



Arab Education Students' Perceptions at State Islamic University of Madura of Google Translate in the Society 5.0 Era

Sofiyatul Amaliyah^{1*}, Siti Maisaroh²

^{1,2} Universitas Islam Negeri Madura, Indonesia

Corresponding Author: sophilosophiasz@gmail.com

Received: 26 April 2026

Revised: 29 July 2026

Accepted: 5 August 2026

Abstract

The integration of digital technology in education in the era of Society 5.0 has influenced language learning practices, including the use of *Google Translate* in Arabic writing activities. This study aims to examine the perceptions of Arabic Education students at Universitas Islam Negeri Madura regarding the use of *Google Translate* in improving Arabic writing skills. The research employed a qualitative descriptive approach involving third-semester students as research participants. Data were collected through interviews, observations, and documentation, and analyzed using data reduction, data presentation, and conclusion drawing. The findings indicate that students use *Google Translate* mainly as a supporting tool to understand vocabulary, obtain initial sentence structures, and assist in drafting Arabic texts. Students' perceptions of its usefulness vary, ranging from helpful to less helpful, due to limitations in translation accuracy, grammatical structure, and contextual meaning. Despite these limitations, most students conduct verification and revision of translation results before using them in their writing. The study concludes that *Google Translate* functions as a supportive learning tool rather than a substitute for linguistic competence. Its effective use requires critical evaluation, linguistic awareness, and digital literacy to support Arabic writing development in higher education.

Keywords: Perception, Google Translate, Writing Skills, Society 5.0 Era.

مستخلص البحث

أدى تطور التكنولوجيا الرقمية في عصر المجتمع ٥.٠ إلى تغيير في ممارسات تعلم اللغات، ومن ذلك استخدام ترجمة جوجل في أنشطة الكتابة باللغة العربية. يهدف هذا البحث إلى معرفة تصورات طلبة قسم تعليم اللغة العربية في جامعة مادورا الإسلامية الحكومية حول استخدام ترجمة جوجل في تنمية مهارة الكتابة باللغة العربية. استخدم البحث المنهج الوصفي النوعي. بمشاركة طلبة الفصل الثالث بوصفهم عينة البحث. جمعت البيانات من خلال المقابلات والملاحظة والوثائق، ثم حُللت باستخدام خطوات تقليل البيانات وعرضها واستخلاص النتائج. وأظهرت النتائج أن الطلبة يستخدمون ترجمة جوجل بوصفه أداة مساعدة لفهم المفردات والحصول على تصور أولي لبنية الجملة والمساعدة في صياغة النصوص العربية. كما تبين أن تصورات الطلبة حول فائدته تختلف بين مفيد وقليل الفائدة بسبب محدودية الدقة في الترجمة وبنية الجملة والسياق الدلالي. ومع ذلك يقوم معظم الطلبة بمراجعة نتائج الترجمة وتعديلها قبل استخدامها في كتاباتهم. وتخلص الدراسة إلى أن ترجمة جوجل يعمل كأداة داعمة في التعلم ولا يُعد بديلاً عن الكفاءة اللغوية، بل يتطلب استخدامه قدرة نقدية ووعياً لغوياً ومهارات في الثقافة الرقمية لدعم تنمية مهارة الكتابة باللغة العربية.

Introduction

Learning Arabic in higher education requires students to master four language skills, that is listening, speaking, reading, and writing. Among these four skills, writing skills (*maharah kitabah*) are often considered the most complex skill because it involves a thought process, organizing ideas, and the appropriate application of linguistic rules in written form. These limitations are also reflected in the system's tendency to translate literally without considering the overall sentence structure. This condition results in translations that are less natural and sometimes inconsistent with the context of the sentence, especially in complex sentences or idiomatic expressions. These limitations are also reflected in the system's tendency to translate literally without considering the overall sentence structure. This condition results in translations that are less natural and sometimes inconsistent with the context of the sentence, especially in complex sentences or idiomatic expressions (Munawarah & Zulkifli, 2021). In the context of learning Arabic, writing skills not only require mastery of vocabulary (*mufradat*), but also the ability to compose sentence structures (*tarkib*) that conform to the rules of nahwu and sharaf. Therefore, writing skills occupy an important position in mastering Arabic productively.

In learning practices in the Maharah Kitabah course, students often face various difficulties in composing correct and systematic Arabic sentences. These difficulties are generally related to limited vocabulary mastery, inaccuracies in the use of sentence structure, and a lack of mastery of Arabic grammar rules (Firdausiyah & Jannah, 2025). This condition causes some students to experience obstacles in expressing ideas or ideas in writing in Arabic. When students are faced with a writing assignment, they are not only required to express ideas in writing, but also must be able to compose sentences according to the grammatical rules of Arabic. This is because the writing process requires structure in arranging words and careful consideration of every expression to be conveyed (Arifah & Uyun Thayyibah, 2024). Writing skills require vocabulary mastery, sentence structure, and understanding of grammar so that the ideas conveyed can be understood accurately and systematically (Ramadhani, 2024).

