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Utilizing AI-Based Tools in Teaching *Maharah Kitabah* and Its Implications for Students Autonomous Learning

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Abstract:

The development of digital technology has brought significant changes to Arabic language learning methodologies, particularly in *maharah kitabah* (writing skills). This study aims to theoretically examine the utilization of various Artificial Intelligence (AI)-based tools in teaching *maharah kitabah* in higher education and to analyze its implications for student learning autonomy, such as applications for grammar correction, translation, and other writing assistance. Using a qualitative approach with a library research method, data were collected and analyzed from various scientific literatures. The findings indicate that the use of AI tools has both positive and negative impacts. On the positive side, AI serves as an independent learning aid that accelerates *qawa'id* (grammar) correction, enhances *mufradat* (vocabulary), and provides real time feedback. Conversely, the negative impacts include passive dependency, a decline in discipline (procrastinating until deadlines), and a reduction in students' critical thinking skills. Therefore, the utilization of AI tools in learning *maharah kitabah* requires faculty supervision to ensure AI functions as a motivator in developing wise learning autonomy, rather than a tool that stifles students' critical thinking processes.

Keywords: Maharah Kitabah, Artificial Intelligence, Learning Autonomy

INTRODUCTION

The rapid development of technology and information has brought significant changes to the field of education, including foreign language learning. Artificial Intelligence (AI) serves not merely as an auxiliary tool, but also as a learning method. In the context of Arabic language education in higher education, the use of AI among university students has become increasingly pervasive such as for automatic translation and grammar checking. This development indicates that AI is beginning to become an integral part of the language learning process and provides a new alternative to support students' learning activities. (Hakim, 2024).

In Arabic language learning, there are four language skills: speaking, listening, reading, and writing skills (Ahunaya et al., 2025). Learning *maharah kitabah* (writing skill) is a complex skill that demands a high level of cognitive ability. *Maharah kitabah* involves not only mastering vocabulary and syntactic structure, but also understanding cohesion, coherence, and context in Arabic language. Therefore, the learning process of *maharah kitabah* requires continuous practice, adequate feedback, and guidance for students so that they can develop their writing skills gradually.

Learning *maharah kitabah* is often faced with various obstacles, such as limited feedback time from lecturers. (Maulana, 2026). Lecturers sometimes run out of time when correcting *insya'* assignments, leaving students to wait for a long time. In addition, the students themselves must figure out difficult grammar, such as the use of *i'rab*, gender agreement (*muzakar/muannas*), and sentence adjustment (*mufrad, tasniyah, and jama'*). Students also feel afraid of making mistakes and lack confidence in vocabulary selection. As a result, students become reluctant to practice.

The presence of AI serves as an alternative solution to overcome these obstacles. AI based platforms can provide real time feedback, automatically correct grammar, and offer appropriate diction suggestions. This phenomenon opens up opportunities for student learning independence in *maharah kitabah* skills. (Nasution, 2025). Students can control their learning process independently, choose appropriate strategies, overcome learning difficulties, and evaluate their own progress.

The utilization of these various tools has the potential to support more flexible learning and encourage student learning independence. Students can obtain assistance during the drafting and revision process of their writing without having to constantly wait for feedback from lecturers. However, the existence of AI also demands attention to how it is used, because the ease of obtaining answers can cause students to depend on the technology and reduce their engagement in the thinking and writing process. (Kurniasari, 2025).

Learning independence is one of the important aspects of the learning process in higher education. (Sobri et al., 2020). Students are expected not only to receive information from lecturers, but also to be able to manage their learning process, determine appropriate strategies, monitor ability development, and evaluate their learning outcomes. In *maharah kitabah* learning, learning independence becomes increasingly important because writing skills require repeated practice and a continuous improvement process. The presence of AI can provide opportunities for students to obtain learning assistance more flexibly. Students can request explanations regarding grammar errors, search for vocabulary alternatives, obtain sentence usage examples, or get input on written work they have produced. Thus, AI has the potential to become a tool that supports students in managing and evaluating their learning process independently. (Merrisa Monoarfa, Rimma Sianipar, 2025).

However, the use of AI does not automatically lead to learning independence. The ease of obtaining answers can also cause students to be less engaged in the thinking process. Students may accept the results provided by AI without verifying accuracy, understanding the reasons for corrections, or carrying out the revision process independently. In writing learning, such conditions can cause students to focus more on the written product rather than the process of developing writing skills. Learning independence in AI usage needs to be understood not merely as the students ability to use technology without lecturer assistance, but also as the ability to control, evaluate, and use technology responsibly in the learning process.

