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Integrating Artificial Intelligence in Teaching Arabic as a Foreign Language (TAFL) at MTsN 1 Surabaya

Abdullah Hussein Ali Alnosairee*[1], Ni Wayan Sartini[2]

[12]*Universitas Airlangga, Surabaya, Indonesia*
abdullahalnosairee@gmail.com
yaniwiratha@yahoo.com

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ABSTRACT. The rapid evolution of educational technology has positioned Artificial Intelligence (AI) as a transformative force in language education. AI can enhance instruction, personalize learning, and support pedagogical innovation for learners of Arabic as a Foreign Language (TAFL). This paper examines the integration of AI in TAFL pedagogy with specific reference to its potential application at MTsN 1 Surabaya, an Indonesian Islamic junior high school. Although limited direct research exists on MTsN 1 Surabaya's implementation of AI, broader studies in Arabic education and AI provide a theoretical basis for integrating intelligent systems into TAFL instruction. Drawing on recent research on AI's role in Arabic learning such as adaptive systems, chatbots, automated feedback tools, and speech recognition this study outlines potential benefits, midstream challenges, and strategies for AI-enhanced language instruction. Such integration offers personalized learning, real-time feedback, improved motivation, and enhanced instructional delivery. However, success depends on teacher preparedness, infrastructure, and curriculum alignment with AI capabilities. This paper contributes to the understanding of how TAFL at MTsN 1 Surabaya can be reimagined through AI, with implications for pedagogy, policy, and future research.

Keywords: *Artificial Intelligence, Arabic as a Foreign Language (TAFL), language pedagogy, education technology, MTsN 1 Surabaya*

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INTRODUCTION

In the last decade, Artificial Intelligence (AI) has become a transformative force across educational systems worldwide, fundamentally reshaping instructional design, learning environments, and assessment practices. AI is no longer perceived merely as a technological aid but as an intelligent pedagogical partner capable of personalizing learning, supporting teachers, and enhancing learner engagement (Holmes et al., 2019). Within language education, AI-driven technologies such as intelligent tutoring systems, speech recognition tools, adaptive learning platforms, and automated feedback mechanisms have demonstrated considerable potential in addressing long-standing challenges related to learner diversity, motivation, and proficiency development (Zawacki-Richter et al., 2019; Dzil Majaz, 2025).

The integration of AI into foreign language learning has accelerated particularly in

response to globalization and digitalization, which demand communicative competence, intercultural awareness, and lifelong learning skills. Research indicates that AI-based language learning environments can provide immediate feedback, adaptive learning paths, and data-driven insights into learner progress, thereby fostering more effective and efficient learning experiences (Luckin et al., 2020). These affordances are especially relevant for languages that present high cognitive and linguistic complexity, such as Arabic.

Arabic, as a foreign language, poses distinctive pedagogical challenges. These include complex morphological structures, diglossia between Modern Standard Arabic and dialects, limited exposure to authentic linguistic input, and learners' affective barriers such as anxiety and low motivation (Al-Busaidi & Tuzlukova, 2018). In traditional classrooms, teachers often struggle to accommodate varying learner abilities and to provide individualized feedback due to time and resource constraints. AI technologies offer promising solutions by enabling adaptive instruction, interactive practice, and multimodal learning experiences that align with learners' cognitive and affective needs (Space Knowledge Journal, 2025).

The relevance of AI in Teaching Arabic as a Foreign Language (TAFL) becomes even more pronounced in contexts where Arabic is not used for daily communication but holds significant religious, cultural, and academic value, such as in Indonesia. As the world's largest Muslim-majority country, Indonesia places Arabic at the core of Islamic education, particularly in madrasahs. However, Arabic instruction often remains textbook-centered and teacher-dominated, which may limit opportunities for communicative practice and autonomous learning (Rahman & Hidayat, 2020). This pedagogical gap highlights the urgency of exploring innovative approaches that can enhance TAFL effectiveness.