The rapid development of technology over time drives the need for transformation in the field of education to align with future demands (N. A. Putri et al., 2025). The rapid development of artificial intelligence is marked by the emergence of various features, functions, and latest interfaces that have a significant impact on various aspects of human life, particularly in the field of education (Sufiyanto et al., 2026). In this situation, students then utilize various artificial intelligence-based applications as supporting tools in the language learning process. One of the most widely used applications is Google Translate, that is an online

translation service that allows users to translate words, phrases, and texts automatically into various languages (Arif et al., 2024). This application offers ease of access and speed in the translation process, so it is often used by students as a tool to help understand vocabulary and compose sentences in foreign languages (Afiliani et al., 2024). In the context of Arabic language learning, Google Translate is often used to help students translate texts or compose sentences when working on assignments in the *Maharah Kitabah* course. The presence of machine translation technology provides convenience for students in obtaining linguistic information instantly. However, the use of this technology also raises a number of issues related to the accuracy of the translation results, especially in aspects of sentence structure, contextual appropriateness, and accuracy of vocabulary selection (Alzain et al., 2024).

The phenomenon of utilizing translation technology occurs within the context of digital societal transformation in the Society 5.0 era. This is a societal concept that emphasizes the integration of digital technology and human activities (Subandowo, 2022). In the field of education, this era demands the integration of academic competence and digital literacy, so that students are expected to be able to use technology effectively in the learning process (Iftanti et al., 2025). Artificial intelligence-based technologies, including online translation tools, form part of this transformation and also influence how students learn foreign languages, including Arabic.

A number of previous studies have examined the use of Google Translate in foreign language learning. Some studies show that machine translation applications can help users understand new vocabulary and speed up the text translation process (Afiliani et al., 2024; Fitriani et al., 2021; Ritonga et al., 2025). Other studies also highlight the quality of translation results produced by machine translators in various language contexts (Shahriar, 2023; Tennis et al., 2026). However, some findings indicate that the translation results produced by machine translators still have limitations, especially in the aspect of grammatical structure accuracy (Alzain et al., 2024), meaning correspondence in the context of the sentence (Anisah et al., 2025), and the naturalness of language use in the translated text (Tennis dkk., 2026).

Besides that, most of the research on the use of Google Translate still focuses on learning English (Setiawan & Munawaruzaman, 2023), and more emphasis on receptive skills such as reading and translating (A. Putri & Lessy, 2024). Research that specifically examines the use of translation technology in Arabic language learning, especially on productive skills such as writing (*maharah kitabah*), still relatively limited. In addition, studies highlighting the perceptions of students in the Arabic Language Education study program regarding the use of translation technology in the context of learning in the Society 5.0 era have also not been widely conducted.

Based on these conditions, this research presents novelty by examining the perceptions of Arabic Language Education students towards the use of Google Translate in developing Arabic writing skills in the Society 5.0 era. This study does not only focus on the use of translation technology as a learning tool, but also places the experiences and views of students as the main users of the technology in the context of Arabic language learning in higher education. Thus, this study is expected to provide an overview of how students utilize translation technology in the Arabic writing process, as well as how they perceive the benefits and limitations of the technology in learning.

Based on that background, this study aims to: (1) know the strategies of Arabic Language Education students in utilizing Google Translate when writing Arabic texts; (2) describe students' perceptions of the benefits of using Google Translate in supporting the development of Arabic writing skills; and (3) identify the obstacles faced by students in using Google Translate in the Arabic writing process in the Society 5.0 era.

Method

This research uses a qualitative approach with a descriptive method (Albi Anggito, 2018). Qualitative approach is used to understand phenomena in depth based on the experiences and views of research subjects in a natural context. Meanwhile, the descriptive method is used to systematically describe students' perceptions of the use of Google Translate in the Arabic writing learning process in the Society 5.0 era. Sample of the research was determined by purposive sampling (Anggito & Setiawan, 2018). Population in this study were students of the Arabic Language Education Program at the State Islamic University of Madura, and the sample was students of the 2024 class of the Arabic Language Education Program at the State Islamic University of Madura who use Google Translate in academic activities, especially in writing Arabic texts.

Data collection techniques were carried out through structured and unstructured interviews, observation, and documentation (Agustinova, D.E., 2015). structured and unstructured interviews were conducted with 1 supervising lecturer and 22 Arabic Language Education students, to obtain data regarding students' experiences and perceptions of the use of Google Translate. Observation was carried out to observe student activities in utilizing translation technology when working on assignments related to Arabic writing. And documentation is used as supporting data to complement the results of interviews and observations, such as collecting audio recordings of interviews, notes of observation results, photos of research activities, as well as other supporting documents related to the research process.

Data analysis in this study includes three stages, namely data reduction, data presentation, and conclusion drawing (Majid, 2017). Data reduction is carried out by selecting, focusing, and simplifying the data obtained from interviews,

observations, and documentation. Data that has been reduced is then presented in the form of a narrative description, making it easier for researchers to understand patterns and relationships between phenomena. The final stage is drawing conclusions which is done gradually based on the interpretation of the data that has been analyzed. To ensure the validity of the data, this research uses triangulation techniques carried out in two ways, namely source triangulation and method triangulation (Helaluddin, 2019). Triangulation of sources is done by comparing data obtained from several research respondents, whereas method triangulation is done by comparing data obtained through interviews, observations, and documentation.

