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Lecturers' Experiences with Artificial Intelligence in Arabic Language Education: A Narrative Inquiry

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Abstract

This study explores a lecturer's lived experiences in navigating the presence of generative artificial intelligence (AI) within Arabic language education. Using a narrative inquiry approach, the research examines how a lecturer in an Islamic university encounters AI in daily teaching practices, responds to students' increasing reliance on AI tools, and makes meaning of the ethical complexities that arise from this shift. Data were collected through an in-depth semi-structured interview with one participant and analyzed thematically. The findings reveal that AI has transformed students' writing and translation behaviors, making their work more structured yet increasingly dependent on automated outputs. While the lecturer acknowledges AI's potential to assist learning and streamline explanation, concerns emerged regarding plagiarism, diminished original contribution, and weakened critical thinking. AI was perceived not merely as a technical assistant, but as a presence that challenges pedagogical judgment, ethical boundaries, and core values of Islamic education such as honesty, amanah, and adab belajar. This study contributes to the growing discourse on human centered AI integration in Arabic language education by highlighting the ethical reflections and practical decisions educators must negotiate. Future research may broaden participant perspectives and observe long-term changes in teaching practices shaped by AI.

Keywords: Arabic education, Artificial intelligence, Narrative inquiry, Ethics, Educator experience.

مستخلص البحث

تستكشف هذه الدراسة الخبرات المعاشة لأحد المحاضرين في التعامل مع حضور الذكاء الاصطناعي التوليدي في تعليم اللغة العربية. وباستخدام منهج البحث السردي، تتناول الدراسة كيفية مواجهة محاضر في جامعة إسلامية للذكاء الاصطناعي في ممارساته التدريسية اليومية، وكيف يستجيب لاعتماد الطلبة المتزايد على أدوات الذكاء الاصطناعي، وكيف يُكوِّن فهمه للتعقيدات الأخلاقية الناشئة عن هذا التحول. تم جمع البيانات من خلال مقابلة شبه مُنظمة ومتعمقة مع مشارك واحد، ثم جرى تحليلها تحليلاً موضوعيًا. وتُظهر النتائج أن الذكاء الاصطناعي قد غيّر أنماط كتابة الطلبة وترجمتهم، حيث أصبحت أعمالهم أكثر تنظيمًا وبنية، لكنها في الوقت ذاته باتت أكثر اعتمادًا على المخرجات الآلية. ورغم إقرار المحاضر بإمكانات الذكاء الاصطناعي في دعم التعلم وتيسير الشرح، فقد برزت مخاوف تتعلق بالانتحال العلمي، وتراجع الإسهام الأصيل للطلبة، وضعف مهارات التفكير النقدي. و لم يُنظر إلى الذكاء الاصطناعي بوصفه

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مجرد أداة تقنية مساعدة، بل كحضور يفرض تحديات على الحكم التربوي، والحدود الأخلاقية، والقيم الجوهرية للتعليم الإسلامي، مثل الصدق، والأمانة، وأدب التعلّم. تسهم هذه الدراسة في توسيع النقاش المتنامي حول دمج الذكاء الاصطناعي المتمحور حول الإنسان في تعليم اللغة العربية، من خلال إبراز التأملات الأخلاقية والقرارات العملية التي يتعين على المربين التفاوض بشأنها. وتقترح الدراسة أن تتجه الأبحاث المستقبلية إلى توسيع دائرة المشاركين، ورصد التغيرات طويلة المدى في الممارسات التدريسية التي يشكلها الذكاء الاصطناعي.

كلمات أساسية: الذكاء الاصطناعي، البحث السردي، الأخلاقيات، خبرة المعلّم.

Introduction

The rapid development of generative artificial intelligence (AI) has brought significant shifts to language education (Al-Shaboul et al., 2025), including Arabic language education in Islamic higher education institutions. In recent years, tools such as ChatGPT and other AI-based writing and translation assistants have become increasingly accessible to students, transforming how they complete assignments, interact with texts, and make sense of learning materials (Njonge, 2023). These tools offer immediate explanations, polished language outputs, and interactive assistance that previously required direct guidance from instructors. While such advancements provide new opportunities for supporting student learning, they also introduce complex pedagogical and ethical challenges for educators.