Within this context, MTsN 1 Surabaya represents a compelling case for examining AI integration in Arabic instruction. As a state Islamic junior high school, MTsN 1 Surabaya implements structured Arabic language programs and actively collaborates with higher education institutions specializing in Arabic education, including UIN Sunan Ampel Surabaya (UINSA, 2024). These collaborations indicate institutional openness to pedagogical innovation and provide a supportive ecosystem for experimenting with educational technologies. Nevertheless, the application of AI in Arabic instruction at the junior secondary level remains underexplored, both empirically and theoretically.

Existing literature on AI in Arabic language education has largely focused on higher education or adult learners, emphasizing tools such as automated grammar checkers, intelligent vocabulary systems, and AI-supported pronunciation training (Al-Khresheh, 2021; Hassan et al., 2022). While these studies demonstrate positive outcomes in terms of learner achievement and engagement, their findings cannot be directly generalized to junior high school learners, whose cognitive development, learning autonomy, and technological literacy differ significantly. This gap underscores the need for context-sensitive analysis that considers learners' age, institutional culture, and curricular goals.

From a pedagogical perspective, AI integration in TAFL aligns with constructivist and learner-centered learning theories, which emphasize active knowledge construction, scaffolding, and meaningful interaction (Vygotsky, 1978; Holmes et al., 2019). AI systems can function as digital scaffolds, offering tailored support within learners' zones of proximal development. Moreover, AI-based analytics enable teachers to make informed instructional decisions by identifying learning patterns, misconceptions, and areas requiring remediation. Thus, AI should be viewed not as a replacement for teachers, but as an augmentation tool that enhances professional practice and learning outcomes.

Despite these theoretical advantages, the adoption of AI in school-level Arabic education faces several challenges, including limited infrastructure, teachers' digital competence, ethical concerns, and curricular alignment (Zawacki-Richter et al., 2019; Luckin et al., 2020). In Indonesian madrasah contexts, these challenges are often compounded by disparities in access to technology and varying levels of institutional readiness. Consequently, any discussion of AI

integration must be grounded in realistic pedagogical frameworks and contextual constraints.

Therefore, this article aims to synthesize recent research on AI integration in language education, with a particular focus on Arabic as a foreign language, and to contextualize these insights within the learning environment of MTsN 1 Surabaya. Rather than presenting an experimental study, this paper adopts a conceptual and analytical approach, drawing on contemporary literature to identify key trends, pedagogical models, and practical considerations for implementing AI in TAFL. By doing so, it seeks to contribute to the growing discourse on educational technology in Islamic education and to provide actionable insights for teachers, school administrators, and policymakers.

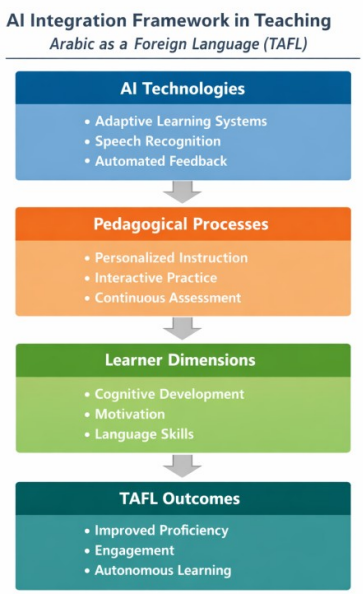

Figure 1. Chart AI Integration Framework in Teaching Arabic as a Foreign Language (TAFL)

The conceptual framework illustrates a linear and integrative relationship between artificial intelligence and the teaching of Arabic as a foreign language. It shows that AI technologies such as adaptive learning systems, speech recognition, and automated feedback function as the foundational inputs that enable more effective pedagogical processes, including personalized instruction, interactive practice, and continuous assessment. These processes directly influence key learner dimensions by supporting cognitive development, enhancing motivation, and improving language skills. Ultimately, the interaction between technology, pedagogy, and learner factors leads to improved TAFL outcomes, reflected in higher language proficiency, stronger learner engagement, and greater autonomy in learning Arabic.

In summary, the intersection of AI and TAFL represents a strategic opportunity to modernize Arabic instruction, enhance learner engagement, and address persistent pedagogical challenges. Exploring this intersection at the junior high school level is particularly crucial, as early exposure to effective language learning experiences can shape learners' long-term attitudes and proficiency. MTsN 1 Surabaya, as a representative Islamic educational institution, offers a valuable lens through which the potential and limitations of AI-assisted Arabic learning can be critically examined.

