



ARTIFICIAL INTELLIGENCE AS A STRATEGY FOR EXPANDING ACCESS TO ARABIC LANGUAGE LEARNING: A CASE STUDY OF STUDENTS ON KAUNG ISLAND

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Abstract

Limited access to Arabic language learning remains a challenge for students in island communities, particularly in areas where educational institutions do not provide systematic Arabic language instruction. This study aims to examine the conditions and learning needs of Arabic language access among students on Kaung Island and to formulate Artificial Intelligence (AI) as an alternative strategy for expanding such access. This qualitative study employed a case study design, with data collected through observation, interviews, and documentation of the educational context and students' learning experiences. The findings indicate that the absence of a madrasah limits students' opportunities to learn Arabic as a dedicated subject. Their exposure to Arabic is primarily obtained through religious education, resulting in limited basic Arabic knowledge and language exposure. These conditions indicate limited access to sustained Arabic learning resources and experiences. Based on these needs, the study proposes AI as an alternative means of expanding access through flexible digital learning resources that can support learning beyond formal classroom settings. The recommended resources include ChatGPT, FunEasyLearn Arabic, Mondly, and Al-Maany, complemented by Arabic-Indonesian dictionaries to support vocabulary acquisition, meaning comprehension, language practice, and independent learning. AI is positioned not as a replacement for teachers but as a complementary learning resource that can be adapted to students' needs, literacy levels, and local access conditions. This study contributes to the development of technology-based strategies for expanding access to Arabic language learning in island communities with limited formal Arabic language education.

Keywords *Artificial Intelligence, Arabic Language Learning, Educational Access, Digital Learning, Island Communities*

INTRODUCTION

Kaung Island is one of the island regions facing various challenges in the provision of education, including access to foreign language learning. Based on phenomena observed in the field, Arabic language learning has not yet been systematically provided at the elementary school (SD) level on Kaung Island. This condition deserves attention considering that the majority of the population of Kaung Island is Muslim, while Arabic is closely connected to the religious life of Muslim communities, particularly in understanding prayers, acts of worship, and religious terms (Khoirunnisa et al., 2023). Thus, the issue of Arabic language learning in the region is not only related to language proficiency as an academic competence but also to students' opportunities to acquire basic knowledge that can support their educational and religious lives (Aladsani, 2025).

Field observations indicate that there are still children on Kaung Island who have not mastered or memorized a number of daily prayers. This condition becomes increasingly

relevant when considered alongside the absence of structured Arabic language learning at the elementary and junior secondary school levels (Siregar, 2025). Students have not had sufficient opportunities to become familiar with Arabic vocabulary, expressions, and basic language forms through a structured learning process. This situation indicates a gap between students' need for basic Arabic knowledge and the learning facilities available within the formal education system. Therefore, this issue needs to be understood not only from the perspective of students' abilities but also in relation to the learning environment that shapes their experiences in becoming familiar with Arabic (Fitrianto, 2024).

On the other hand, there is interest among students on Kaung Island in continuing their education at Islamic boarding schools (*pesantren*). Students who continue their education at *pesantren* have opportunities to receive more intensive Arabic language instruction and gradually develop basic Arabic knowledge and skills. In contrast, students who do not continue to *pesantren* may complete their formal education without receiving adequate Arabic language instruction (Retnawati et al., 2020). Differences in educational experiences may consequently contribute to disparities in Arabic proficiency among students. In other words, differences in Arabic proficiency are not solely caused by differences in individual interests or abilities but are also influenced by the educational environments and learning opportunities available to them.

This condition demonstrates that Arabic language learning on Kaung Island requires greater attention, particularly at the elementary and junior secondary school levels. The absence of a structured Arabic language program means that students do not yet have a basic foundation in Arabic that can serve as preparation for further education. Nevertheless, such knowledge remains relevant both for students who plan to continue their education at *pesantren* and for those who pursue general education (M. Ritonga et al., 2021). Furthermore, introducing Arabic at an early age can provide basic knowledge that helps students understand vocabulary and expressions encountered in their daily religious practices. Therefore, an alternative is needed to enable students to gain Arabic language learning experiences beyond the formal learning structures that are currently unavailable in their educational environment.