Existing research on AI in Arabic language learning has largely focused on its technical functions (Shao et al., 2022), learning outcomes, or the effectiveness of AI-based applications in improving specific skills such as pronunciation (Hanandeh et al., 2024), translation, or writing (Zubaidi et al., 2025). However, much less attention has been given to teachers' lived experiences, particularly how they navigate students' reliance on AI, the subtle shifts in classroom dynamics, and the emerging concerns surrounding academic integrity. As highlighted in recent narrative inquiry studies within language education, teachers' stories provide rich insights into how technological transitions shape pedagogical identity, emotional labor, and decision-making in the classroom. Yet, in the context of Arabic language education, educators' perspectives on AI remain underexplored.

In many settings, Arabic language lecturers encounter unexpected changes in students' writing patterns, translation behaviors, and engagement with learning tasks (Woo & Choi, 2021). As students increasingly depend on AI-generated outputs, concerns arise regarding plagiarism, lack of original contribution, weakened critical thinking, and the erosion of core Islamic educational values such as honesty (ṣidq), *amanah*, and *adab belajar*. These concerns position teachers at the center of ethical negotiation, requiring them to balance technological benefits with moral, pedagogical, and disciplinary considerations. Understanding how lecturers interpret, respond to, and make meaning of these challenges is therefore crucial.

Given this gap, the present study adopts a narrative inquiry approach to explore the lived experiences of an Arabic language lecturer as she navigates the

presence of AI in her classroom. Narrative inquiry enables a deep and contextual understanding of how educators construct meaning from their experiences, including their reflections, emotions, dilemmas, and professional judgments. Through this lens, the study seeks to illuminate the ethical complexities and pedagogical negotiations that arise when AI becomes a central part of students' learning practices. Specifically, this research aims to uncover how an Arabic language lecturer experiences and responds to students' use of AI in the learning process, while simultaneously identifying the ethical challenges that emerge from this integration and how the lecturer navigates them in her daily practice.

Method

This study involved a single participant: a female Arabic language lecturer at UIN Syahada Padangsidimpuan. She is 32 years old and holds a Bachelor's and Master's degree in Arabic Language Education, with approximately eight years of teaching experience. Her professional background includes teaching various Arabic language courses, particularly writing skills *(maharah al-kitābah)* for undergraduate students. The demographic profile is provided to enrich the contextual understanding of her narrative, rather than for comparison purposes, as narrative inquiry centers on depth rather than representativeness.

The participant was selected using purposive sampling based on the following criteria:

1. She is an active lecturer teaching Arabic language education.
2. She has direct experience with students' use of AI (e.g., ChatGPT) in classroom learning.
3. She is willing to share her experiences openly and reflectively in narrative form.

This study employed a qualitative narrative inquiry approach to explore the lecturer's stories, reflections, and meaning-making processes regarding students' use of AI in Arabic language education. The study aligns with the framework of Clandinin and Connelly, which emphasizes three narrative dimensions interaction, continuity, and situation as central to understanding how educators construct professional identity and navigate change. The research design is naturalistic and non-interventional, meaning that the researcher merely facilitates the sharing of experiences without manipulating conditions or applying experimental treatments (Alnefaie & Gupta, 2024). This approach provides a contextual and nuanced understanding of how AI is encountered in the everyday realities of language teaching (Hersi, 2021).

Data were collected through a semi-structured, in-depth interview conducted online and transcribed verbatim. The interview guide was developed based on the three narrative dimensions context, interaction, and temporality as outlined (Creswell, J. W., & Poth, 2018). These dimensions helped explore the

lecturer's experiences, ethical considerations, and pedagogical responses to the increasing presence of AI in her classroom. The interview focused on her stories of noticing students' AI use, her reflections on learning changes, the ethical dilemmas she encountered, and the strategies she employed to maintain integrity in the learning process.

The data were analyzed using Creswell's thematic narrative analysis. The steps included organizing the data, conducting repeated readings, open coding, identifying emerging themes, constructing a narrative account, and interpreting it through relevant theoretical lenses. To ensure trustworthiness, the study employed member checking, theoretical triangulation, and peer discussion. The analysis was conducted manually to maintain contextual sensitivity and preserve the narrative flow, especially in relation to ethical concerns, pedagogical identity, and the lecturer's meaning-making processes.

