived usefulness and attitude toward accepting the use of Google Tasks. Similarly, the interview results in this study also show a positive attitude from lecturers regarding the benefits of AI in Arabic language learning. Both studies also indicated that perceived ease of use had less influence compared to perceived usefulness. These results reinforce the importance of utility in enhancing the acceptance and use of technology in academic environments.[14]

Challenges in Implementation

Despite recognizing the potential of AI, both lecturers face challenges in its implementation.

Table 2. Teachers' Perceptions of Challenges in Using AI

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Google Assistant sometimes struggles to understand students' dialects, which may cause frustration.	Difficulty in Adaptation

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[13] Farhan Mulyadin Satria Dharma Mulyadin, "Denotative and Connotative Meaning in Pamungkas Song Lyric 'Queen of the Hearts,'" *Journal of Classroom Action Research* 2, no. 1 (2023): 15.

[14] Muassomah Muassomah and Irwan Abdullah, "Learning with Technology: New Experiences for Indonesian Children During COVID-19," in *Proceedings of the International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, 2021, 843.

PARTICIPANT	PERCEPTION	CODE
Lecturer 2	Integrating FunEasyLearn into the curriculum requires additional time and effort in preparation.	Additional Time and Effort Required

The challenges identified by both lecturers reflect the complexity of integrating new technology into the existing learning system. Technical issues such as dialect and voice recognition illustrate current limitations of AI technology in accommodating linguistic diversity. Meanwhile, challenges related to curriculum integration highlight the need for more precise planning and stronger institutional support in implementing AI.

This aligns with the findings of Purwianingsih et al., which showed that prospective biology teachers' technological pedagogical content knowledge (TPACK) remains at a low level, despite some improvement after participating in an intensive program for one semester. The study emphasized the importance of longer and continuous professional development programs to increase teachers' proficiency in effectively integrating technology, pedagogy, and content, especially in complex teaching contexts such as Education for Sustainable Development (ESD).[15]

Adapting Teaching Methods

The modifications made by the lecturers in their teaching methods demonstrate their flexibility and willingness to adopt technology to enhance the learning experience. Classroom observations revealed that Lecturer 1 used Google Assistant as a "conversation partner" during dialogue exercises, while Lecturer 2 integrated FunEasyLearn into pronunciation training and provided instant feedback.

The adjustments made by the lecturers reflect a major pedagogical shift. It was not merely about adding AI as a supplementary tool, but rather redesigning the entire teaching methodology to fully utilize AI's capabilities. Using AI as a conversation partner demonstrates a shift from the traditional teacher-centered model to a more student-centered approach, where students have greater autonomy in the learning process. This strategy also allows for better personalization of learning, enabling each student to practice according to their own ability level and learning pace.

These adaptations align with the findings of Tovar Viera and Velasco Sánchez, who highlighted the importance of Technological Pedagogical Content Knowledge (TPCK) in integrating technology into language instruction. According to their study, although most English as a Foreign Language (EFL) teachers possess basic technological knowledge, they still face challenges in effectively integrating technology with pedagogy and learning content. The study

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[15] W. Purwianingsih, I. Novidsa, and R. Riandi, "Program For Integrating Education For Sustainable Development (Esd) Into Prospective Biology Teachers' Technological Pedagogical Content Knowledge (Tpack)," *Jurnal Pendidikan IPA Indonesia* 11, no. 2 (2022): 223.

found that many teachers have limited understanding of the TPACK framework and its application in classroom practice. Therefore, the creativity of lecturers in combining traditional methods with AI technology indicates a positive step toward developing their TPACK competencies, despite the ongoing need for further professional development to improve the integration of technology in language teaching.[16]

Perceptions of Its Impact on the Learning Process

Both lecturers observed positive effects from the implementation of artificial intelligence (AI), particularly in enhancing students' self-confidence and improving the accuracy of their pronunciation.

Table 3. Teachers' Perceptions of AI's Impact on the Learning Process

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Students have become more confident in speaking due to increased practice opportunities.	Self-Confidence
Lecturer 2	I have noticed improvements in pronunciation accuracy and the use of more diverse vocabulary.	Pronunciation Accuracy and Vocabulary Diversity

The positive impacts identified by both lecturers include both cognitive and emotional aspects of language learning. Enhancing self-confidence is a vital emotional factor in second language acquisition, as it can reduce emotional barriers that hinder language learning. Meanwhile, the improvement in pronunciation accuracy and vocabulary diversity indicates a positive cognitive development. The high level of student engagement in learning suggests that the integration of AI has successfully created a more engaging and interactive learning environment.