METHOD

This study employed a qualitative descriptive approach using a literature-based research design to examine the integration of Artificial Intelligence (AI) in Teaching Arabic as a Foreign Language (TAFL), particularly within the context of Indonesian Islamic junior high schools such as MTsN 1 Surabaya. Data were collected through a systematic review of academic journals, institutional reports, and recent publications discussing AI applications in language education, Arabic pedagogy, and technology-enhanced learning published between 2020 and 2025. Sources were selected based on relevance, credibility, and contextual alignment with TAFL challenges, including grammar acquisition, learner motivation, and limited exposure to native Arabic environments (Dzil Majaz, 2025; Space Knowledge Journal, 2025). The collected data were analyzed thematically to identify pedagogical frameworks, instructional strategies, and practical implications of AI integration in Arabic language learning. The findings were then contextualized to the instructional environment of MTsN 1 Surabaya by referencing institutional practices and collaborative programs with higher education institutions, enabling the formulation of actionable insights for AI-assisted TAFL implementation (UINSA, 2024).

RESULT AND DISCUSSION

Artificial Intelligence (AI) technologies have increasingly permeated the field of language education, marking a significant shift in how languages are taught, learned, and assessed. The rapid advancement of AI-driven tools such as adaptive learning systems, chatbots, speech recognition technologies, and automated assessment mechanisms has created new pedagogical possibilities that transcend the limitations of traditional classroom instruction. These technologies enable more personalized, interactive, and data-driven learning experiences, which are particularly valuable in Teaching Arabic as a Foreign Language (TAFL), a domain often characterized by linguistic complexity and diverse learner needs (Space Knowledge Journal, 2025).

In TAFL contexts, AI offers practical solutions to long-standing instructional challenges. Arabic learners frequently struggle with intricate grammatical structures, rich morphological systems, and the coexistence of Modern Standard Arabic with various dialects. AI-powered adaptive learning systems can respond to these challenges by dynamically adjusting content difficulty, pacing, and feedback based on individual learner performance. For example, intelligent virtual tutors are capable of engaging students in personalized practice sessions, providing immediate corrective feedback, and recommending targeted exercises to address specific linguistic weaknesses. Such systems foster a learning environment where students are no longer passive recipients of instruction but active participants in their own language development (Space Knowledge Journal, 2025).

Chatbots represent another prominent AI application in TAFL, functioning as conversational agents that simulate real-life communication scenarios. Through text-based or voice-based interactions, learners can practice vocabulary, sentence construction, and pragmatic language use without the anxiety often associated with speaking in front of peers or teachers. This low-stakes interaction is particularly beneficial for younger learners and novice speakers, as it reduces affective barriers and encourages experimentation with the target language. Moreover, speech recognition technologies allow learners to receive immediate feedback on pronunciation and intonation, areas that are notoriously difficult to address effectively in conventional classroom settings.

The integration of AI in language education also extends to automated assessment and feedback systems. These tools can evaluate learners' written and spoken outputs, identify recurring errors, and provide constructive feedback in real time. Unlike traditional assessments that are often summative and delayed, AI-based assessment supports formative evaluation, enabling continuous monitoring of learner progress. This aligns with contemporary pedagogical paradigms that emphasize assessment for learning rather than assessment of learning. In TAFL, where mastery requires sustained practice and gradual refinement, such continuous feedback

mechanisms are particularly advantageous.

Within the Indonesian context, the relevance of AI in Arabic language education is especially pronounced. Arabic occupies a unique position in Indonesia, serving not only as a foreign language but also as a language of religion, culture, and academic discourse within Islamic education institutions. Madrasahs and Islamic schools across the country incorporate Arabic into their curricula, yet instructional approaches often remain teacher-centered and textbook-oriented. This pedagogical orientation can limit opportunities for communicative practice and individualized learning, thereby constraining students' linguistic development (Rahman & Hidayat, 2020). AI technologies offer a pathway to modernize Arabic instruction by introducing interactive, learner-centered methodologies that complement existing curricular frameworks.