The integration of AI in *maharah kitabah* learning has both positive and negative impacts. The positive impact is that it can provide learning experiences and motivate students to learn independently. (Rifqi Abdurrahman et al., 2024). As for the negative impact, it can create dependency among students, make it difficult for readers to distinguish between original and non original writing, erode students critical thinking skills, and make students lazy. (Pani Akhiruddin SiregarDeti Tri KurniaTiara Devani HasibuanSalwa Nabila, 2025). The increasing use of AI in *maharah kitabah* learning needs to be accompanied by a more systematic understanding regarding the types of AI tools, their pedagogical functions, as well as the limits and risks of their usage.

Several studies regarding the use of AI in Arabic language learning have been widely conducted. Such as research by Muhamad Fahmi and Syifaul Adhimah entitled “Peran Artificial Intelligence dalam Pembelajaran Bahasa Arab: Peluang dan Tantangan”. It discusses the role of AI in Arabic language learning by highlighting various opportunities and challenges arising from its use. (Adhimah, 2024). Research by Renti Yasmar, Aidillah Suja, and Ahmad Fadhel Syakir Hidayat entitled “Pemanfaatan ChatGPT dalam Meningkatkan Keterampilan Menulis/*Maharah Kitabah* Berbasis 6C (Critical Thinking, Creativity, Collaboration, Communication, Computational and Compassion)”. It examines the use of ChatGPT as a learning medium to improve the Arabic writing skills (*maharah kitabah*) of students, by applying the 21st century skills concept based on 6C. (Renti Yasmar, Aidillah Suja, 2023). Research by Abdul Rahman Ramadhan entitled “Strategi Penggunaan Chatbot Artificial Intelligence dalam Pembelajaran Bahasa Arab pada Perguruan Tinggi di Indonesia”. It discusses the use of AI chatbots as an alternative in Arabic language learning in higher education. (Ramadhan, 2023). These various studies show that AI has begun to be studied in various contexts of Arabic language learning, whether as a translation tool, chatbot, or learning support technology.

Although studies regarding the use of AI in Arabic language learning have developed, previous research tends to discuss AI in general, the use of specific applications, or the function of AI in particular learning aspects. However, studies specifically addressing the use of AI based tools in *maharah kitabah* learning and its implications for student learning independence in higher education still need to be strengthened. Thus, AI is seen as a supporting tool that can help students learn more independently, but its use still requires awareness, control, and guidance so as not to create dependency.

Based on this gap, this article offers a conceptual study on the utilization of AI based tools in *maharah kitabah* learning and its implications for student learning independence. This article discusses various forms of AI utilization in the Arabic writing learning process, while analyzing the opportunities and risks that may arise regarding student learning independence. This article aims to analyze the utilization of AI based tools in *maharah kitabah* learning and identify its implications for student learning

independence, both in terms of opportunities and pedagogical risks that need to be considered in its implementation in higher education Arabic language teaching.

METHOD

This study employs a qualitative approach using a library research method. The research data consists of qualitative data collected from various relevant literature sources, such as scientific journal articles, books, and research reports that examine the utilization of Artificial Intelligence (AI)-based tools in language learning, specifically *maharah kitabah* as well as theoretical literature regarding student learning autonomy (Azmi Fitriasia, Siti Fatimah, 2025). Data collection was carried out through searching, selecting, reading, and documenting literature pertinent to the study's focus. The gathered literature was subsequently selected based on its relevance to the forms of AI utilization, the benefits and risks of its application, and its implications for student learning autonomy.

Data analysis was conducted using a descriptive-analytical approach through several stages (Saputra, 2020). First, data reduction was performed by selecting relevant information from the literature sources. Second, data was organized and categorized by themes, such as the use of AI for grammar checking, translation, vocabulary development, feedback provision, and writing process assistance. Third, information was analyzed and synthesized to identify both the opportunities and risks of AI usage on student learning autonomy. Finally, conclusions were drawn based on the relationship between the utilization of AI-based tools, *maharah kitabah* instruction, and student learning autonomy. Information validity was verified through comparison and cross-confirmation among the reviewed literature sources (Aziz, 2025).

RESULTS AND DISCUSSION

Utilization of AI-Based Tools in *Maharah Kitabah* Learning

Based on the results of analysis of various relevant literature, the utilization of Artificial Intelligence (AI) based tools in *maharah kitabah* learning shows a shift in the Arabic writing learning process. AI is not only used as a tool to generate text, but can also be utilized as an assistant in various stages of the writing process, starting from brainstorming ideas, selecting vocabulary, checking grammatical structures, receiving feedback, to revising the written work. (Anggraeni, 2025).