Along with the development of educational technology, Artificial Intelligence (AI) offers opportunities to provide more flexible forms of learning (Rifah et al., 2024). Various AI-based platforms and applications have the potential to serve as alternative learning resources that support students in accessing learning materials, practicing vocabulary and pronunciation, engaging in simple conversations, and carrying out various Arabic language learning activities in more flexible and independent ways. Several studies have shown that the use of AI can support independent Arabic language learning (Mardikawati, 2023). These findings indicate the potential of AI as a supporting resource for Arabic language learning. However, previous studies have generally examined AI within contexts where Arabic language instruction is already available, with greater attention given to using technology to support learning processes that are already underway. A different situation emerges in contexts such as Kaung Island, where the primary issue is not merely how to improve existing Arabic language instruction, but how to provide Arabic learning experiences for students who have not yet received such instruction systematically.

Accordingly, there remains a research opportunity to examine the use of AI in the context of expanding opportunities for Arabic language learning in environments where formal Arabic instruction is not yet available. Such an inquiry is important because the use of AI as a learning resource cannot be separated from students' initial conditions, learning needs, educational experiences, and the characteristics of the environment in which the technology is implemented (AlAfnan, 2025). Previous research on AI in Arabic language learning has not specifically explained how the needs of students in island communities where formal Arabic instruction is not yet available can serve as a basis for formulating the use of AI. In addition, limited research has positioned AI not merely as an instrument for improving learning processes or outcomes, but as an alternative strategy for creating learning opportunities for groups of students who have not been adequately served by formal Arabic language education.

This research gap indicates the need to shift the focus from questions concerning the effectiveness of AI in learning toward questions concerning its relevance and potential for providing learning opportunities in contexts where such instruction is not yet available. In this study, AI is not positioned as a replacement for teachers or as an automatically applicable solution, but rather as a potential alternative to be considered after students' conditions and needs have first been understood (Zahraa, 2025). This approach enables the study to examine the relationship between educational challenges in the field and technological opportunities, allowing the use of AI to be formulated based on actual needs rather than solely on technological developments. Therefore, before AI can be formulated as a learning strategy, it is necessary to understand the actual conditions and needs of students on Kaung Island. The aspects that need to be examined include students' experiences in learning Arabic, their existing knowledge, their needs for Arabic language learning, their preferred forms of learning, and the environmental conditions that may support or hinder the use of technology.

Such an assessment is important to ensure that an AI-supported alternative is genuinely appropriate to the characteristics of the students and the local educational context. Through a needs-based approach, the selection of AI platforms or applications is not determined a priori but can instead be considered based on the research findings and their suitability for students' conditions. Based on these phenomena and the identified research gaps, this study aims to examine the conditions and needs of Arabic language learning among students on Kaung Island and to formulate Artificial Intelligence (AI) as an alternative strategy for expanding opportunities to learn Arabic. The study seeks not only to describe the existing learning conditions but also to identify unmet needs and explore the potential of AI to address those needs. Thus, this study positions educational challenges as its starting point and technology as one possible alternative that must be adapted to the local context. The findings are expected to provide a more comprehensive understanding of the conditions, needs, and gaps in Arabic language learning on Kaung Island. Furthermore, the study is expected to offer a conceptual contribution concerning the use of AI as a strategy for expanding opportunities for Arabic language learning in educational contexts where formal Arabic instruction is not yet available. The findings may subsequently serve as a basis for developing sustainable and contextually appropriate

technology-assisted Arabic language learning programs that are responsive to the characteristics of students in island communities.