Recent empirical studies conducted in Indonesia provide valuable insights into how AI tools can enhance Arabic language learning outcomes. A qualitative study by Supriatna et al. (2025), which examined the role of AI in facilitating Arabic proficiency among Islamic university students, revealed that the use of chatbots, automated translation tools, and adaptive feedback systems significantly enhanced learner engagement. Students reported improvements across multiple language skills, including listening, reading, grammar, and writing. The study highlighted that AI tools enabled learners to practice independently, revisit challenging materials, and receive immediate feedback factors that contributed to sustained motivation and skill development.

However, the study also underscored several challenges associated with AI integration. Digital infrastructure limitations, such as inconsistent internet access and inadequate hardware, emerged as significant barriers, particularly in institutions with limited resources. Additionally, teacher readiness was identified as a critical factor influencing the effectiveness of AI implementation. While students generally responded positively to AI-enhanced learning environments, some teachers expressed uncertainty regarding how to integrate these tools pedagogically rather than using them merely as supplementary technologies. These findings suggest that successful AI adoption requires not only technological availability but also systematic teacher training and institutional support.

Although peer-reviewed research specifically examining AI deployment at MTsN 1 Surabaya is currently lacking, studies from comparable educational settings provide relevant insights. Research published in the Unpas Journal (2026), for instance, documented the use of interactive AI applications such as Google AI Studio and Pipit AI in junior high school contexts to support Arabic listening skills (istimā'). The findings indicated that students demonstrated notable improvements in auditory comprehension and engagement when AI tools were incorporated into multimodal learning activities. Visual, auditory, and interactive elements combined to create a richer learning experience that accommodated diverse learning styles.

Teachers involved in the study reported that AI-supported lessons encouraged greater student participation and reduced reliance on rote memorization. Students, in turn, expressed heightened motivation and confidence in their listening abilities. These outcomes are particularly relevant for middle school learners, who often require engaging and varied instructional approaches to maintain interest and motivation. The success of AI applications in these contexts suggests that similar strategies could be adapted for TAFL programs at institutions like MTsN 1 Surabaya, provided that contextual factors such as curriculum alignment and learner readiness are carefully considered.

Another Indonesian study by Sumiarni et al. (2026) further illuminates the broader pedagogical implications of AI integration in Arabic learning. The study emphasized how AI tools influence both teacher roles and student learning experiences. Teachers transitioned from traditional lecturing roles to facilitators of student-centered learning, guiding learners as they interacted with AI-based resources. This shift aligns with constructivist learning theories, which posit that knowledge is actively constructed through interaction and reflection rather than passively transmitted.

Students participating in AI-supported Arabic classes reported increased motivation and a

greater sense of autonomy in their learning. They appreciated the flexibility to learn at their own pace, revisit materials as needed, and explore language resources independently. Such autonomous learning behaviors are particularly valuable in language education, as sustained exposure and practice are essential for proficiency development. Nevertheless, the study also identified challenges related to equitable access to technology and the need for ongoing professional development for teachers. Without adequate training, educators may struggle to integrate AI tools effectively into lesson planning and classroom management.

These findings collectively suggest that AI has the potential to transform TAFL by reshaping instructional practices, learner engagement, and assessment strategies. However, the benefits of AI are not automatic; they depend on thoughtful implementation that considers pedagogical principles, institutional contexts, and stakeholder readiness. In the case of MTsN 1 Surabaya, the school's existing collaboration with higher education institutions, such as UIN Sunan Ampel Surabaya, provides a supportive foundation for exploring AI-enhanced Arabic instruction. Such partnerships can facilitate knowledge transfer, teacher training, and the development of contextually appropriate AI-based learning materials.

From a pedagogical standpoint, AI integration in TAFL should be guided by clear instructional objectives and aligned with curricular standards. AI tools should not replace teachers but rather augment their instructional capacity by handling routine tasks, providing data-driven insights, and enabling personalized learning experiences. Teachers remain essential in designing meaningful learning activities, fostering classroom interaction, and addressing learners' affective and cultural needs dimensions that AI alone cannot fully accommodate.