Results and Discussion

The development of digital technology in the Society 5.0 era brings changes in the language learning process, including in Arabic writing activities in higher education. The use of automatic translation technology such as Google Translate is increasingly used by students as a means of support in understanding vocabulary, composing sentences, and translating texts. That condition also occurs in Arabic Language Education students at the State Islamic University of Madura in academic activities, especially in learning writing skills (*maharah kitabah*).

Students' Strategies in Utilizing Google Translate in Arabic Text Writing in the Society 5.0 Era.

Based on the data obtained, the researcher identified a number of empirical findings that emerged in the field as follows Table 1:

Table 1. Students' strategies in using Google Translate

No	Main Category	Sub-Category (Code)	Indicator of findings	Presentase
1	Usage strategy	Copy-Paste	Copying unknown vocabulary/sentences into Google Translate	5,9 %
		Typing Manually	Typing words/sentences directly to be translated	29,4%
		Translation of Vocabulary and Sentences	Translating Indonesian-Arabic words/sentences or vice versa	52,9%
		supporting tool	Writing independently first, using Google Translate as a checker	11,8%
2	Features used	Text translation	Using main features to translate.	31,8%
		Audio/Pronunciation	Checking word pronunciation	18,2%

		Translation + Example Sentences/Language Detection	Checking the context of word usage	22,7%
		Multi-Feature (Text, Camera, Voice, etc.)	Using more than one feature	27,3%
3	Frequency of Use	Rarely	Used occasionally in writing	59,1%
		Often	Used in almost every writing assignment	31,8%
		Other alternatives	Using dictionaries and AI	9,1%
4	Assessment of Accuracy	Fairly Accurate	The result is helpful but needs verification	40,9%
		Sometimes accurate	Inconsistent	31,8%
		Less accurate	Many errors/structure is not appropriate	4,5%
		Very helpful	Facilitates understanding of structure	22,7%
5	Attitude towards Translation Results	Revision with Dictionary	Comparing with manual/digital dictionary	22,2%
		Revision of Nahwu Rules	Adjusting to grammatical rules	22,2%
		Structure and context check	Double-checking the sentence structure and meaning	22,2%
		Collaborative revision	Asking a friend	11,1%
		Revising with another application	Comparing with another AI/translator	11,1%
		Manual revision	Fixing according to my own understanding	11,1%

Research results indicate that all respondents utilize Google Translate as an aid in completing assignments in the Maharah Kitabah course. Although various other resources are available such as manual dictionaries and digital dictionaries, the application remains the primary choice due to ease of access, speed of the translation process, and its availability on digital devices used by students in daily academic activities (Nursyahida, 2025). The strategies for using Google Translate by students show quite a diverse range. Some students use the application to search for vocabulary equivalents or the meaning of certain words, while others use it to

translate sentences directly as an initial reference in drafting Arabic texts. However, most students do not use the translation results directly, but rather make adjustments to the sentence structure in accordance with the Nahwu and Sharaf rules that have been learned.

This finding indicates that the use of translation technology by students is not entirely mechanical, but still accompanied by an evaluation process of the resulting translation. In the context of learning in the Society 5.0 era, this condition reflects the integration between digital technology and the user's analytical abilities in learning activities. Technology is not only used as an automatic tool, but also as a support tool to facilitate human tasks (Syagif, 2023), among them in the process of thinking and composing texts.

The use of Google Translate among students is quite high in academic activities, especially in translation and foreign language writing activities (Kurniawan & Tantowi, 2024). Ease of access and speed of the translation process are the main factors driving students to utilize the application (Pertiwi dkk., 2024). However, this research shows that the intensity of use is not always identical to complete dependence on technology, because some students still try to verify the translation results obtained.

Besides being used to translate texts, some students also take advantage of several additional features available on the Google Translate application, such as the audio feature to check pronunciation, example sentences to understand the context of word usage, and the language detection feature. This indicates a variation in usage patterns, even though the main function used remains focused on text translation. That is in line with Reki Randa's opinion which states that Google Translate is a free multilingual translation service that can translate text, voice, images, websites, or videos directly into various languages (Randa, 2022).

From the perspective of usage frequency, the research results show that the use of Google Translate in Maharah Kitabah learning is not always carried out intensively. Some students admit that they rarely use the application because they believe the translation results are not always in accordance with the correct Arabic language structure. In that condition, students tend to use other alternatives such as dictionaries or Arabic language reference sources that are considered more accurate. Meanwhile, students who use Google Translate more often generally use it as a quick tool to understand vocabulary or get an initial overview of the sentence structure to be written. This finding indicates that the level of use of translation technology in Arabic language learning is influenced by students' perceptions of the quality of the translation results produced (Pertiwi dkk., 2024). The higher the level of student confidence in the accuracy of the translation, the more often the application is used in the writing process.