Results and Discussion

Understanding the Lecturer's Experiences with AI Use in Arabic Education

The arrival of artificial intelligence in the Arabic language classroom was not marked by a formal introduction, but rather through a series of subtle, observed transformations in student behavior and output. As the participant navigated this new digital landscape, her experiences evolved from initial suspicion to a deeper realization of how AI reshapes the very nature of knowledge production and student engagement. This section explores the trajectory of her encounter with AI, highlighting the shifts in linguistic quality, the emotional responses of learners, and the necessary pedagogical evolution that followed.

a. Experiencing AI in Arabic Language Education

The lecturer first realized that her students were using AI not through direct confession, but through subtle and unexpected changes in their writing assignments. For many semesters, she had been familiar with the typical errors that beginner Arabic learners make: fragmented sentences, shaky structures, and irregular patterns of agreement. Yet, suddenly, several students began turning in compositions that were noticeably more structured and polished. Reflecting on this shift, she noted, "their language wasn't this organized before… after they began using AI, their writing looked much more arranged." This transformation mirrored recent observations that AI applications significantly enhance linguistic accuracy and textual coherence in Arabic writing (Hanandeh et al., 2024).

As the semester progressed, she saw that these changes went beyond vocabulary correction or grammar assistance. Students were now producing arguments with logical flow, using smooth transitions, and integrating complex structures far beyond their previous performance. This indicated that AI had reshaped how learners approached knowledge production itself. Similar findings

suggest that AI encourages students to bypass traditional learning steps by offering instant reformulation, translation, and paraphrasing capabilities (Wu et al., 2024). The lecturer observed this firsthand when students submitted translations of classical Arabic texts that were suddenly precise and stylistically consistent, in ways that did not align with their prior abilities.

She began questioning how deeply students truly understood the materials they had submitted. This concern aligns with research showing that generative AI often enables learners to produce outputs far exceeding their internal proficiency (Ramadhan, 2023). The gap became especially visible when students struggled during oral explanations. She recalled, "They bring good answers, yes… but when I ask them to explain, many of them cannot. That is when I know AI has done the thinking for them." Her experience echoes findings that AI can help complete tasks efficiently but may undermine conceptual understanding when used without guidance (Damayanti & Amrulloh, 2025).

Over time, AI became what she described as a "silent participant" in the classroom. Students rarely mentioned their use of AI openly, yet its presence was unmistakable in the sophistication of their writing. This reflects broader trends where AI adoption among learners begins informally and grows into habitual use due to convenience and curiosity (Wu et al., 2024). For many students, AI served as an invisible assistant, subtly shaping the learning process without explicit acknowledgement.

The lecturer also noticed emotional and motivational shifts among her students. Some gained newfound confidence in writing because AI reduced their fear of making mistakes. One student told her, "Miss, AI helps me… so I don't feel embarrassed when I write." This sentiment aligns with the affective filter theory, suggesting that supportive tools can reduce anxiety and increase willingness to communicate (Damayanti & Amrulloh, 2025). However, this psychological comfort came with a risk: several students began using AI even for tasks they could previously complete independently. The lecturer worried that this dependence might erode their working memory and foundational linguistic intuition. Her concern is supported by recent discussions on overreliance on AI in Arabic language learning.

As AI use expanded, the rhythm of classroom learning shifted. Assignments that once took students considerable time were suddenly completed in minutes. Patterns in AI-generated writing became more noticeable, with similar structures and stylistic tendencies emerging across different student submissions. This phenomenon is consistent with the automated, repetitive patterns produced by AI tools, which can be easily identified when used excessively.

Rather than resisting AI entirely, the lecturer viewed this development as an invitation to rethink her pedagogy. She adapted by increasing in-class problem-solving activities, spontaneous mini-quizzes, and oral assessments to capture

genuine student comprehension. As she reflected, “AI pushes me to upgrade myself… I cannot teach the same way anymore.” This aligns with findings showing that educators must enhance their digital literacy and redesign their instructional methods when integrating AI in language education.