METHODS

This study employed a qualitative method with a case study approach to examine the accessibility of Arabic language learning in Kaung Island, Sumbawa Regency, West Nusa Tenggara. The study was conducted from 10 to 20 July 2026. The research focused on the availability of teachers, learning facilities and resources, access to technology, and the availability of educational institutions supporting Arabic language learning (Sugiyono, 2018).

The primary data sources were children in Kaung Island, while teachers, parents, and community leaders served as supporting data sources. Data were collected through observation, documentation, and information obtained from supporting sources (Creswell & Poth, 2018). The observations focused on learning facilities, the availability of Arabic language teachers, learning resources, access to digital technology, and educational conditions, including the absence of madrasahs on Kaung Island. The research process consisted of four stages: preparation, data collection, data analysis, and the formulation of recommendations. The collected data were analyzed through three stages: data reduction, data display, and conclusion drawing. Data validity was ensured through technical and source triangulation by comparing the results of observations and documentation with information obtained from children, teachers, parents, and community leaders (Miles et al., 2014).

In this study, AI was neither implemented nor directly tested with the children, but was positioned as a strategic recommendation based on field findings and relevant literature. Recommendations for AI utilization were formulated by considering learning needs, limitations in teachers and learning resources, available facilities, and access to technology on Kaung Island. Thus, AI is positioned as a potential alternative for expanding access to Arabic language learning in island communities.

RESULTS

The findings indicate that students' access to Arabic language learning on Kaung Island remains constrained, particularly in terms of the availability of systematic, continuous, and adequately supported learning opportunities. This condition provides an important basis for examining how technology, particularly Artificial Intelligence (AI), can serve as an alternative means of expanding access to Arabic language learning. Based on the data obtained during the community service activities, the results and discussion are presented through several key aspects as follows.

Conditions of Access to and Learning Needs for Arabic Language Education among Students on Kaung Island

The findings indicate that learners' access to Arabic language learning in Kaung Island, Sumbawa Regency, remains limited. Based on the data collected during the community service activities, Arabic has not yet been offered as a dedicated subject that is

implemented systematically and continuously within the learners' formal educational environment. This condition limits learners' opportunities to acquire Arabic progressively. Their exposure to Arabic is largely obtained within religious learning contexts; consequently, their learning experiences have not yet developed into a structured language learning process.

This limited access is also reflected in the community's experience with Arabic language learning programs that were previously available on Kaung Island. Based on information obtained from local residents, there had previously been a program or learning institution that provided Arabic instruction alongside several other types of learning (Yaqin et al., 2025). However, the program lasted for only approximately two months and was subsequently discontinued. This finding suggests that the issue of access to learning is not merely related to the availability of a particular program, but also to the continuity of learning opportunities that learners can access consistently.

This condition has implications for learners' limited opportunities to acquire the foundations of Arabic progressively. When dedicated and continuous instruction is unavailable, learners have fewer opportunities to become familiar with vocabulary, understand simple expressions, and gain repeated experience in using Arabic (Prananingrum et al., 2020). In learning processes, gradual support can help learners perform activities that they are initially unable to complete independently, while the support is gradually reduced and responsibility is progressively transferred to the learners. This pattern of support is consistent with the concept of scaffolding, which emphasizes contingency, fading, and the transfer of responsibility as its key characteristics.

In the context of Kaung Island, this condition is particularly important because Arabic is closely connected to the community's religious life. For learners who plan to continue their education in Islamic boarding schools, early exposure to Arabic can provide an initial foundation before they receive more intensive instruction. Meanwhile, for learners who do not continue their education in such settings, limited access to Arabic learning may result in their learning experiences remaining dependent on the learning resources available within their immediate environment (Furoidah, 2020).

In addition to demonstrating limited access, the findings also reveal a clear need for Arabic language learning within the community. Parents expressed their expectation that a dedicated Arabic language learning program could be made available for learners on Kaung Island. This expectation is related to the community's perception that Arabic is important as one of the foundations that can help learners understand religious knowledge (Syarofi et al., 2023). This finding indicates that the need for Arabic language learning is not solely related to academic interests but is also closely connected to the social and religious lives of learners within the community.