Student assessments of the accuracy of translation results indicate a fairly critical attitude towards the use of translation technology. Some students believe

that Google Translate's translation results are sometimes accurate, but in some cases, errors are still found in aspects of sentence structure and vocabulary selection. Therefore, most students re-check the translation results before using them in writing. This is in line with Putri and Lessy's opinion that Google Translate has limitations in the accuracy of translation results, so students get around this by re-matching the translation results to fit the context of the sentence (A. Putri & Lessy, 2024). The verification process is carried out in various ways, such as comparing the translation results with an Arabic dictionary, readjusting the sentence structure according to the rules of nahwu and sharaf, or discussing it with friends.

Generally, Google Translate has various weaknesses, such as translation inaccuracies, grammatical structure errors, cultural context neglect, vocabulary limitations, and a lack of attention to collocations because it only relies on a database without considering overall contextual suitability (Akhiryani dkk., 2024). In the framework of the Society 5.0 era, this condition confirms that the integration of technology in learning must be accompanied by the human ability to control it, evaluating, and correcting the results of machine work. One of the important elements in 21st-century skills is the ability of students to obtain information, review and correct that information, then convey their understanding using their own language (Maisaroh dkk., 2025). Thus, revision is not merely a technical step but becomes a form of digital literacy and academic responsibility in utilizing technology critically and proportionally.

This research also shows that in some cases, the use of translation results without adequate revision is still found. This condition shows that the level of digital literacy and the ability to evaluate technology are still important factors in the use of machine translation in language learning. Overall, this research finding indicates that the use of Google Translate in Maharah Kitabah learning functions as a tool that supports the Arabic writing process, not as a substitute for students' language competence. In the context of the Society 5.0 era, integration of technology in language learning requires students to not only be able to utilize technology technically, but also have the ability to analyze and evaluate the information produced by the technology.

Students' Perceptions Regarding the Benefits of Google Translate for Improving Arabic Writing Skills

Based on the data obtained, the researcher identified a number of empirical findings that emerged in the field as follows Table 2:

Table 2. Student perceptions in using Google Translate

No	Main Category	Sub-Category (Code)	Indicator of findings	Presentase
----	---------------	------------------------	-----------------------	------------

1	Perceptions of Improved Writing Skills	Helping	Helping to understand vocabulary, sentence structure, and text composition	50 %
		Quite helpful	Helpful but not dominant / needs control	25%
		Not helpful	Does not enhance analysis and deep thinking	25%
2	Benefits of Google Translate	Enrich Vocabulary	Adding new vocabulary	25%
		Understanding Structure	Helps understand sentence structure	25%
		Efficiency of Time	Accelerates the writing and translating process	25%
		Verify Meaning	Helps ensure the meaning of words	25%
3	Confidence Level	More Confident	Helped in choosing vocabulary & structure	36,4%
		Quite Confident	Confident while still making revisions	18,2%
		Lack of confidence	Hesitant because it needs rechecking	45,4%
4	Assessment of Overall Impact	Positive	Provides a positive influence on learning	37,5%
		Not good	Reduces reading interest / less efficient	37,5%
		Semi-Positive	Helpful but potentially inhibiting if excessive	25%

Variations in students' perceptions of Google Translate's contribution to improving Arabic writing skills show a diverse spectrum of assessments, ranging from helpful, quite helpful, to not helpful. Students who find it helpful generally feel it is easier to enrich vocabulary, understanding sentence structure, and verifying word meanings. This finding indicates that machine translation technology can serve as a supporting tool in the writing learning process, especially in the early stages of sentence construction and vocabulary search.

The use of Google Translate can facilitate the writing learning process through the translation of words, sentences, and paragraphs (Setiawan & Munawaruzaman, 2023). This ease is also related to the technical characteristics of Google Translate as a web-based translation platform that can be accessed quickly through digital devices (Rahmadi, 2022), allowing students to obtain word meanings and sentence structures instantly. This condition reflects the integration of digital technology in academic activities that characterizes learning in the Society 5.0 era, where

technology is utilized to support human learning needs (Sihombing dkk., 2024). Nevertheless, the emergence of "quite helpful" to "not helpful" assessments indicates that the use of translation technology does not automatically improve Arabic writing competence. The effectiveness of its use is greatly influenced by the students' ability to understand the limitations of machine translation systems (Arif dkk., 2024), especially in aspects of sentence structure, context of meaning, and the application of *nahwu* and *sharaf* rules. Education not only serves to increase knowledge but also instills moral values and character, so that the process of utilizing technology in learning is still directed at shaping a responsible and integrity-based academic attitude (Maisaroh & A'yun, 2024). Therefore, the process of selecting, evaluating, and revising the translation results becomes an important part so that technology truly functions as a tool, not a substitute for linguistic thought processes.

This finding is also related to students' learning experiences in using Google Translate in *Maharah Kitabah* learning. Students feel that the technology can speed up sentence construction, helps understand the meaning of words, and enriches vocabulary. That function is in line with the research of Taqiyya et al (2024) that states that Google Translate is capable of translating various languages and web-based texts, so supporting academic needs that rely on digital sources. In addition, Google Translate does not only function as a translator, but also as an online dictionary, thesaurus, and foreign language learning tool (Akhiryani et al., 2024). These diverse functions explain why students feel it is easier to find new vocabulary and understand the meaning of previously unknown words.