By the end of her experience, the lecturer believed that AI held immense potential but required clear direction. She acknowledged that AI could support learners who struggle with writing or complex grammar, but emphasized the need for ethical guidance and balanced use. Her final reflection resonates with scholars who argue that AI should be positioned not as a replacement for human cognition, but as a tool that must be integrated thoughtfully within pedagogical and ethical frameworks. For her, AI had become part of the new landscape of Arabic language education powerful, transformative, and deeply intertwined with the evolving role of both teachers and students.

b. Pedagogical Shifts and Classroom Changes Triggered by AI

As AI became increasingly embedded in students’ daily learning routines, the lecturer began to notice subtle but meaningful shifts in how her classroom functioned. Tasks that once depended on patient analysis, such as translating classical Arabic texts or constructing clear paragraphs, were now completed far more quickly. Students no longer spent long stretches grappling with grammar or vocabulary. Instead, polished answers appeared rapidly, creating a new rhythm where assignments moved faster but often with less visible cognitive struggle. Studies have noted similar patterns, where AI accelerates output but may reduce opportunities for deeper processing (Fitri, 2025).

The shift became especially clear during classroom interactions. Several students submitted assignments with near-perfect i‘rāb or well-structured sentences, but when she asked them to explain the reasoning behind their answers, many fell silent. She recalled a specific moment when a student confidently submitted a flawless syntactic analysis. Yet when asked to justify the case endings, the student hesitated and eventually admitted relying fully on AI. She reflected, “They bring good answers, yes, but when I ask them to explain, many of them cannot. That is when I know AI has done the thinking for them.” This echoed concerns raised in the literature regarding hidden dependency on AI tools.

These experiences made the lecturer increasingly aware of a growing mismatch between students’ visible performance and their underlying understanding. While AI-generated answers made their work appear stronger, the foundation of reasoning behind those answers often remained fragile. Mastering Arabic, particularly classical grammar, traditionally requires extended internalization and repeated practice. The lecturer worried that students were bypassing these essential cognitive steps, risking superficial understanding.

Researchers similarly warn that AI can obscure real proficiency and weaken intuitive language development.

Recognizing this risk, the lecturer began adjusting her instructional methods. She redesigned her assessments to include spontaneous tasks requiring real-time explanation rather than polished AI-assisted products. She added in-class translation sessions, oral questioning, and short reflective prompts that asked students to justify their answers. These changes aligned with the suggestion that teachers must recalibrate scaffolding and evaluation methods when students integrate AI into their learning processes.

Despite these challenges, she also discovered meaningful pedagogical opportunities. Instead of viewing AI solely as an academic threat, she gradually saw it as a catalyst for instructional renewal. She explained, "AI pushes me to upgrade myself to match this era. I cannot teach the same way anymore." Its presence encouraged her to modernize explanations, use more examples, and integrate visual aids to clarify abstract grammar concepts. Such responses match emerging research showing that teachers often transform their pedagogical identity when technology shifts student behavior.

AI also reshaped how she saw her professional role. Previously, she positioned herself primarily as a source of knowledge. Now, she increasingly functioned as a guide who helped students evaluate AI outputs, identify inaccuracies, and understand why certain answers were correct or misleading. This shift aligns with narrative inquiry findings that technological change recasts teachers as mentors who help students navigate information flows rather than simply deliver content.

At the same time, AI influenced student motivation in complex ways. Some students became more confident and participatory because AI helped them prepare before class. They came with clearer ideas and fewer fears about making mistakes. Yet other students grew quieter, relying heavily on AI clarity rather than their own developing capabilities. The lecturer noticed this dual effect and began implementing tasks that required personal reasoning, asking students to compare AI translations with dictionary based interpretations or challenge AI-generated examples. This model mirrors recommendations for balanced, AI-assisted but human-centered learning.

The integration of AI also changed how classroom time was used. Since mechanical tasks became faster, she had more space to deepen discussions, explore alternative explanations, and encourage students to practice speaking. However, this extra time required creativity and intention. She reflected, "I have to think of activities that make them think, not just copy." This pushed her to incorporate more debates, scenario-based grammar exercises, and collaborative meaning-making tasks.

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Over time, AI's influence extended beyond isolated classroom practices and began shaping her broader teaching philosophy. She became more attentive to students' cognitive pathways, more reflective about her instructional design, and more curious about how students interacted with digital tools outside the classroom. The presence of AI forced her to reconsider the balance between guidance and independence and to build learning experiences that strengthened critical thinking rather than passive consumption.