The community's need is not limited to the availability of learning activities but also concerns the continuity and regularity of the learning process. The experience of a learning program that lasted for only approximately two months indicates that a temporary program is insufficient to provide long-term access to learning. Learners need opportunities to acquire material progressively, review concepts that they have not yet

mastered, and develop foundational knowledge through a continuous learning process (Ubaidillah et al., 2026).

Based on these findings, the condition of Arabic language learning on Kaung Island reveals a gap between the needs of learners and the community for Arabic language learning and the availability of systematic and sustainable learning access. This gap highlights the need for alternatives that can expand learners' opportunities to study beyond the limitations of formal education. In the field of language learning, Artificial Intelligence (AI)-based technologies have the potential to support more adaptive learning and strengthen self-regulated language learning, particularly through personalization, strategic support, and feedback (McLaren & Nguyen, 2023). Systematic reviews have also indicated that AI can support learner autonomy and self-regulation in language learning by providing more personalized learning experiences and faster feedback, although its implementation must also take into account the risks of technological dependence and disparities in access.

Thus, the findings presented in this section indicate that the primary challenge of Arabic language learning on Kaung Island is not merely the absence of formal instruction, but also the limited availability of learning access that learners can utilize consistently (Fitrianto, 2024). Therefore, efforts to expand access should not be limited to establishing new learning programs but should also include the provision of additional learning opportunities that are more flexible and can be utilized progressively according to learners' needs. These findings provide the basis for the subsequent discussion of the use of Artificial Intelligence as a supporting tool for expanding access to Arabic language learning on Kaung Island.

The Utilization of Artificial Intelligence to Expand Access to Arabic Language Learning for Students on Kaung Island

The findings regarding the learning conditions on Kaung Island, Sumbawa Regency, indicate that students have not yet received systematic Arabic language instruction within the formal education system. This limitation affects their opportunities to acquire Arabic vocabulary, understand simple expressions, and gain experience in using the language (Ilmiani et al., 2020). At the same time, there is a need to introduce Arabic from an early age, particularly as preparation for students who wish to continue their education at Islamic boarding schools, as well as to help them understand vocabulary and expressions encountered in their everyday religious life.

This condition provides the basis for considering the use of *Artificial Intelligence* (AI) as an alternative means of expanding access to Arabic language learning on Kaung Island (Luckyardi et al., 2024). In this study, AI is not positioned as a replacement for teachers or as a single solution to educational limitations, but rather as a tool that can provide additional learning opportunities when formal Arabic language instruction is not yet available. Its use is directed toward students' basic learning needs, such as accessing learning materials, studying vocabulary, listening to pronunciation, practicing conversations, searching for word meanings, and receiving feedback.

Based on these conditions and learning needs, several applications are recommended to support Arabic language learning among students on Kaung Island, Sumbawa Regency.

Each application offers different functions, allowing its use to be adapted to the students' learning stages and specific needs.

1. ChatGPT



Figure 1. ChatGPT

ChatGPT is recommended as a learning companion that can provide learning materials, explanations, exercises, and interactive feedback. The application allows students to ask questions based on the difficulties they encounter and request learning materials at an appropriate level of difficulty.

Steps for using ChatGPT:

1. Open the ChatGPT application.
2. Determine the Arabic language topic to be studied.
3. Write an instruction according to the learning needs.
4. Study the explanation provided.
5. Request additional examples or exercises.
6. Ask for corrections to the answers.

For example, students on Kaung Island can use the following prompt:

"Teach me basic Arabic about introducing myself using language that is easy for elementary school students to understand."

After receiving the learning materials, students can request additional exercises and corrections. Through this approach, ChatGPT can serve as a self-directed learning companion that students can use whenever they need additional explanations beyond formal classroom instruction.