Moreover, ethical considerations must be addressed when implementing AI in educational settings. Issues related to data privacy, algorithmic bias, and learner dependency on technology warrant careful attention. Schools and policymakers must ensure that AI systems are used responsibly and transparently, with safeguards in place to protect students' rights and promote equitable access. In Indonesian madrasah contexts, where values-based education is central, ethical considerations should be integrated into discussions of technological innovation.

In conclusion, the growing body of literature on AI in language education demonstrates its significant potential to enhance TAFL by supporting personalized instruction, interactive practice, and continuous assessment. Empirical studies from Indonesia, though still limited, indicate positive impacts on learner engagement, motivation, and language skill development. While direct evidence from MTsN 1 Surabaya is not yet available, findings from comparable contexts suggest that AI integration could meaningfully enrich Arabic instruction at the junior high school level. To realize this potential, however, stakeholders must address infrastructural, pedagogical, and ethical challenges through collaborative planning, teacher training, and sustained institutional support. By doing so, AI can serve as a powerful catalyst for modernizing TAFL and improving learning outcomes in Islamic education settings.

Table 1. Summary of Final Findings on AI Integration in Teaching Arabic as a Foreign Language (TAFL)

Aspect	Key Findings	Supporting Studies	Implications for TAFL at Junior High School Level
AI Technologies Used	AI tools commonly applied in TAFL include adaptive learning systems, chatbots, speech recognition, and automated feedback mechanisms.	Space Knowledge Journal (2025); Supriatna et al. (2025); Hassan et al. (2022)	Schools can integrate AI tools gradually to support differentiated instruction and provide individualized practice for learners.
Pedagogical	AI integration shifts	Holmes et al. (2019);	Teachers act as

Aspect	Key Findings	Supporting Studies	Implications for TAFL at Junior High School Level
Transformation	pedagogy from teacher-centered to learner-centered, emphasizing personalization, interaction, and continuous assessment.	Sumiarni et al. (2026)	facilitators, guiding students' engagement with AI-supported learning activities rather than relying on lecturing.
Learner Engagement and Motivation	AI-supported instruction increases students' motivation, participation, and confidence in using Arabic, especially in listening and speaking skills.	Unpas Journal (2026); Supriatna et al. (2025)	Interactive and multimodal AI activities are effective for sustaining engagement among junior high school learners.
Language Skill Development	Improvements are reported across multiple Arabic language skills, including listening (istimāʿ), reading, grammar, and writing.	Hassan et al. (2022); Supriatna et al. (2025)	AI can support comprehensive language development when aligned with curricular objectives.
Learner Autonomy	AI tools promote independent and self-paced learning, allowing students to revisit materials and practice outside the classroom.	Sumiarni et al. (2026); Luckin et al. (2020)	Encouraging autonomous learning is particularly beneficial for reinforcing Arabic exposure beyond limited classroom hours.
Teacher Role and Readiness	Teachers' roles evolve, but effective AI integration depends on digital competence and pedagogical training.	Zawacki-Richter et al. (2019); Sumiarni et al. (2026)	Professional development programs are essential to ensure teachers can integrate AI meaningfully.
Implementation Challenges	Major challenges include limited digital infrastructure, unequal access to technology, and ethical concerns.	Supriatna et al. (2025); Zawacki-Richter et al. (2019)	Institutional support and policy alignment are required to ensure equitable and sustainable AI adoption.

Discussion

Although specific empirical data regarding the direct implementation of Artificial Intelligence (AI) in Arabic language instruction at MTsN 1 Surabaya is not yet available, the growing body of literature on AI integration in language education particularly in Teaching Arabic as a Foreign Language (TAFL) provides a strong basis for predicting its potential impact. Studies conducted within Indonesian and broader international contexts consistently suggest that AI technologies can meaningfully enhance learner autonomy, support teachers' instructional roles, and address long-standing pedagogical challenges associated with Arabic language learning.