One of the most prominent uses is assistance in grammar or *qawa'id* checking. Arabic language learning has complex linguistic characteristics, so students often face difficulties in determining appropriate sentence structures. Errors can appear in the use of *i'rab*, agreement between *mudzakkar* and *mu'annats*, singular, dual, and plural forms, as well as relationships between words in a sentence. AI can provide rapid feedback on the sentence structures written by students. (Masjudin, Yuntawati, Sabrun, Ita Chairun Nissa, 2026). Such assistance enables students to identify parts of the text that require improvement without always having to wait for corrections from the lecturer.

These findings align with studies on ChatGPT as a supporting resource for *maharah kitabah* learning, which show that AI can help improve vocabulary mastery and grammatical accuracy. The studies also indicate the potential of AI in providing motivation and supporting learning independence, although there remain risks of dependency and reduced creativity if its use is not accompanied by guidance.

Besides grammar checking, AI can be used to assist with *mufradat* development. In writing activities, vocabulary limitations often cause students to experience difficulties in conveying ideas. AI can provide alternative vocabulary based on the context of the

sentence being developed. (Mustika Amri, Abdul Hakim, Al Mawardi, Ismaniar Isa, Yusnimar M Amin, 2026). Students can compare several word choices and determine the vocabulary that is most appropriate for the intended meaning.

The utilization of AI is also found in translation activities. Students can use AI to understand the meaning of words, phrases, or sentences from Indonesian into Arabic or vice versa. However, translation through AI should not be understood as a process that always yields an exact linguistic form. Students still need to pay attention to context, grammatical structure, diction choices, and semantic appropriateness.

At the writing development stage, AI can also assist students in generating and developing ideas. (Annisa Nuraisyah Annas, Dwi Pratiwi Lestari, Rini Lestari, Siti Aisyah Hanim, 2025). Students can use AI to discuss topics, request examples of text structure, or obtain alternative ways to convey an idea. Such assistance can reduce initial barriers when students experience difficulty starting a text. However, the main ideas must still originate from the students' thinking process. AI should function as scaffolding that helps students develop their ideas, rather than taking over the writing production process.

Research on student experiences in *maharah kitabah* learning also shows that AI is perceived as a cognitive support that can help generate ideas, improve grammatical structure, enrich vocabulary, and enhance text coherence and fluency. At the same time, students realize the risks of dependency and decreased critical thinking skills when AI is used without pedagogical guidance. (Cintya Syarah Azzahra, Elga Adhi Bunarwan, Tasya Mulia Salsabila, Tiara Nailah Mahmud, Jap Tji Beng, Vienchenzia Oeyta Dwitama Dinatha, Rahmiyana Nurkholiza, Listra Chatalia Silitonga, 2026).

The results show that AI based tools have fairly broad functions in *maharah kitabah* learning. A single AI tool can even be used for more than one function, such as translation, grammar checking, vocabulary development, feedback provision, and text revision. The utilization of AI should not be restricted to one specific function. What is more important is how students utilize these various functions in a writing learning process that continues to place students as the primary agents.

Implications of AI-Based Tools for Students Autonomous Learning

The utilization of AI in *maharah kitabah* has a close relationship with student learning independence. Learning independence does not only mean students learning without the presence of a lecturer, but also encompasses the ability of students to determine learning goals, select strategies, monitor the learning process, evaluate results, and make independent improvements. In this context, AI can provide easily accessible learning resources so that students have greater opportunities to practice outside of class hours.

One form of support for independence is the availability of real-time feedback. (Nurul Anriani, Ade Nandang Mustafa, 2026). In conventional learning, students generally have to wait for the lecturer to grade assignments before knowing the errors in their writing. Time constraints on the part of lecturers can cause the feedback process not always to occur immediately. With the help of AI, students can carry out an initial self-assessment. They can identify potential errors and subsequently make revisions before submitting their writing to the lecturer.

Such conditions can encourage the formation of a more independent learning cycle. Students write, check their written output, identify errors, make revisions, and then re-evaluate the revised results. In this cycle, AI acts as a feedback source that helps students carry out the evaluation process more quickly. Studies on the use of ChatGPT in Arabic language learning also show that access to AI can support more independent

learning through assistance with vocabulary, grammatical knowledge, and individual learning needs.