However, the variation in students' level of confidence after using Google Translate indicates that the impact of this technology is not only cognitive but also psychological. Some students feel an increase in self-confidence because they get help in choosing vocabulary and understanding sentence structure. That assistance provides an initial overview in the preparation of sentences before students adjust them to the linguistic rules they have learned. Conversely, some students show a more cautious attitude because they realize that automatic translation results still require a process of checking and adjusting the context. Some students do not fully rely on automatic translation results because Google Translate translations are often inaccurate and tend to ignore grammatical aspects in scientific texts (Alzain et al., 2024). Nevertheless, these limitations do not completely eliminate the practical benefits felt by students, especially in speeding up the writing process and assisting in the construction of complex sentences.

That diversity of perceptions indicates that the influence of Google Translate in Arabic language learning is conditional and depends on the pattern of its use. Positive assessment is related to the ease of understanding vocabulary and sentence structure, while less positive assessments relate to the potential for dependence on technology. Setiawan stated in his findings that the use of Google Translate can help

the learning process, but also has the potential to create dependence if the translation results are accepted directly without a re-analysis process (Setiawan & Munawaruzaman, 2023).

This finding shows that the use of Google Translate in Arabic language learning reflects the dynamics of the use of educational technology in the Society 5.0 era, that is, the integration between the sophistication of digital technology and human intellectual capacity (Suwarma & Jenuri, 2025). Within this framework, technology acts as a facilitator that accelerates access to information and supports the learning process, while the quality of learning outcomes is still determined by the students' ability to evaluate, revise, and internalize linguistic rules independently.

Challenges or Difficulties Faced by Students When Using Google Translate in Writing Arabic in the Society 5.0 Era

Based on the data obtained, the researcher identified a number of empirical findings that emerged in the field as follows Table 3:

Table 3. Student constraints in using Google Translate

No	Main Category	Sub-Category (Code)	Indicator of findings	Presentase
1	Constraints in using Google Translate	Not accurate	The choice of words and sentence structure is not quite right	16,7%
		Not according to meaning	Meaning different from the intended purpose	5,6%
		Not according to context	The sentence feels stiff and literal	25%
		Less natural	Kalimat terasa kaku dan literal	5,6%
		Structure is not right	The sentence structure does not follow Arabic language patterns	11,1%
		Grammar & morphology errors	Inaccuracy of i'rab and changes in word forms	16,7%
		Grammatical diacritics errors	The provision of diacritics is not in accordance with the rules	11,1%
		Idiom & diction errors	Literal translation of idioms and inappropriate word choices	16,7%
2	Strategies to overcome translation errors	Using a dictionary	Comparing results with manual/digital dictionaries	33%
		Manual revision & context evaluation	Editing the structure and rereading according to the rules	33%
		Asking a friend	Discussion with friends who understand better	16,7%

		Dictionary and discussion	Using a dictionary while asking for a friend's opinion	16,7%
3	Linguistic aspects that are not appropriate	Inconsistency in sentence patterns	The sentence structure does not follow the correct Arabic language pattern	31,8%
		Diction is not appropriate	Selection of vocabulary is not contextually appropriate or has multiple meanings	27,3%
		Literal translation	Idioms are translated literally, so the meaning is not accurate	18,2%
		Inaccuracy of diacritics	The provision of diacritics is not in accordance with the rules	13,6%
		I'rab errors & grammatical relations	Inconsistency between subject-predicate and word position in the sentence	22,7%
		Error in word form	Changes in word form do not follow the sharaf pattern	18,2%
4	The need for assistance	Technical & evaluative training	To make usage more effective, independent, and able to evaluate results	63,6%
		Independent based on experience	Feeling sufficiently understanding of self-taught usage	36,4%

Students identified several major obstacles in using Google Translate, such as inaccuracy of meaning, incompatibility of nahwu and sharaf, rigid sentence structure, and inaccuracy of context. This finding indicates that machine-based translation systems still have limitations in understanding the complexities of Arabic morphology, syntax, and semantics. According to Aulia Marhamah et al. These errors arise due to differences in interlingual structure and limitations of the system in interpreting context comprehensively (Marhamah et al., 2025). That limitation is also reflected in the system's tendency to translate literally without considering the overall sentence structure. This condition results in translations that are less natural and sometimes inconsistent with the context of the sentence, especially in complex sentences or idiomatic expressions (S2 Dikdas Unesa, 2025).

Although facing various obstacles, students demonstrated active efforts to overcome these limitations. Most students do not directly use the translation results, but perform verification through dictionaries, other references, or

discussions with friends who better understand Arabic. This strategy indicates an evaluation and reflection process before the translation results are used in writing. This finding is in line with the research of Annisa Putri and Zulkipli Lessy, which states that students who use Google Translate tend to match the translation results with the context of the sentence to make it more accurate and academically accountable (A. Putri & Lessy, 2024). The translation process demands Higher Order Thinking Skills, namely higher-order thinking skills that include analysis, evaluation, and creation, so that students are able to examine the suitability of the context of the translation results and understand and evaluate information more deeply (Maisaroh et al., 2023). Student evaluations of inappropriate linguistic aspects in translation results also indicate a reasonably good level of linguistic awareness. Students not only assess the suitability of meaning in general, but also pay attention to sentence structure, the use of harakat, idioms, and the accuracy of applying nahwu and sharaf rules. This finding shows that the use of Google Translate still requires language analysis skills so that the translation results can be adjusted to the correct linguistic rules.