This journey also reshaped the emotional dimension of teaching. While AI sometimes created frustration especially when students depended on it excessively it also inspired professional growth. She felt challenged but motivated to keep learning. The shift reminded her that teaching is not static; it evolves as students' habits evolve. Her adaptability became part of her identity, reinforcing her belief that teaching requires continuous reinvention, particularly in digital-era classrooms.

Ultimately, AI did not simply alter classroom tasks. It reshaped the entire learning ecosystem: the pace of assignments, the nature of student participation, the structure of explanations, and even the lecturer's sense of professional identity. Her narrative shows that AI's arrival in Arabic language education requires thoughtful balance, ethical awareness, and pedagogical creativity. It is a tool with immense potential, but its integration demands careful guidance to ensure that learning remains meaningful, reflective, and authentically human.

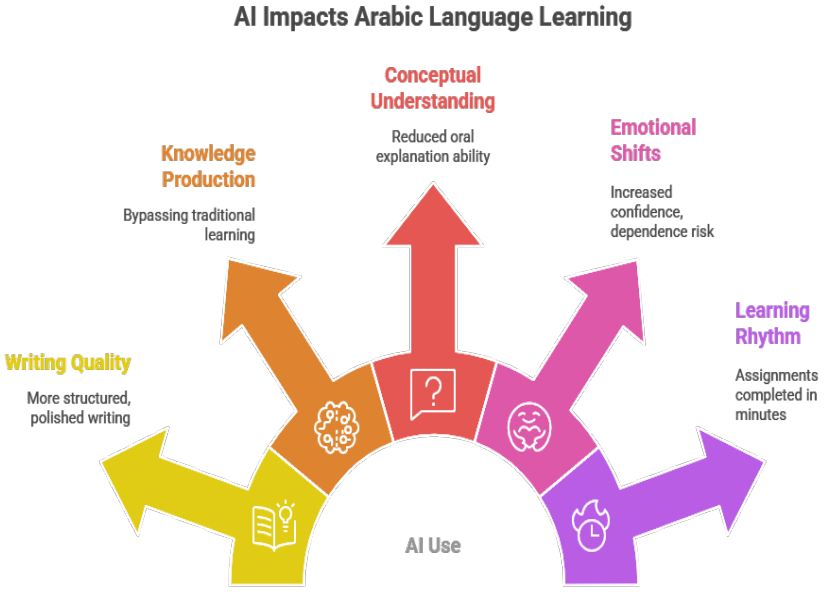

Figure 1. AI Impacts Arabic Language Learning

The multifaceted impact of AI on the Arabic language learning environment is visually summarized in Figure 1. The diagram illustrates a shift across five core dimensions: writing quality, knowledge production, conceptual understanding, emotional shifts, and learning rhythm. While AI significantly enhances writing

quality by producing more structured and polished Arabic text , it simultaneously creates a tension in knowledge production where students often bypass traditional, step-by-step learning processes. This shortcut frequently leads to a decline in conceptual understanding, evidenced by the lecturer's observation of students' reduced ability to provide oral explanations for their AI-generated work. Furthermore, the diagram captures the emotional shifts within the classroom, where students gain confidence but face a heightened risk of dependency , and a transformed learning rhythm characterized by the rapid, near-instant completion of complex assignments. Collectively, these elements highlight that AI is not merely an external tool but a transformative presence that reshapes the entire pedagogical ecosystem.

Exploring the Ethical Challenges Emerging from the Use of AI in Arabic Language Education

The interaction between artificial intelligence and Arabic language education introduces new ethical dimensions that extend far beyond technical concerns of academic originality. In the participant's narrative experience, ethical challenges emerge as a tension between technological efficiency and the deep-seated academic integrity rooted in Islamic moral values. The lecturer faces a reality where the boundary between "AI as a helper" and "AI as a substitute" has become increasingly blurred, triggering a profound reflection on professional responsibility and student character formation in the digital age. The following table summarizes the key ethical challenges and the lecturer's reflexive positioning identified in this study.

