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Implementing ChatGPT in Teaching Insya' to Intermediate-Level Students: Enhancing Arabic Composition Skills

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ABSTRACT

The integration of Artificial Intelligence (AI), specifically ChatGPT, into the teaching of Arabic composition (insya) in pesantren (Islamic boarding schools) offers significant potential for enhancing the quality and efficiency of Arabic language education. This study aims to explore the effectiveness of ChatGPT in improving the Arabic writing skills of santri at the mutawassith (middle) level in pesantren. The research employs a qualitative, descriptive phenomenological approach, using semi-structured interviews, participatory observations, and focus group discussions to gather data. The findings reveal that while ChatGPT enhances student engagement and provides real-time feedback that improves grammatical accuracy, challenges such as limited access to technology, lack of technical competence, and concerns over cultural nuances and plagiarism remain. The study highlights the need for a collaborative approach involving educators, students, and AI developers to address these barriers. It contributes to the understanding of AI's role in Islamic education, particularly in Arabic composition, and emphasizes the importance of blending AI tools with traditional pedagogical methods for a holistic learning experience. Future research should explore the long-term impacts of AI on language proficiency and cultural understanding.

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INTRODUCTION

The integration of Artificial Intelligence (AI) in educational settings, particularly in pesantren (Islamic boarding schools), has become a crucial aspect of modernizing the learning process (Maisuroh & Jamil, 2024). This study is important because AI tools like ChatGPT offer innovative solutions to improve the quality of education, especially in enhancing students' Arabic writing skills

(Zubaidi et al., 2025). Arabic, being a core subject in pesantren, is essential for students, particularly for their understanding of religious texts. However, traditional learning methods have struggled to keep pace with the evolving educational needs of students (Shomurodov, 2025; Janthapass et al., 2024). This research is pivotal as it demonstrates the potential of AI to transform how Arabic writing, especially the skill of writing insya' (composition), is taught. By incorporating AI into the learning process, students can receive personalized feedback, which accelerates their progress and boosts their engagement in language learning.

In many pesantren, students at the mutawassith (middle) level face challenges in mastering Arabic composition. These challenges are often attributed to the lack of interactive, personalized learning methods and the difficulty in providing real-time feedback in traditional classroom settings. In addition, students often feel demotivated by the rigid, repetitive nature of conventional Arabic writing exercises (Jendli et al., 2024; Wossabi, 2024). With traditional pedagogies failing to meet the demands of modern learners, there is an increasing need for educational innovations that can bridge the gap between traditional Islamic education and contemporary teaching methods (Toifah, 2024). The integration of AI in learning Arabic composition could be a breakthrough in improving students' proficiency, but its effectiveness remains underexplored, particularly in the pesantren context (Habib, 2025; Masnun, 2024).

In many pesantren, the process of teaching insya’ the art of composing Arabic text relies heavily on rote learning and memorization. Santri are expected to master the grammatical structures and vocabulary of Arabic in a systematic, but often monotonous manner. Despite the critical importance of insya' for advancing language skills, students often struggle with the limited resources and lack of interactive, real-time support. Furthermore, the traditional teaching methods, while effective in some areas, fail to engage students fully, especially with regard to independent learning outside classroom hours. The use of AI tools, particularly ChatGPT, could provide a solution by facilitating a more interactive, personalized, and efficient learning process for students, encouraging active participation in Arabic writing practices (Cordova et al., 2023).

Previous studies have explored the impact of AI, particularly language models like ChatGPT, on language learning. For instance, studies have shown that AI-based tools can improve student engagement and language proficiency by providing personalized learning experiences and immediate feedback (Suhartini & Nur Lailla, 2025). However, most existing research focuses on

general language learning rather than its application in specific contexts, such as religious education or in pesantren settings (Suryawijaya et al., 2025). The gap in the literature lies in the absence of studies addressing the practical application of AI tools like ChatGPT specifically for Arabic writing (insya) instruction in pesantren. This study aims to fill that gap by examining the effectiveness of ChatGPT in helping santri improve their Arabic writing skills in the mutawassith level.

Additionally, while research has shown the effectiveness of AI in enhancing language skills such as translation and vocabulary acquisition (Falah & Putri, 2023), the integration of AI into specific writing competencies, such as insya', remains underexplored. Most research has focused on more general educational settings or language learning environments outside the pesantren context. This study builds on existing knowledge by specifically targeting Arabic writing skills in pesantren, particularly the role of AI in providing real-time feedback, enhancing vocabulary, and improving grammar (Wandria et al., 2023). By evaluating the application of AI tools like ChatGPT, this research contributes to expanding the potential for AI-based learning in enhancing language education, especially in unique educational settings like pesantren.