Besides technical constraints, research findings also indicate that some students feel they need assistance in using Google Translate more effectively. That need is related to understanding the application's features, techniques for entering text, as well as how to evaluate and revise translation results to comply with Arabic language rules. On the other hand, some students feel they do not need assistance because they consider the application easy to use and can be learned independently. This difference in views shows that the ease of using technology is not always in line with the ability to critically evaluate translation results. The finding has implications that assistance in the use of translation technology should not only focus on the technical aspects of using the application, but also on strengthening digital literacy and linguistic competence.

The lecturer's view on the risk of dependence on Google Translate also reinforces that interpretation. Excessive use of technology is considered to potentially hinder the language thinking process and reduce the practice of composing sentences independently (Fitriani et al., 2021). Dependence on Google Translate can reduce the optimization of the learning process if the translation results are accepted without a re-analysis process (Setiawan & Munawaruzaman, 2023). Therefore, the use of technology in language learning needs to be balanced with the strengthening of linguistic competence so that students remain actively involved in the process of language thinking and production.

Overall, the findings of this study indicate that the use of Google Translate in learning to write Arabic has both practical benefits and limitations. In the context of Society 5.0, technology plays a role as a tool that supports efficiency and access to information, while the quality of learning is still determined by the students' ability to evaluate, revise, and understand language rules independently. Thus, the

integration of technology in language learning does not replace the role of humans, but functions as a means of strengthening the learning process when used critically and proportionally.

Conclusion

This research indicates that the use of Google Translate by students of Arabic Language Education at the State Islamic University of Madura in learning maharah kitabah in the Society 5.0 era functions primarily as a tool in the Arabic writing process. Students utilize it to find vocabulary equivalents, understand word meanings, and obtain an initial overview of sentence structure before composing a more complete text. However, such usage is generally not done directly without adjustments, because most students still carry out verification and revision processes on the translation results in accordance with the nahwu and sharaf rules that have been learned.

Student perceptions of Google Translate's contribution to improving writing skills show a variation in assessment. Some students find this application helps speed up the writing process and enrich vocabulary, while others consider its benefits limited because the translation results are not always accurate or in accordance with Arabic language structure. This finding indicates that the effectiveness of using translation technology is not only determined by its ease of access, but also by the user's ability to evaluate and adjust the translation results to the appropriate linguistic context.

This research also found that the main constraint faced by students relates to the inaccuracy of sentence structure, inaccuracy of nahwu and sharaf, as well as the tendency for literal translation. That condition indicates that machine-based translation systems still have limitations in understanding the linguistic complexity of Arabic. Although, students show efforts to overcome these limitations through rechecking using dictionaries, discussion with friends, as well as manual adjustments to the translation results.

Conceptually, the findings of this research confirm that the integration of translation technology in language learning in the Society 5.0 era does not replace the role of students' linguistic competence, rather, it functions as a supporting tool that aids the learning process when used critically and proportionally. Practically, the results of this research indicate the importance of strengthening digital literacy and linguistic analysis skills in utilizing translation technology in Arabic language learning.

This research finding opens up opportunities for developing learning that integrates translation technology with more systematic language evaluation strategies, so that students do not only use technology as a technical aid, but also as a means to improve linguistic analysis skills. Therefore, further research can examine in more depth the model of utilizing translation technology in Arabic

language learning that is able to improve writing skills while maintaining optimal mastery of linguistic rules.

Acknowledgment

The researchers express their deepest gratitude to the lecturers who have provided academic guidance and scientific insights, and the theoretical foundations that serve as important references in the process of compiling and completing this research. That intellectual support made a significant contribution to enriching the researcher's understanding during the research process.

Declaration of Using AI

Authors used ChatGPT to improve language and readability. The authors reviewed and edited the output and take full responsibility for the content.

References

- Afiliani, A., Tanasale, I. O., & Rijoly, H. M. (2024). The use of Google translate in the translation class at English education study program Pattimura University. *Journal of English Language Teaching and Linguistics*, 9(1), 95–109. <http://dx.doi.org/10.21462/jeltl.v9i1.1299>
- Agustinova, D.E. (2015). *Memahami Metode Penelitian Kualitatif Teori & Praktik*. Calpulis. <https://balaiyanpus.jogjaprov.go.id/opac/detail-opac?id=285498>
- Akhiryani, A., Kabbani, M. H., & Asmawi, M. N. (2024). Problematika Penggunaan Google Translate dalam Penerjemah Arab-Indonesia pada Mahasiswa PBA di UIN Datokarama Palu. *Guru Tua: Jurnal Pendidikan dan Pembelajaran*, 7(2). <https://doi.org/10.31970/gurutua.v7i2.200>
- Albi Anggito, J. S. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak (Jejak Publisher).
- Alzain, E., Nagi, K. A., & Algobaei, F. (2024). The Quality of Google Translate and ChatGPT English to Arabic Translation: The Case of Scientific Text Translation. *Forum for Linguistic Studies*, 6(3), 837–849. <https://doi.org/10.30564/fls.v6i3.6799>
- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak.
- Anisah, L., Dewanti, R., & Rasyid, Y. (2025). Accuracy of Word Order in Phrases and Sentences Resulting From Machine Translation. *International Seminar on Humanity, Education, and Language*, 629–639. <https://doi.org/10.21009/ishel.v1i1.57696>
- Arif, M. F. F., Butar, S. A. B. B., Siregar, A. R., & Panjaitan, M. A. (2024). Peran Google Translate dalam Mendukung Kemampuan Penerjemahan Bahasa Indonesia ke Bahasa Inggris. *Fonologi: Jurnal ilmunan Bahasa dan Sastra Inggris*, 2(3). <https://doi.org/10.61132/fonologi.v2i3.770>