Table 1. Ethical Challenges and Lecturer's Reflexive Positioning

Ethical Challenges	Reflexive Meaning-Making
Academic Dishonesty: Students submit polished assignments but lack personal thought.	Intentional Effort: Using initial student drafts before AI consultation to protect intellectual agency.
Cognitive Dependency: Students become unable to start tasks without AI assistance.	Moral Integrity: Nurturing independent thought and character as the core purpose of education.
Illusion of Mastery: Polished written outputs that do not reflect actual foundational comprehension.	Balanced Integration: Positioning AI as a partner for clarity, not a replacement for human reasoning.

Table 1 summarizes the core ethical tensions identified in the lecturer's narrative and her subsequent reflexive responses. The findings show that while AI creates significant challenges such as academic dishonesty and cognitive dependency, the lecturer navigates these issues by grounding her pedagogy in moral-educational values. Instead of rejecting AI, she shifts her positioning to ensure

that technology serves only as a tool for refinement, while the primary intellectual effort remains with the student.

a. Navigating Ethical Challenges in AI-mediated Learning

A central theme emerging from the lecturer's narrative is the ethical tension she confronts when students rely heavily on AI-generated outputs. Throughout the interview, she repeatedly returned to the issue of honesty and authenticity. She described a recurring pattern where students submitted assignments that looked polished but lacked personal thought, stating, "They take everything from AI without their own thinking. For me, that is dishonesty." Her frustration reflected a deeper concern that AI might quietly erode the ethical foundations of learning, particularly in religiously oriented educational settings where values like sincerity and effort are integral to student formation.

This concern mirrors findings in recent research that generative AI blurs traditional expectations of authorship. Scholars have argued that AI introduces new layers of academic ambiguity, making it harder to distinguish between genuine student effort and algorithmic support (Nurkarisma, 2023). For Arabic language education, these dilemmas are even more pronounced because the field is deeply intertwined with Islamic moral values such as ṣidq (truthfulness), amanah (trustworthiness), and adab (proper conduct). The lecturer found herself questioning whether students were still internalizing these values when the convenience of AI became their primary learning strategy.

Her narrative also highlighted a growing dependency among students that she found troubling. She observed that many could no longer begin assignments independently, explaining, "In every assignment, it is AI, AI, AI. They cannot start without it." This dependency was not just a matter of convenience; it signaled a deeper weakening of learners' cognitive autonomy. The lecturer worried that students were outsourcing not only tasks but also the mental processes that contribute to linguistic intuition and analytical reasoning.

This fear is echoed in literature that warns against the overuse of AI in foreign language learning. Studies show that excessive reliance may diminish the development of independent problem-solving skills and critical thinking abilities (Hanandeh et al., 2024). In her view, students who repeatedly use AI for translation and writing gradually lose their sensitivity to linguistic structure, leading to a passive learning relationship where AI becomes the thinker, and the student becomes the copier.

The ethical challenge intensified when students used AI to generate answers that they presented as their own understanding. She recalled instances where students confidently submitted syntactic analyses or translated texts but hesitated when asked to explain the reasoning behind them. In these moments, she recognized that the boundary between "AI as helper" and "AI as substitute" had been crossed.

This blurred line placed her in a constant state of ethical negotiation, unsure where legitimate assistance ended and academic misconduct began.

She also noticed that AI created an illusion of mastery. Students appeared more competent on paper than they actually were, producing polished paragraphs and accurate translations but lacking foundational comprehension. This misalignment made it difficult for her to assess true progress, challenging the fairness of evaluation and raising questions about the validity of student learning outcomes. Research in AI-assisted education similarly notes that such discrepancies can distort teachers' perceptions and hinder accurate assessment.

In addition to academic concerns, the lecturer reflected on the spiritual implications of these habits. She explained that learners studying Arabic, especially in Islamic higher education contexts, are expected to cultivate moral discipline and sincerity. When students relied excessively on AI, she felt that their engagement with key Islamic values weakened. For her, dishonesty was not merely a technical violation of academic policy but a breach of spiritual responsibility. This reflective stance resonates with Islamic pedagogical literature, which emphasizes moral formation alongside intellectual development.

Another ethical dimension she identified was the potential loss of personal struggle in learning. She believed that grappling with difficult grammar, making mistakes, and revising one's work were formative processes that shaped character. AI, however, allowed students to bypass these struggles. While this made learning smoother, it also removed opportunities for perseverance and growth. She worried that students might come to view learning as a shortcut-driven process rather than a meaningful journey requiring effort and reflection (Putra et al., 2025).