One of the most prominent contributions of AI to TAFL lies in its capacity to foster learner autonomy. Autonomous learning is a critical factor in successful language acquisition, as it encourages learners to take responsibility for their progress through sustained practice and self-regulation. AI-driven tools such as adaptive learning platforms, intelligent chatbots, and automated feedback systems enable learners to engage with Arabic content at their own pace and according to their individual proficiency levels (Luckin et al., 2020; Space Knowledge Journal, 2025). Through personalized feedback and adaptive practice, learners can identify their

weaknesses, revisit difficult materials, and monitor their improvement over time.

In Arabic language learning, repeated exposure to linguistic input and opportunities for meaningful output are essential due to the language's complex morphology, syntax, and phonological features. Traditional classroom instruction, particularly in junior high school contexts, often struggles to provide sufficient individualized practice because of time constraints and large class sizes. AI tools help bridge this gap by offering learners continuous access to practice environments beyond classroom hours. Chatbots, for instance, allow students to practice sentence construction, vocabulary usage, and simple dialogues without fear of making mistakes, thereby reducing language anxiety and increasing confidence (Hassan et al., 2022; Supriatna et al., 2025).

Beyond learner autonomy, AI integration has significant implications for teachers' professional roles. In many educational settings, including madrasahs, teachers are burdened with routine tasks such as grading assignments, correcting exercises, and providing repetitive feedback. AI-powered automated assessment tools can partially offload these tasks by offering instant feedback on grammar, vocabulary usage, and pronunciation accuracy. This shift enables teachers to allocate more time and cognitive resources to higher-order instructional activities, such as facilitating communicative interactions, guiding collaborative learning, and fostering intercultural and religious understanding embedded in Arabic instruction (Holmes et al., 2019).

For Arabic teachers at MTsN 1 Surabaya, such a transformation could be particularly valuable. As an Islamic junior high school, MTsN 1 Surabaya emphasizes not only linguistic competence but also the cultural and religious dimensions of Arabic. AI tools can support technical language skills, while teachers remain central in contextualizing language use within Islamic texts, values, and communicative norms. This complementary relationship underscores the importance of viewing AI as an instructional support system rather than a replacement for human educators.

However, realizing the potential benefits of AI integration requires addressing several critical challenges. The first and perhaps most fundamental challenge relates to teacher training and digital literacy. Research consistently indicates that the effectiveness of educational technology depends heavily on teachers' ability to integrate it pedagogically rather than merely using it as an add-on (Zawacki-Richter et al., 2019). Without sufficient professional development, teachers may underutilize AI tools or apply them in ways that do not align with learning objectives.

In Indonesian contexts, disparities in teachers' digital competence remain a significant concern. While younger educators may be more familiar with digital tools, others may require structured training and ongoing support to develop confidence in using AI-based platforms. Studies suggest that professional development programs focusing on both technical skills and pedagogical strategies are essential for sustainable AI adoption (Sumiarni et al., 2026; Al-Khresheh, 2021). For MTsN 1 Surabaya, collaboration with higher education institutions such as UIN Sunan Ampel Surabaya offers a strategic opportunity to design targeted training initiatives that align with the school's curricular needs.

A second major challenge concerns infrastructure and access. AI technologies rely heavily on stable internet connections, adequate hardware, and technical maintenance. Inconsistent infrastructure can limit the reliability of AI tools and exacerbate inequities among learners. Research conducted in Indonesian schools highlights that unequal access to digital devices and connectivity remains a persistent barrier to technology-enhanced learning (Rahman & Hidayat, 2020; Supriatna et al., 2025). In madrasah contexts, where resource allocation may vary significantly, careful planning is required to ensure that AI integration does not privilege certain students while marginalizing others.

Addressing infrastructure challenges requires institutional and policy-level interventions. Schools must assess their technological readiness before adopting AI tools and prioritize equitable access for all learners. Policymakers and educational authorities also play a crucial role

in providing funding, infrastructure support, and regulatory frameworks that enable schools to implement AI responsibly and sustainably.

The third challenge involves curriculum alignment and pedagogical coherence. The introduction of AI tools into TAFL should not be driven solely by technological novelty. Instead, AI applications must be carefully aligned with curricular objectives, learning outcomes, and assessment standards. Research cautions against the arbitrary use of educational technologies without clear pedagogical rationales, as such practices do not necessarily lead to improved learning outcomes (Luckin et al., 2020; Holmes et al., 2019).