- Arifah, N., & Uyun Thayyibah. (2024). جدلية دلالية حول التعبيرات الاصطلاحية وتعدد المعنى في إنشاء الطلبة المستوى المدرسي والمستوى الجامعي (دراسة تحليلية نقدية في التدخل الدلالي). *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 5(1). <https://doi.org/10.19105/ajpba.v5i1.11249>
- Firdausiyah, A., & Jannah, I. M. (2025). Analisis Problematika Peserta Didik Dalam Menulis Kalimat Bahasa Arab. *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, dan Kajian Linguistik Arab*, 8(1), 854–861. <https://doi.org/10.32764/lahjah.v8i1.5159>
- Fitriani, N., Muhayyung, M., & Amri, U. (2021). Analisis Dampak Google Terjemahan pada Keterampilan Menulis Siswa. *Pinisi Journal of Education*. ojs.unm.ac.id/PJE/article/view/25834/13030
- Helaluddin, H. W. (2019). *Analisis Data Kualitatif: Sebuah Tinjauan Teori & Praktik*. Sekolah Tinggi Theologia Jaffray.
- Iftanti, E., Madayani, N. S., & Ningrum, A. S. B. (2025). Digital Literacy Development of Undergraduate Students for Society 5.0: Pedagogical Implication for Language and Science Education. *JEELS (Journal of English Education and Linguistics Studies)*, 12(1), 109–140. <https://doi.org/10.30762/jeels.v12i1.3813>
- Kurniawan, A., & Tantowi, Y. A. (2024). Intensitas Penggunaan Google Translate Dalam Penerjemahan Dikalangan Mahasiswa Bahasa Arab. *Jurnal Ilmu Pendidikan*. <https://doi.org/10.32696/jip.v5i1.3088>
- Maisaroh, S., Amin, M. B., & Fajriyah, K. (2025). Bahan Ajar Keterampilan Menulis Berbasis Higher Order Thinking Skills (HOTS) di PBA IAIN Madura. *FONDATIA Jurnal Pendidikan Dasar*, 9(1), 155–165. <https://doi.org/10.36088/fondatia.v9i1.5650>
- Maisaroh, S., & A'yun, D. Q. (2024). Pendidikan Dalam Perspektif Ki Hajar Dewantara: Antara Kebebasan, Kemandirian, Kebudayaan. *Jurnal Media Akademik (JMA)*, 2(12). <https://doi.org/10.62281/v2i12.1178>
- Maisaroh, S., Jh, E., & Ulum, M. (2023). Pengembangan Materi Ajar Keterampilan Membaca Berbasis Higher Order Thinking Skills (hots). *AL-IMAN: Jurnal Keislaman dan Kemasyarakatan*, 7(2). <https://ejournal.kopertais4.or.id/madura/index.php/aliman/article/view/7068/4145>
- Majid, A. (2017). *Analisis Data Penelitian Kualitatif*. Aksara Timur. <https://books.google.co.id/books?id=sMgyEAAAQBAJ>
- Marhamah, A., Marlina, I., Ibrahim, H., & Nasution, S. (2025). Analisis Kesalahan Linguistik Dalam Penerjemahan Teks Bahasa Arab Pada Google Translate. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, 7(1), 122–136. <https://doi.org/10.46773/muaddib.v7i1.1513>
- Munawarah, M., & Zulkifli, Z. (2021). Pembelajaran Keterampilan Menulis (maharah Al-Kitabah) Dalam Bahasa Arab. *Loghat Arabi: Jurnal Bahasa Arab*