These positive perceptions align with the principles of second language acquisition, where AI can provide comprehensive and personalized input tailored to students' proficiency levels similar to Krashen's Input Hypothesis. However, both lecturers also emphasized the importance of balancing AI usage with human interaction in Arabic language learning. This reflects their understanding of the significance of social and cultural contexts in language learning, which corresponds to Vygotsky's sociocultural theory of language learning.[17]

Despite these benefits, the application of AI in Arabic language learning also faces challenges, such as the need to adapt the curriculum, increase teachers' digital literacy, and ensure that AI technology can understand and adapt to the specific characteristics of the Arabic language

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[16] Rodrigo Tovar Viera and Diego Ismael Velasco SÃ¡nchez, "Research on Technology Competencies in EFL Language Instructors: Technology-Pedagogy-Content in Language Teaching," *Script Journal: Journal of Linguistics and English Teaching* 5, no. 1 (2020): 32–43.

[17] María de la O López Abeledo, "Sociocultural Theory and the Genesis of Second Language Development," *Language and Education* 22, no. 2 (2008): 256-269.

and culture. This highlights the need for a cautious and well-planned approach to integrating AI into Arabic language curricula in higher education.

Perspectives on Future Development

Both lecturers expressed optimism regarding the future development of AI.

Table 4. Teachers' Perceptions of Arabic Language Development

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	AI could become more adaptable to the diversity of Arabic dialects.	Adaptability
Lecturer 2	Continuous integration with Arabic cultural content would be highly beneficial.	Sustainability

The optimism of both lecturers is based on their experience observing the rapid development of AI technology in language learning, particularly in addressing complex linguistic and socio-cultural dimensions. Their expectations that AI will become more adaptable to dialectal diversity reflect their understanding of the complexity of the Arabic language, which includes various regional dialects, while the desire for better integration of cultural content shows their awareness of the importance of socio-cultural aspects in language learning. These two areas (linguistic diversity adaptation and cultural sensitivity) represent key developmental fields that could significantly enhance the effectiveness of AI in Arabic language learning. From a pedagogical perspective, this aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learning occurs through interaction and guided support; in this context, AI does not merely correct grammatical errors or improve pronunciation, but acts as an intelligent scaffold, helping learners navigate complex linguistic and cultural contexts that are often difficult to address in traditional classroom settings. For instance, when students engage with AI tools like Google Assistant or FunEasyLearn, they are not only practicing vocabulary or sentence structures, they are exposed to real-life conversational patterns, idiomatic expressions, and culturally appropriate responses.
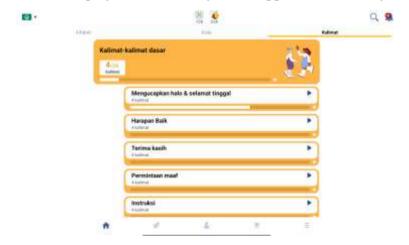
While current NLP technologies still have limitations in fully capturing semantic nuances and socio-pragmatic rules, future advancements could enable AI to recognize and guide learners through subtle variations in meaning, tone, and social context, allowing it to function as a more holistic learning partner that supports students not just in mastering linguistic forms, but also in understanding the deeper meanings embedded in language use, thereby realizing its potential as an evolving system capable of facilitating authentic, meaningful, and culturally responsive language learning experiences.is based on their experience observing the rapid development of AI technology in language learning. Their expectations that AI will become more adaptable to dialectal diversity reflect their understanding of the complexity of the Arabic language, which includes various

regional dialects. At the same time, the desire for better integration of cultural content shows their awareness of the importance of socio-cultural aspects in language learning. These two areas linguistic diversity adaptation and cultural sensitivity represent key developmental fields that could significantly enhance the effectiveness of AI in Arabic language learning.

This vision reflects the lecturers' awareness of the potential developments in Natural Language Processing (NLP) in language learning. According to Nova et al., NLP plays an important role in developing chatbots that can understand and respond to user requests with accurate answers.[18] Chatbots using NLP technology can understand every sentence sent by the user, recognize it as a command by inferring meaning from the sentence, and send understandable responses similar to a human conversation. The use of NLP in educational chatbots enables a more natural and effective interaction between students and the learning system, which can enhance the learning experience and language comprehension. Although Nova et al.'s study focused on learning the basics of the Tkinter graphical user interface in Python programming language, the same principles can be applied in developing Arabic language learning tools, showing great potential for adaptive learning systems in the context of language learning.