Autonomous can also develop because AI enables students to manage their own learning pace. Students can use AI when experiencing difficulties understanding vocabulary, constructing sentences, or developing paragraphs. They do not always have to wait for the next meeting to get assistance. Thus, AI has the potential to expand the learning space from the classroom toward more flexible and personalized learning.

However, the results of the literature synthesis also show that access to AI does not automatically generate learning independence. There is a distinction between students who use AI as a tool to support the learning process and students who use AI to replace the learning process. In the former usage, students continue to read, think, evaluate, and make decisions regarding AI output. In the latter usage, students merely enter prompts, accept answers, and then use them without examination. This difference is critical because learning independence actually requires control over the learning process. If students hand over the entire writing process to AI, technological convenience can instead diminish opportunities for students to practice. Students may complete assignments more quickly, but they do not necessarily experience a comparable development in writing skills.

AI can strengthen independence if students possess the capability to control, evaluate, and critically utilize AI output. Conversely, uncontrolled usage can result in dependency. Recent research findings in the context of writing instruction in higher education also indicate that AI usage can provide efficiency while simultaneously giving rise to issues concerning dependency, diminished cognitive struggle, thinking autonomy, and authorship over written work.

Positive and Negative Implications of AI Utilization

The results of the analysis indicate that the utilization of AI in *maharah kitabah* learning yields both positive and negative implications that need to be considered simultaneously. On the positive side, AI can increase the efficiency of the learning process. (Afrita, 2023). Students can receive linguistic assistance in a short amount of time, allowing time previously spent waiting for corrections to be redirected toward practice and revision. AI can also help students obtain various alternatives for vocabulary and sentence structure. (Gongma Sari SiagianNur Syahriani, 2025). This can provide students with opportunities to engage in broader linguistic exploration.

AI also has the potential to increase student confidence. Students who feel afraid of making errors can practice first using AI before submitting their writing to the lecturer. This process can create a relatively flexible practice space so that students have the opportunity to try, make errors, and subsequently correct them. In addition, AI can support the self assessment process. (Muchamad Saiful Muluk, Rika Wahyuni Tambunan, 2025). Students can compare their initial writing with the revised version and identify the types of errors they frequently make. If performed consistently, this process can help students recognize their own linguistic weaknesses. The use of AI not only produces better writing, but can also serve as a means of reflection on the learning process. (Mertayasa et al., 2025).

However, AI also presents a number of risks. The first risk is dependency. (Suci Fajrina, Mega kencana, 2025). Students can become accustomed to asking AI to compose sentences, translate paragraphs, or even generate entire texts. If this habit persists continuously, students will have fewer opportunities to develop writing skills independently. The second risk is a decline in cognitive engagement. (Sukmantara, 2024). In *maharah kitabah* learning, the thinking process before writing constitutes an essential

part of the learning experience. Students need to determine ideas, select vocabulary, construct sentence structures, and consider inter-paragraph relationships. If this entire process is carried out by AI, students risk losing the cognitive experience that should be acquired through practice.

The third risk relates to learning discipline. (Zainudin Hasan, Karen Avrilly LB , Ayu Remy, 2026). The ease of generating text through AI can encourage some students to procrastinate because assignments can be completed quickly as deadlines approach. Under such conditions, AI is no longer used as a means of gradual practice, but rather as a tool to finish assignments instantly. This pattern of usage contradicts the goal of learning independence, which demands planning and regulation of the learning process. Another risk involves issues of accuracy and the appropriateness of AI output. Although AI can provide corrections and suggestions, students still need to examine these results. (Muhammad Fauzi, 2024). Errors in Arabic can relate to context, meaning, structure, or word choice that cannot always be evaluated solely based on language patterns. Therefore, student capability to evaluate AI output remains a critical part of the learning process.

These findings demonstrate that the impact of AI is not singular. AI can serve as a tool that strengthens learning when used to support the thinking process, yet it can become an obstacle when used to replace the thinking process. In other words, the core issue is not merely whether AI is used or not used, but how AI is utilized within the learning process.

The Role of Faculty Supervision in Responsible AI Use

Based on the results of the synthesis, lecturers continue to play an essential role despite students having access to AI. The role of the lecturer is no longer merely that of an information provider or final evaluator of written work, but also that of a guide in the pedagogical use of technology. Lecturers need to help students understand when AI can be used, for what purposes AI is utilized, and how AI output should be examined. (Hasrul, Rinia Zatalini, Welianti, 2026). In *maharah kitabah* learning, lecturers can design activities that require students to demonstrate the writing process. For example, students may be asked to submit initial ideas, first drafts, results of consultations with AI, revisions, and reflections on the changes made. With this model, AI does not serve as a tool to generate the final product instantly, but rather becomes an observable part of the learning process.