- Dan Pendidikan Bahasa Arab*, 1(2), 22–34.
<https://doi.org/10.36915/la.v1i2.15>
- Nursyahida, S. F. (2025). Pemanfaatan Google Translate dalam Pembelajaran Menulis Bahasa Inggris Mahasiswa. *Karimah Tauhid: Karya Ilmiah Mahasiswa Bertauhid*, 4, 4122–4141.
<https://doi.org/10.30997/karimahtauhid.v4i6.19616>
- Pertiwi, P. A., Fitriani, H., & Harahap, R. (2024). Kemampuan Literasi Mahasiswa dalam Pembelajaran Bahasa Inggris Menggunakan Google Translate sebagai Media Penerjemahan. *Seulas Pinang: Jurnal Pendidikan Bahasa dan Sastra*, 6(1), 38–42. <https://doi.org/10.30599/spbs.v6i1.3277>
- Putri, A., & Lessy, Z. (2024). Analisis Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan. *KOLONI Jurnal Multidisiplin Ilmu*, 3(1), 200–204. <https://doi.org/10.31004/koloni.v3i1.578>
- Putri, N. A., Apriyanti, A., Zachrani, V. N. W., Ummah, F. S., Zahro, U. A., & Adawiyah, R. (2025). Membedah Persepsi Guru Sd Tentang Penggunaan Artificial Intelligence Dan Coding Sebagai Inovasi Pembelajaran Abad 21 Dalam Kurikulum Merdeka. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 13(4), 948–959.
ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/69968/51285
- Rahmadi, A. (2022). Kesalahan Penerjemahan Google Translate Pada Hadis Arbain Berdasarkan Konteks Keagamaan (Kajian Akar Kata dan Morfologi Turunan). *Alsina : Journal of Arabic Studies*, 4(1), 69.
<https://doi.org/10.21580/alsina.4.1.8332>
- Ramadhani, C. M. (2024). Maharah Kitabah Dalam Pembelajaran Bahasa Arab. *Sindoro Cendekia Pendidikan*, 5(9).
<https://doi.org/10.9644/sindoro.v5i9.4519>
- Randa, R. (2022). Analisis Kesalahan Kebahasaan Hasil Terjemahan Google Translate Pada Syair Ilaika. *Ad-Dhuha Jurnal Pendidikan Bahasa Arab dan Budaya Islam*, 3(1), 1–11. online-journal.unja.ac.id/Ad-Dhuha/article/view/18019
- Ritonga, A.W., Bahrudin, U., Aziz, A., Desrani, A. (2025). Arabic-Indonesian Translation Errors: An Analysis of Google Translate for Arabic Language Students. In: Reis, A., *et al.* Technology and Innovation in Learning, Teaching and Education. TECH-EDU 2024. Communications in Computer and Information Science, vol 2479. Springer, Cham.
https://doi.org/10.1007/978-3-032-02675-0_13
- S2 Dikdas Unesa. (2025). Keunggulan dan Kelemahan Google Translate dalam Dunia Pendidikan. <https://s2dikdas.fip.unesa.ac.id/post/keunggulan-dan-kelemahan-google-translate-dalam-dunia-pendidikan>
- Setiawan, D., & Munawaruzaman, A. (2023). Penggunaan Google Translate pada kemampuan menulis bahasa Inggris. *Aufklarung: Jurnal Pendidikan, Sosial*

- dan *Humaniora*, 3(2), 60–66.
pijarpemikiran.com/index.php/Aufklarung/article/view/513
- Shahriar, A. (2023). The Effectiveness of Machine Translation Using “Google Translate” in English Language Learning in Bangladesh. *Pedagogy: Journal of English Language Teaching*, 11(1), 75–88.
<https://doi.org/10.32332/joelt.v11i1.6355>
- Sihombing, A. A., Putranti, H. R. D., Noviani, N. L., & Atasoge, A. D. W. (2024). Technology-Based Education Transformation: Futuristic, Quality, Resilient, and Sustainable Education System in the Age of Society 5.0. *Indonesian Journal of Educational Research and Review*, 7(3), 477–490.
<https://doi.org/10.23887/ijerr.v7i3.70080>
- Subandowo, M. (2022). Teknologi Pendidikan di Era Society 5. 0. *SAGACIOUS Jurnal Ilmiah Pendidikan dan Sosial*, 9(1).
<https://doi.org/rumahjurnal.net/sagacious>
- Sufiyanto, M. I., Khairunisa, K., Roviandri, R., & Firdiansyah, A. L. (2026). The Role of Artificial Intelligence in the Millennial Era in the Education Sector in Indonesia. *International Conference of Multidisciplinary*, 3(1), 136–144.
<https://doi.org/10.33292/z04dcb22>
- Suwarma, D. M., & Jenuri, J. (2025). Adaptive Education in the Era of Society 5. 0: Integration of Digital Literacy Technology and Humanistic Values. *Majority Science Journal (MSJ)*, 3(4), 11–19. <https://doi.org/10.61942/msj.v3i4.480>
- Syagif, A. (2023). Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0. *FiTUA: Jurnal Studi Islam*, 3(2), 134. <https://doi.org/10.47625/fitua.v3i2.407>
- Taqiyya, W., Finanda, M. F., Mulya, S. S., & Azzahra, A. (2024). Efektivitas Google Translate Dalam Membantu Pembelajaran Mahasiswa Pendidikan Bahasa Arab Angkatan 2023 Kelas 1B. *Jurnal Pendidikan*, 8, 5299–5307.
<https://doi.org/10.31004/jptam.v8i1.13223>
- Tenis, A. B., Sutrisno, A., Sutrisno, A., & Romawi, S. (2026). A Comparison of Google Translate and Human Translation Results in Students Thesis Abstracts: Accuracy and Readability. *Linguistik, Terjemahan, Sastra (LINGTERSA)*, 07(01), 36–48. <https://doi.org/10.32734/lts.v7i1.22477>