Figure 1. User Interface Display of the FunEasyLearn Application Used by the Lecturers

The Impact of AI Use on the Effectiveness of Learning Arabic Speaking Skills at UNUGIRI

Increased Opportunities for Speaking Practice

According to the lecturers' perspectives, one of the most significant effects of using artificial intelligence is the increased opportunities for students to practice speaking.

Table 5. Increased Practice Opportunities

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Thanks to Google Assistant, students now have a "conversation	Unlimited

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[18] Sindy Nova, Nurul Khotimah, and Maria Y Aryati Wahyuningrum, "Pemanfaatan Chatbot Menggunakan Natural Language Processing Untuk Pembelajaran Dasar-Dasar Gui Tkinter Pada Bahasa Pemrograman Python," *Jurnal Ilmiah Teknik* 3, no. 1 (2024): 58–65.

PARTICIPANT	PERCEPTION	CODE
	partner" available 24/7. This significantly increases their practice time.	Access
Lecturer 2	FunEasyLearn allows students to practice pronunciation and dialogue anytime, not limited to class hours.	Time Flexibility

This increase in practice opportunities represents a fundamental shift in Arabic language learning. Before the implementation of AI, students were often limited to speaking practice only during lecture hours, which usually provided limited time for each student. With AI as a practice partner, students not only get more training time but also have the flexibility to practice speaking anytime and anywhere. This overcomes one of the main obstacles in foreign language learning lack of exposure and practice opportunities.

This increase in practice opportunities aligns with the principles of communicative language learning. According to Oktaviani and Nursalim, the communicative approach emphasizes that the goal of language learning is communication, where language skills are developed for the purpose of interaction, not just knowledge of the language. This corresponds with Widdowson's view cited by Oktaviani, which states that linguistic competence is the ability speakers and listeners have to understand and produce spoken language.[19]

Figure 2. Display of the Google Assistant Application

Immediate Feedback and Personalization

Both lecturers emphasized the importance of the immediate feedback provided by artificial intelligence.

Table 6. Feedback Perceptions

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Google Assistant can correct pronunciation or grammatical	Fast and

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[19] Rafika Oktaviani, "Prinsip-Prinsip Pembelajaran Bahasa Indonesia SD / MI," *PENTAS : Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* 7, no. 1 (2021): 2–9.

PARTICIPANT	PERCEPTION	CODE
	errors instantly, which is difficult to consistently achieve in large classes.	Consistent
Lecturer 2	FunEasyLearn adjusts the difficulty level based on student performance, providing a more personalized learning experience.	Personalization

The immediate feedback system offered by AI provides several significant educational benefits. Speed and consistency in feedback allow students to recognize and correct their mistakes immediately, preventing errors from becoming ingrained in language learning. Personalized difficulty levels create an optimal learning zone for each student, enabling them to grow according to their individual abilities. A combination of technical feedback from AI and more contextual evaluations by lecturers creates a comprehensive learning system.

AI's ability to provide instant feedback and personalization aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD). According to Oktaviani and Nursalim, ZPD is the intermediate area between a child's ability to perform tasks independently and their inability to perform tasks independently at all. In this context, AI tools like Google Assistant and FunEasyLearn act as a form of support, providing the necessary assistance within the students' zone of proximal development.[20]

Increased Motivation and Self-Confidence

Classroom observations and interviews with lecturers revealed an increase in students' motivation and self-confidence.

Table 7. Increased Motivation

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Students are more confident in attempting to use new sentence structures when interacting with AI because they do not fear "evaluation."	Self-Confidence
Lecturer 2	I see greater enthusiasm for self-learning. Students often share their "scores" from FunEasyLearn, creating a kind of healthy competition.	Enthusiasm

The increase in motivation and self-confidence can be explained by several factors.

1. The learning environment with AI creates a "low-risk environment" where students feel safe to make mistakes without fear of social evaluation.

2. The motivational system through scoring creates a healthy competitive element and provides measurable short-term goals.

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[20] Sukma Laila Nur Jannah and Oktaviani Adhi Suciptaningsih, "Analisis Pengembangan Kurikulum Operasional Sekolah Berbasis Lingkungan Dan Akhlak Pada Kurikulum Merdeka," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 10 (2023): 7543-7547.