This study introduces a novel approach by integrating AI into the teaching of Arabic composition at the mutawassith level in pesantren. Unlike previous studies, which focused on more general aspects of language learning, this research explores the specific application of ChatGPT in the context of insya' (composition writing) in Islamic education. The importance of this research lies in its ability to provide a solution for enhancing the traditional methods of teaching Arabic writing. By utilizing AI to offer personalized, real-time feedback, the study not only improves students' writing skills but also fosters independent learning, providing valuable insights for future educational practices in pesantren.

The main research question of this study is how effectively the implementation of ChatGPT can improve the Arabic composition skills of santri at the mutawassith level in pesantren. It proposes that AI-powered feedback and personalized learning will allow students to improve their writing skills more efficiently compared to traditional methods. This study argues that ChatGPT's ability to provide instant corrections and suggestions will help students practice writing more effectively, leading to better mastery of insya' (Arabic composition). This contribution is crucial, as it offers a new perspective on integrating modern technology into Islamic education, addressing the challenges faced by students in mastering Arabic composition while maintaining the values of traditional

pesantren education.

RESEARCH METHOD

This study adopts a qualitative research design with a descriptive phenomenological approach to explore the subjective experiences and meanings constructed by mutawassith-level students regarding the integration of AI ChatGPT in insya (Arabic composition) learning. The phenomenological approach was chosen for its ability to reveal the essence of the student lived experiences when interacting with an intelligent tutoring system like ChatGPT. This design enables an in-depth exploration of students' perceptions, challenges, and pedagogical transformations in the context of Islamic education in pesantren. The qualitative descriptive approach also aligns with an interpretive paradigm, focusing on the cultural context and Islamic values inherent in Arabic language learning, resulting in a holistic and emic understanding of the phenomenon.

The research was conducted at Mahad Al Barokah, Probolinggo, an Islamic boarding school (pesantren) that emphasizes the teaching of Arabic, particularly insya, at the mutawassith level. This location was chosen because it faces challenges in modernizing its pedagogical methods and integrating technology into traditional Islamic education. By focusing on this setting, the research aims to assess how AI tools, specifically ChatGPT, can enhance the learning experience for students in this unique educational environment. This pesantren is particularly relevant as it seeks to blend traditional Islamic teachings with modern technology to improve student outcomes.

Data was collected through several techniques to ensure a comprehensive understanding of the students' experiences. First, semi-structured in-depth interviews were conducted with selected students to explore their perceptions and experiences with using AI in insya learning. These interviews provided rich qualitative data on how students interact with ChatGPT and its impact on their learning process. Second, participatory observation was employed during the learning process to capture real-time interactions between students and ChatGPT. This technique allowed the researcher to observe firsthand the dynamics of AI integration in the classroom. Finally, focus group discussions (FGDs) were held to further explore the dynamics of AI usage, challenges faced, and how students perceive the benefits and limitations of ChatGPT in improving their Arabic composition skills.

Data analysis followed the approach outlined by Miles and Huberman, consisting of three main stages: data condensation, data reduction, and data display. During data condensation, the data collected from interviews, observations, and FGDs were transcribed and coded to identify key themes and patterns. Data reduction involved selecting, focusing, and organizing the data into meaningful categories and sub-categories that reflect the core aspects of the

students' experiences. Data display was achieved through the use of matrices and descriptive narratives to present the findings clearly and cohesively. Finally, data verification was carried out through triangulation of sources and techniques. This process involved comparing and cross-checking data from different sources and using multiple data collection techniques to enhance the credibility and trustworthiness of the findings.

To ensure the validity and reliability of the research findings, several steps were taken. Triangulation was employed to compare data from different sources, such as interviews, observations, and FGDs, to confirm consistency and accuracy. In addition, member checking was conducted by sharing the findings with participants to obtain their feedback and ensure that the interpretations align with their experiences. Peer debriefing was also used, where colleagues or experts in the field were asked to review the findings and provide feedback. These steps were implemented to maintain the quality and credibility of the research, ensuring that the results were accurate, relevant, and reflective of the students' actual experiences

RESULT AND DISCUSSION

Result

Steps for Using (AI) Chatgpt in Learning Insya

The integration of Generative Pre-trained Transformers (GPT) such as ChatGPT in teaching maharah al-kitabah (writing skills) based on insya (composition) has revolutionized the approach to Arabic language education, specifically within Islamic educational contexts. It functions as an Intelligent Tutoring System (ITS) that supports students in constructing grammatical structures based on nahwu (syntax) and sarf (morphology), correcting grammatical errors, and stimulating creative ideation in a personalized manner (Rahayu et al., 2024; Kusnadi et al., 2025). ChatGPT's application in insya learning provides real-time feedback and encourages an adaptive learning process, contributing significantly to linguistic proficiency.