In the context of MTsN 1 Surabaya, curriculum alignment is particularly important given the integration of national education standards and Islamic educational goals. AI tools should support the development of communicative competence, linguistic accuracy, and cultural literacy in Arabic. For example, speech recognition technologies can be aligned with listening and speaking competencies (istimā‘ and kalām), while adaptive grammar platforms can reinforce nahwu and sharaf instruction. Teachers must play an active role in selecting and adapting AI tools to ensure coherence with lesson plans and assessment practices.

Despite these challenges, the literature provides strong evidence that AI integration can support the development of communicative competence in foreign language learning. Communicative competence encompasses not only grammatical accuracy but also the ability to use language appropriately in context. AI tools facilitate real-time interaction and contextualized feedback, enabling learners to experiment with language use and receive immediate responses. This is particularly relevant for Arabic, which often suffers from limited authentic exposure in non-Arabic-speaking environments (Al-Busaidi & Tuzlukova, 2018).

Traditional classroom instruction alone may not provide sufficient opportunities for meaningful communication, especially at the junior high school level where instructional time is limited. AI tools can supplement classroom instruction by creating simulated communicative environments that expose learners to varied linguistic inputs and contexts. For example, AI-based dialogue systems can present situational conversations related to daily activities, religious practices, or school life, thereby making Arabic learning more relevant and engaging for students.

Nevertheless, it is essential to recognize that AI is not a panacea for all challenges in TAFL. While AI excels at processing large amounts of data and providing standardized feedback, it lacks the nuanced understanding of cultural, emotional, and ethical dimensions that human teachers bring to the classroom. Teachers play an indispensable role in shaping learners' attitudes toward the language, fostering critical thinking, and mediating cultural meanings embedded in Arabic texts. These aspects are particularly significant in Islamic education, where language learning is closely tied to values, identity, and religious understanding.

Ethical considerations also warrant careful attention in discussions of AI integration. Issues related to data privacy, algorithmic bias, and learner dependency on technology have been widely discussed in the literature (Zawacki-Richter et al., 2019; Holmes et al., 2019). Schools must ensure that AI tools comply with ethical standards and protect students' personal data. Moreover, educators should encourage balanced technology use to prevent overreliance on AI at the expense of human interaction and critical reflection.

In light of these considerations, AI integration in TAFL at MTsN 1 Surabaya should be approached as a gradual and reflective process. Pilot programs, continuous evaluation, and stakeholder collaboration can help identify effective practices and address emerging challenges. By grounding AI adoption in pedagogical principles and contextual realities, MTsN 1 Surabaya has the potential to become a model for innovative Arabic instruction in Indonesian Islamic education.

In conclusion, the broader literature on AI in Arabic language education supports the prediction that AI can enhance learner autonomy, support teachers' instructional roles, and improve communicative competence when implemented thoughtfully. While challenges related to teacher training, infrastructure, and curriculum alignment remain significant, they are not

insurmountable. AI should be viewed as a powerful instructional support that complements, rather than replaces, human educators. With strategic planning, professional development, and institutional commitment, AI integration can meaningfully enrich TAFL and contribute to more effective and engaging Arabic language learning experiences.

CONCLUSION

Integrating AI into TAFL at institutions like MTsN 1 Surabaya holds considerable promise. Research shows that AI can facilitate personalized learning, increase student engagement, and improve instructional efficiency in Arabic language education. AI applications such as chatbots, adaptive platforms, and automated feedback tools have demonstrated pedagogical benefits in diverse Arabic learning contexts. However, successful implementation in MTsN 1 Surabaya will require strategic planning, investment in infrastructure, professional development for teachers, and careful curricular integration. AI should augment rather than replace effective pedagogy, supporting both teacher and learner in a collaborative digital-enhanced learning environment. Future research should include empirical studies documenting AI use at the level of junior high Arabic classrooms to better understand its impact on learning outcomes and pedagogical practices. Such studies will further inform how AI can be sustainably and ethically integrated into TAFL in Indonesian Islamic educational contexts.

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