Lecturers can also ask students to explain their reasons for accepting or rejecting suggestions provided by AI. Such activities are important because they encourage students not to accept AI output passively. Students must consider whether a correction is accurate, whether the vocabulary suits the context, and whether the suggested sentence structure genuinely aligns with the intended meaning of the text. This approach aligns with research findings that emphasize the importance of teacher scaffolding in the use of AI for *maharah kitabah*. AI possesses the potential to support creativity and independence, but these benefits require guidance so that students do not experience dependency and continue to develop critical thinking skills.

Lecturer supervision is not intended to limit the use of AI entirely. On the contrary, supervision is necessary so that technology is used in accordance with learning objectives. Lecturers can set boundaries for AI use, assign tasks that demand personal critical thinking, and integrate reflection and evaluation into the learning process. (Anisa et al., 2026). In this context, AI is positioned as a learning partner that assists students, whereas academic decision making remains with the students themselves. Overall, the research findings show that the utilization of AI based tools in *maharah kitabah* learning

has the potential to expand student access to linguistic assistance, accelerate feedback, enrich vocabulary, aid revision, and support more independent learning. However, this potential operates alongside risks of dependency, reduced cognitive engagement, task procrastination, and diminished critical thinking practice. Autonomous learning in an AI based environment cannot be understood merely as student ability to use technology independently. Autonomous learning must encompass the capacity to set goals, utilize AI appropriately, evaluate AI output, make decisions based on one's own judgment, and take responsibility for the generated writing.

The integration of AI in *maharah kitabah* instruction should be directed toward reflective and responsible use. AI can accelerate the learning process, but it should not replace student thinking processes. The role of the lecturer also remains essential to ensure that technological convenience contributes to the development of writing skills and learning independence, rather than diminishing both.

Analysis

Based on the results and discussion regarding the utilization of AI based tools in *maharah kitabah* instruction, it can be analyzed that the relationship between artificial intelligence and student learning autonomy is not automatic. While AI provides various conveniences in the learning process, these conveniences can only generate autonomous learning if students retain control over their learning process, remain capable of evaluating information, and make decisions independently. The use of AI is determined not merely by how extensively the technology is used, but by how the technology affects the position of students within the learning process.

Subsequent analysis reveals a paradoxical relationship between AI and autonomous learning. (Risky Diya Amalia Rais, Mufida Salsabila Hapid, 2025). On one hand, AI can enhance student control over the learning process because students gain rapid access to linguistic assistance. Students do not always have to wait for lecturer corrections and can engage in repeated practice according to their needs. Such conditions align with the principles of autonomous learning, as students obtain the opportunity to regulate their own learning pace and strategies. On the other hand, however, the same convenience can diminish student control if AI is used to replace the thinking process. In other words, technology initially intended to foster independence can transform into a source of dependency if students relinquish too many decisions to AI. Autonomous learning in an AI based learning environment is not equivalent to learning without human assistance. Rather, independence demands student capability to use various learning resources consciously and responsibly. Therefore, the presence of the lecturer remains necessary to provide guidance so that students are capable of utilizing technology as part of their learning strategy.

CONCLUSION

This study concludes that the utilization of AI based tools in *maharah kitabah* instruction provides substantial opportunities to support student learning processes and learning independence. Based on the synthesis of various relevant literature, AI can assist students in various stages of Arabic writing, including grammar checking, translation, vocabulary enrichment, idea generation, feedback provision, and text revision. These functions can deliver faster access to linguistic assistance and provide students with opportunities to practice writing independently outside classroom learning activities.

However, the research findings also indicate that the use of AI does not automatically generate learning independence. AI can support student independence

when used as a learning aid that facilitates self monitoring, self evaluation, and text revision. Conversely, excessive and uncritical AI use can encourage passive dependency, procrastination, reduced cognitive engagement, and the weakening of critical thinking skills.

AI based tools need to be integrated into *maharah kitabah* instruction through a process oriented and reflective approach. Students need to be guided to utilize AI in acquiring feedback and linguistic assistance while remaining responsible for determining ideas, composing text, evaluating AI suggestions, and making revisions. Lecturer supervision also remains necessary to ensure that AI functions as a learning support rather than a replacement for student thinking processes.

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