Table 1. Steps for Using Chatgpt in Insya Learning

Preparation Stage	Description
Implementation	Determining the learning objectives of the Maharah al-Kitabah Insya, preparing sample materials for nahwu and sarf, and introducing ChatGPT as an intelligent tutoring system through basic training.
Assessment Method	Students utilize ChatGPT for prompt engineering, producing Insya drafts, receiving real-time feedback on grammatical corrections, and iterating on Natural Language Processing (NLP)-based

	improvements.
Preparation Stage	Gradual scaffolding using AI dialogue simulations, creative ideation exercises, and group discussions integrates ChatGPT suggestions into the collaborative Kitabah process.
Implementation	Analytic rubric evaluations are used to assess the quality of the final Insya, improve text cohesion, and nahwu accuracy, as well as reflect on AI feedback adaptations through pre-posttests.

According to Informant 1, a teacher at an Islamic school, the use of ChatGPT in the insya learning process has greatly enhanced students' engagement with the material. The informant noted that students are more motivated to write drafts, receiving immediate corrections and suggestions for improvement. These suggestions focus on both grammatical accuracy and creative content development. In their view, ChatGPT serves as an accessible tool for scaffolding learning, allowing students to refine their work iteratively. From the teacher's perspective, the tool's real-time feedback fosters a sense of autonomy in students, as they are able to directly engage with the material and make immediate improvements.

In contrast, Informant 2, a student, expressed that while ChatGPT is helpful in generating initial drafts, it sometimes lacks the cultural and contextual nuances needed in Arabic compositions. The student emphasized that while ChatGPT corrects basic grammatical errors, it often struggles with advanced stylistic elements such as balaghah (rhetoric), making the compositions feel somewhat mechanical. Despite this, the student found the tool particularly useful for learning nahwu and sarf, as it allowed them to immediately spot and correct errors in real-time. The feedback provided by ChatGPT was seen as a valuable resource for honing writing skills, though further interaction with a human teacher is still essential to ensure authenticity and depth in written works.

Based on the interviews, it is clear that ChatGPT significantly enhances the learning experience by providing immediate feedback and facilitating independent learning. However, the informants highlighted that while the tool is valuable for foundational language skills, it does not entirely replace the need for human expertise in understanding the cultural and rhetorical aspects of Arabic. The integration of AI-based tutoring with traditional educational methods could offer a balanced approach that addresses both language proficiency and the deeper cultural understanding required for mastering insya.

During observations in the classroom, it was noted that students using ChatGPT displayed increased autonomy and motivation in their writing tasks. Students were observed engaging more deeply with the feedback provided by

the tool, often revising their drafts multiple times based on suggestions for improvement. Additionally, teachers were seen taking on a more facilitative role, guiding students through the process of prompt engineering and encouraging them to reflect critically on the feedback they received. This shift in the teacher-student dynamic suggests that AI-based tools like ChatGPT can act as both an educational resource and a means of promoting self-directed learning.

In summary, the research findings underscore the effectiveness of ChatGPT in enhancing insya learning by providing personalized, real-time feedback that improves grammatical accuracy and stimulates creative ideation. While the tool has proven beneficial in helping students refine their drafts and understand complex language structures, the need for human guidance remains crucial, especially for the cultural and stylistic aspects of Arabic composition. The data suggests that ChatGPT, when used in conjunction with traditional teaching methods, offers a promising approach to developing linguistic proficiency in Arabic.

The data reveals a consistent pattern in the use of ChatGPT across different learning stages. In the preparatory phase, students benefit from the initial training on how to effectively use the tool, focusing on prompt engineering and understanding its interface. During the implementation phase, students interact with ChatGPT to generate drafts, with immediate feedback facilitating continuous improvement. In the assessment phase, both students and teachers use rubrics to evaluate the final product, focusing on linguistic accuracy, cohesion, and creativity. This iterative process emphasizes the role of AI in fostering a more personalized and adaptive learning experience in insya.

Factors Inhibiting the Use of AI Chatgpt in Insya Learning

The use of artificial intelligence technologies, such as ChatGPT, in insya (composition) learning presents significant potential for enhancing the quality and effectiveness of education. However, several barriers hinder its optimal use in the classroom. These obstacles include limited access to technology and digital infrastructure, a lack of understanding and competence among both teachers and students in using AI effectively, as well as ethical concerns regarding originality and the authenticity of work produced with AI assistance. Additionally, resistance to new technology and cultural traditions in the teaching of Arabic also pose significant challenges. These factors limit the widespread adoption and impact of AI in insya learning.