Despite these concerns, she acknowledged that AI had legitimate pedagogical roles. In her view, AI could be helpful for refining understanding, offering explanations, or checking grammar provided that students remained the primary thinkers. The ethical challenge, therefore, was not to eliminate AI but to encourage students to use it responsibly. This perspective aligns with emerging frameworks that advocate for principled AI use, emphasizing critical engagement rather than unquestioned dependence. To address these challenges, the lecturer began integrating explicit conversations about ethics into her teaching. She reminded students that AI should complement their ideas rather than replace them. She encouraged them to produce initial drafts independently before consulting AI tools. Through these intentional efforts, she aimed to cultivate awareness so students could distinguish between support that enhances learning and shortcuts that undermine integrity .

Ultimately, the lecturer's experience reveals that ethical challenges in AI-mediated Arabic language education extend beyond academic dishonesty. They encompass issues of dependence, authenticity, moral formation, and fairness in assessment. For her, navigating AI was not simply a technical task but a moral

responsibility that required continuous vigilance, dialogue, and thoughtful guidance. Her narrative illustrates that while AI can enrich learning, its integration must be grounded in ethical consciousness to preserve the integrity of both language education and the values embedded within it .

b. Reflexive Meaning Making and the Lecturer's Moral Educational Positioning

The lecturer's reflections reveal a balanced and morally grounded stance toward the presence of AI in Arabic language education. She did not perceive AI as inherently harmful; instead, she believed that its ethical value depends on how students choose to use it. Her main concern lay in intention and effort, particularly when students replaced thinking with automatic outputs. To maintain authenticity in the learning process, she consistently asked students to provide their initial thoughts before consulting AI. This practice allowed her to protect their intellectual agency while recognizing AI's growing role in modern learning environment (Dwiki Darmawan et al., 2025).

Her approach mirrors Islamic educational values where sincerity, autonomy, and meaningful effort form the foundation of responsible learning. She viewed student-created drafts as expressions of honesty and self-discipline, qualities that should not be overshadowed by shortcuts. In classrooms shaped by Islamic pedagogical traditions, she believed that learning must strengthen not only linguistic competence but also character. These reflections highlight her belief that the moral purpose of education remains central even as technological tools evolve.

Despite her concerns, she acknowledged AI's usefulness in enhancing clarity and supporting students who struggle with confidence (Lestari et al., 2019). She noticed that AI sometimes provided emotional comfort, enabling learners to ask questions and practice without fear of judgment. However, this benefit also made her cautious. She worried that convenience could weaken students' capacity for critical thinking and reduce their willingness to struggle with difficult concepts. This internal tension surfaced throughout her narrative as she weighed the advantages of AI against the risk of intellectual complacency.

Her reflections illustrate an ongoing negotiation between personal values, pedagogical goals, and the realities of technological change. She expressed hope that AI could support deeper learning when used responsibly, yet she remained concerned that unchecked dependence might erode creativity and effort. This duality aligns with findings from narrative inquiry, where teachers' meaning-making often emerges from navigating contradictions rather than resolving them fully. For her, these tensions were signs of growth and adaptation rather than confusion (Oktaputriviant et al., 2022).

To respond to these ethical challenges, she began integrating explicit discussions about responsible and honest AI use into her teaching practice. She encouraged students to think critically about when AI helps and when it diminishes

their learning. By creating space for ethical reflection, she strengthened students' awareness of their own habits and guided them toward more intentional engagement with digital tools. She believed that such conversations were essential for shaping thoughtful, principled learners who could navigate technological change with maturity (Mulyanti, 2025).

Ultimately, the lecturer's meaning-making journey reveals that integrating AI into Arabic language education is not simply a matter of adopting new tools. It involves preserving moral integrity, nurturing independent thought, and guiding students to balance innovation with sincerity. Her narrative underscores her commitment to ensuring that AI remains a partner in learning rather than a replacement for human reasoning, reinforcing the broader vision of education as both an intellectual and ethical endeavor (Widagdo, 2025).