3. The ability to visibly track their progress through scores and completion levels gives students a sense of achievement that motivates further learning.

These results align with the study by Mulia on the impact of motivation on learner engagement in Arabic language skill acquisition.[21] The study showed that motivational elements have a positive effect on improving the quality of the learning process and learners' mastery of Arabic language skills, including increased enjoyment, higher motivation, and active participation in learning.

Challenges in Authentic Assessment

Despite the many positive impacts, the lecturers also identified challenges in authentic assessment.

Table 8. Assessment Challenges

PARTICIPANT	PERCEPTION	CODE
Lecturer 1	Sometimes it is difficult to distinguish between real speaking ability and the ability to interact with AI.	Assessment Validity
Lecturer 2	We must ensure that students can transfer the skills they have acquired from interacting with AI into real communication situations.	Transfer of Learning

Classroom observations indicate that although AI provides immediate assessment of technical aspects such as pronunciation and grammar, evaluating more complex communicative aspects still requires human judgment. These challenges reflect the need to develop more comprehensive assessment methods in the era of AI-supported learning.

As explained by Putra et al., assessing the use of AI in education includes evaluating how this technology affects the teaching and learning process and student learning outcomes. One key aspect of the assessment is the effectiveness of AI in enhancing student interaction and understanding of the material. This type of assessment often involves measuring changes in student engagement and increased understanding of the subject matter through tests and performance evaluations of students using AI-based systems compared to traditional methods.

Furthermore, Putra et al. emphasized the importance of considering potential challenges and risks that may arise from the use of AI in education, such as data privacy issues and the possibility of excessive reliance on technology. An important aspect of this assessment is ensuring that student data is managed securely and ethically, and that the technology does not create unhealthy dependency. The assessment should also include feedback from all stakeholders, including students,

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[21] Bela Nur Maulidiah, Syaifullah Syaifullah, and Syarifuddin Syarifuddin, "Pengaruh Gamifikasi Baamboozle Dalam Meningkatkan Hasil Belajar Mufradat Bahasa Arab," *Al-Tadris: Jurnal Pendidikan Bahasa Arab* 12, no. 2 (2024): 560–582.

parents, and teachers, to ensure that the implementation of AI meets educational needs and does not create new gaps or problems in the learning process.[22]

CONCLUSION

This study reveals that Arabic language lecturers at UNUGIRI hold positive perceptions regarding the application of artificial intelligence (AI) in speaking skills learning. They acknowledge AI's potential in providing more opportunities for speaking practice and delivering instant feedback to students. However, the lecturers also pointed out several challenges, such as curriculum adaptation and the need for continuous professional development. The findings indicate that integrating AI into Arabic language instruction requires a balanced approach and sufficient institutional support. The impact of AI usage on the effectiveness of Arabic speaking skills learning at UNUGIRI appears to be significant. Lecturers reported increased student motivation and self-confidence, along with greater speaking practice opportunities through interaction with AI. The immediate feedback and personalization provided by AI contribute to improved linguistic accuracy. Nevertheless, challenges in authentic assessment have emerged, highlighting the need to develop more comprehensive assessment methods in the era of AI-supported learning.

It is important to note that this study has certain limitations. As an exploratory phenomenological study, it involved only two experienced Arabic language lecturers, which limits the generalizability of the findings. The small sample size was intentional due to the qualitative nature of the research, which prioritizes depth over breadth; however, future studies with a larger and more diverse group of participants are necessary to validate and expand upon these findings. Additionally, the focus on only two AI tools Google Assistant and FunEasyLearn means that other potentially effective AI applications may not have been explored. Despite these limitations, this study contributes to the growing body of research on AI integration in Arabic language education within the Indonesian higher education context. It highlights the importance of aligning technological innovation with pedagogical needs and cultural relevance, while also calling for further research and institutional support to ensure sustainable and effective implementation of AI in language classrooms.

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[22] Lovandri Dwanda Putra et al., "Eksplorasi Ai Di Sekolah Dasar: Implikasi Untuk Administrasi, Pendidikan Dan Evaluasi," *Jurnal Kajian Ilmiah Multidisipliner* 8, no. 8 (2024): 93-102.

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Etikan, Ilker. "Comparison of Convenience Sampling and Purposive Sampling." *American Journal of Theoretical and Applied Statistics* 5, no. 1 (2016): 1-4.

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