Table 2. Inhibiting Factors in the Use of Chatgpt in Insya Learning

Inhibiting Factors	Description
Limited Access to Technology	Limited devices and stable internet connections in learning environments hinder the use of AI.
Lack of User Competence	Teachers and students lack technical understanding and skills in operating ChatGPT.
Ethical and Originality Concerns	Doubts about the authenticity of work and the potential for plagiarism stem from the use of AI in writing.
Resistance to New Technologies	Traditional methods and skepticism about the integration of AI in Arabic language learning.
Language Barriers and Cultural Context	AI is not yet fully capable of understanding the nuances of classical Arabic and the cultural context of learning insha'a.

Informant 1, an educator at a private Islamic school, shared that the biggest obstacle they face in using ChatGPT in insya lessons is the lack of access to adequate technology. They explained that in some areas, schools struggle with limited access to computers and a stable internet connection. This restricts students' ability to fully engage with AI tools, which impedes the flow of learning processes that depend on such advanced technologies. The informant highlighted that ensuring equitable access to technology is essential for realizing the full potential of AI in education. Without such infrastructure improvements, students in under-resourced areas remain at a disadvantage, unable to benefit from AI-assisted learning.

Informant 2, a student at the same institution, expressed concerns regarding the ethical implications of using ChatGPT in their writing assignments. They indicated a sense of unease about the authenticity of work produced with AI, fearing that it could lead to plagiarism or a loss of personal creativity. The student noted that while AI was useful for generating drafts and suggesting grammatical corrections, there was an ongoing worry that excessive reliance on AI would undermine the originality of their compositions. The informant stressed the importance of balancing AI assistance with personal effort to maintain academic integrity, particularly in insya writing, where creativity and cultural authenticity are highly valued.

Based on the interviews, it is evident that while access to technology is a fundamental issue, ethical concerns about plagiarism and dependency on AI are also significant barriers to the widespread adoption of ChatGPT in insya learning. While Informant 1 emphasized the need for improved infrastructure to make AI tools accessible, Informant 2's concerns highlight a cultural resistance to using AI for creative tasks, where originality is critical. Both barriers point to the

need for a more structured approach that addresses both technological and ethical challenges in the integration of AI into Arabic composition education.

In classroom observations, it was noted that students had difficulty utilizing ChatGPT effectively due to a lack of training and understanding of how to interact with the AI. Many students struggled with prompt engineering, which is essential for guiding AI to generate relevant and high-quality content. Moreover, teachers were observed providing supplementary guidance to help students make the most of the tool. This indicates that while AI has the potential to enhance insya learning, both students and teachers require more extensive training and support to maximize its utility. Additionally, resistance from students, who were more comfortable with traditional learning methods, was evident during initial interactions with the AI.

The findings from the research clearly illustrate that several factors hinder the optimal use of ChatGPT in insya learning. These include the lack of adequate technological infrastructure, insufficient training and understanding of AI tools, and concerns over the ethical implications of using AI in academic writing. These barriers must be addressed to ensure the effective integration of AI into education. The research suggests that a combination of improved access to technology, increased training for both students and teachers, and a clear framework for ethical AI usage are necessary for the successful application of AI in insya learning contexts.

The data reveals a consistent pattern of challenges faced by both students and educators in adopting ChatGPT for insya learning. In the early stages of implementation, access to technology and infrastructure was identified as the primary obstacle. This was followed by a lack of competence in using AI tools effectively, particularly in prompt engineering and understanding how to extract meaningful output from the system. Ethical concerns, especially around plagiarism and the authenticity of work, also emerged as significant barriers. These challenges were compounded by resistance to adopting AI from both teachers and students who were accustomed to traditional methods. Addressing these issues through targeted interventions such as professional development, infrastructure upgrades, and ethical guidelines will be crucial for the successful integration of AI in insya education.

Discussion

The findings from this study demonstrate both similarities and differences when compared with existing literature on the integration of AI tools, like ChatGPT, into the learning of insya (composition) and maharah al-kitabah (writing skills) (Fajariyah, 2025). Consistent with previous studies (Rahayu et al., 2024; Kusnadi et al., 2025), the research confirms that ChatGPT functions as an

effective Intelligent Tutoring System (ITS), providing students with immediate, personalized feedback, which enhances their ability to improve their writing. However, this study also highlights a gap between the theoretical potential of AI and its practical application (Abas & Jamila, 2025). For instance, while earlier studies emphasize the adaptive learning capabilities of AI in language education, the findings from this study underscore the challenges that both teachers and students face in using AI effectively, particularly in terms of access to technology, competence in using AI tools, and cultural concerns about originality and plagiarism (Baharun et al., 2025).