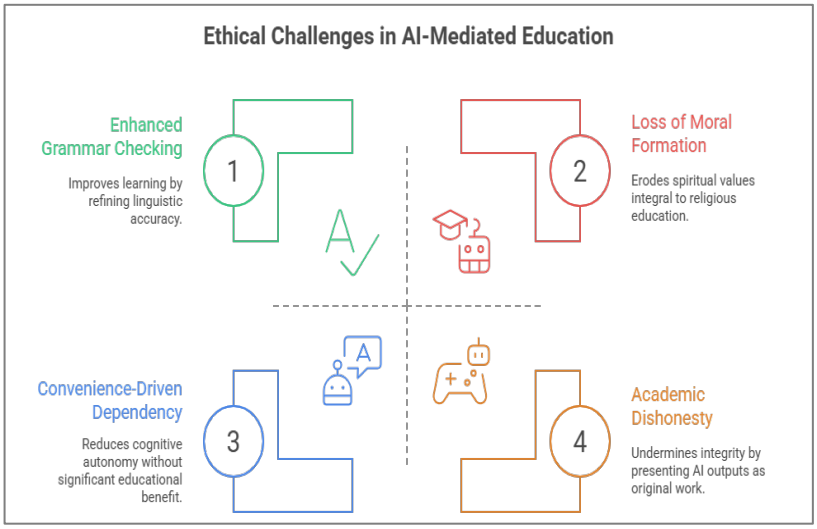

Figure 2. Ethical Challenges in AI-Mediated Education

The complex ethical dimensions of integrating artificial intelligence into Arabic language education are visually summarized in Figure 2. The diagram maps four key quadrants that represent the lecturer's primary areas of concern when navigating technology in the classroom. These include the positive role of AI in Enhanced Grammar Checking, contrasted with significant ethical risks such as the Loss of Moral Formation which is vital in religious education Convenience Driven Dependency that reduces student cognitive autonomy, and the challenge of Academic Dishonesty when AI outputs are claimed as original work. Through this visualization, it is evident that the ethical navigation performed by the lecturer is not a mere technical adjustment but a continuous negotiation to balance pedagogical benefits with the preservation of core Islamic values like *ṣidq* (truthfulness) and *amanah* (trustworthiness) in the learning process.

Conclusion

This study set out to understand how an Arabic language lecturer experiences and responds to the growing use of AI in her classroom. From her

stories, it became clear that AI entered the learning space quietly not through formal introduction, but through subtle changes she began to notice in her students' work. Their writing became more polished, their translations more accurate, and their assignments more structured than before. These small but striking differences made her realize that AI tools, especially ChatGPT, had begun shaping how students learn Arabic. As she navigated these changes, the lecturer found herself rethinking her teaching practices. She adjusted the way she explained concepts, reconsidered how she assigned tasks, and reflected more deeply on what it means for students to truly "understand" something in an age where answers can be generated instantly. AI became more than a tool in the background it pushed her to grow, adapt, and refine her pedagogy.

Yet her journey was not without ethical concerns. She worried about students relying on AI too heavily, copying responses without contributing their own ideas, and gradually losing confidence in their ability to think independently. These dilemmas prompted her to set simple but meaningful boundaries: students must first share their own thoughts before turning to AI for refinement. For her, this balance is essential not to restrict students, but to protect the integrity of the learning process. Her reflections show a thoughtful and grounded stance toward AI. She does not reject it; she acknowledges its usefulness. But she insists that AI should support learning, not replace it. This perspective resonates with the values she upholds as an educator honesty, responsibility, and meaningful effort.

The findings remind us that responding to AI in education is not only about technology; it is about people. It is about how teachers make sense of change, how students negotiate new ways of learning, and how the classroom evolves in the process. For institutions, these insights highlight the need to develop clear ethical guidelines for AI, strengthen AI literacy for teachers and students, and ensure ongoing support as educators adapt to this rapidly shifting landscape. Ultimately, this study contributes to a human-centered understanding of how AI is reshaping Arabic language education. It shows that while AI can speed up tasks and simplify explanations, the role of the teacher remains central as a guide, a moral anchor, and a presence that keeps learning deeply human. Future research may build on this work by exploring how lecturers in different contexts experience AI, helping us gain a broader view of its long-term impact on Arabic language teaching and learning.

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