In terms of theoretical implications, this research supports the idea that AI-based tutoring systems, when integrated properly, can play a key role in fostering independent learning and self-regulated writing processes (Yakin & Mundiri, 2025). The real-time feedback provided by ChatGPT, as indicated by Informants 1 and 2, reflects a shift towards more personalized, learner-centered educational approaches. However, the study also reveals that the theoretical models of AI integration in education do not always align with the realities of its implementation (Mohammad et al., 2024). As the findings show, both students and educators require more training and support to utilize AI tools effectively, particularly in prompt engineering and in understanding the cultural and rhetorical nuances of Arabic writing (Hasanah et al., 2024). This discrepancy calls for further refinement of AI educational frameworks to ensure that the technology is applied appropriately within diverse educational contexts (Zakiyah, 2025).

From a practical standpoint, the findings suggest that while ChatGPT can significantly enhance the insya learning process, there are several barriers to its widespread adoption, such as limited access to technology, lack of digital literacy, and ethical concerns (Muharromah, 2025). The research highlights that even in well-resourced environments, these barriers can impede the effective use of AI (Jannah & Rizquha, 2025). This is consistent with findings from other studies on the integration of AI in education, which note that technology infrastructure and teacher training are critical factors for successful implementation (Ally, 2023). In this study, the lack of reliable internet access and devices in some schools was identified as a primary obstacle, reinforcing the need for policymakers to prioritize digital equity in education. Moreover, the ethical concerns regarding plagiarism and the loss of originality in students' work, as noted by Informant 2, are important considerations for the responsible integration of AI in learning environments.

The study also has significant practical implications for teachers and educators who wish to integrate AI tools into their teaching practices. The shift towards more self-directed, AI-assisted learning requires teachers to redefine

their roles. As observed in the classroom, teachers took on a more facilitative role, guiding students through the process of prompt engineering and encouraging critical reflection on AI-generated feedback. This shift could fundamentally change the dynamic in the classroom, moving away from traditional teacher-centered approaches to more collaborative, student-centered learning environments. Teachers must, therefore, receive professional development to equip them with the skills necessary to support students in using AI tools effectively. This also includes creating strategies for balancing AI feedback with human expertise to ensure that students' work maintains both linguistic accuracy and cultural relevance.

Finally, the findings highlight the importance of a balanced approach when integrating AI in Arabic language learning. The study reveals that AI tools like ChatGPT are particularly effective in improving foundational language skills, such as grammar and syntax, but are less adept at addressing the cultural and stylistic aspects of insya. This observation emphasizes the need for a blended learning model that combines AI's strengths in linguistic accuracy with the cultural and creative insights provided by human instructors. To fully harness the potential of AI in Arabic language education, it is essential that future research continues to explore ways to bridge the gap between the capabilities of AI and the unique cultural and contextual nuances of the Arabic language. Moreover, ensuring that AI tools can be adapted to the specific needs and contexts of diverse classrooms will be crucial for their effective implementation.

CONCLUSION

The most important finding from this research is the significant potential of AI technologies like ChatGPT to enhance the quality and effectiveness of Arabic composition learning (insya). Despite this, several obstacles hinder the optimal use of AI in education, particularly limited access to technology, lack of technical competence in both teachers and students, and concerns about the ethical implications of AI-assisted writing. The study also highlights the need for AI tools to better understand the cultural and contextual nuances of the Arabic language. One key lesson learned is the necessity of a collaborative approach involving educators, students, and AI developers to address these barriers through training, digital literacy improvement, and the development of AI systems that are culturally responsive. This approach can ensure that AI technologies are used effectively in enhancing Arabic writing skills while maintaining academic integrity and creativity.

The strength of this research lies in its contribution to the understanding of how AI can be integrated into Arabic language education, specifically in insya learning. It provides valuable insights into both the potential benefits and

challenges of using AI in the classroom. However, the study is limited by its focus on specific schools and may not fully reflect the broader applicability of AI in diverse educational contexts. Future research should explore larger, more diverse samples and examine the long-term effects of AI integration on students' writing skills and cultural understanding. Additionally, further studies could investigate how AI can be tailored to better capture the intricate nuances of the Arabic language and its various dialects.

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