2. FunEasyLearn Arabic

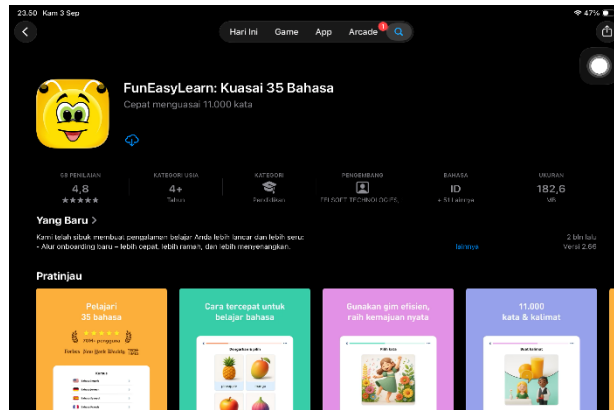


Figure 2. FunEasyLearn Arabic

FunEasyLearn Arabic is recommended primarily for the introductory stage of Arabic vocabulary learning. Its theme-based learning materials allow students to begin learning with words that are closely related to their everyday lives.

Steps for using FunEasyLearn Arabic:

1. Open the FunEasyLearn Arabic application.
2. Select a learning topic.
3. Study the vocabulary.
4. Listen to the pronunciation.
5. Complete the exercises.
6. Review vocabulary that has not yet been mastered.

For students on Kaung Island, learning can begin with topics such as family, body parts, numbers, school, food, and daily activities. The application is recommended because it provides access to basic vocabulary practice without requiring students to wait for the availability of formal Arabic language classes.

3. Mondly

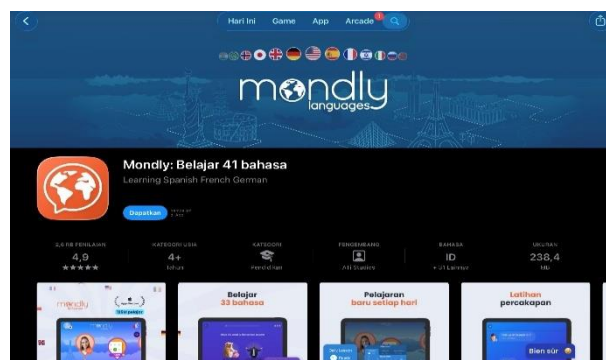


Figure 3. Mondly

Mondly is recommended to provide students with a more communicative learning experience. Students can listen to dialogues, learn common expressions, and practice Arabic pronunciation through the available learning materials.

Steps for using Mondly:

1. Open the Mondly application.
2. Select Arabic as the learning language.
3. Choose a topic.
4. Listen to the dialogues.
5. Practice the pronunciation.
6. Complete the exercises.

Learning can begin with topics such as greetings, introductions, family, or daily activities. For students on Kaung Island, Mondly can serve as an alternative means of increasing exposure to spoken Arabic, particularly given the limited opportunities they may have to hear and use Arabic in their everyday environment.

4. Al-Ma'any Dictionary

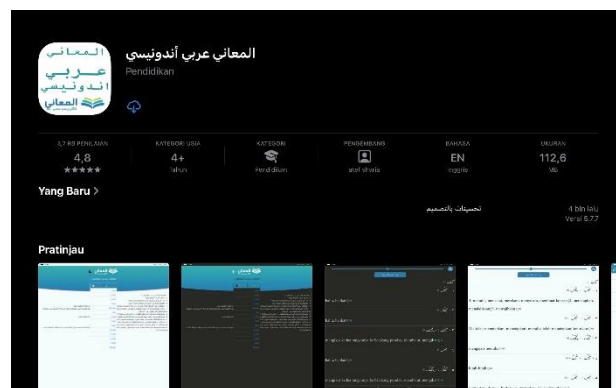


Figure 4. Al-Ma'any Dictionary

Al-Ma'any is recommended as a reference resource when students encounter unfamiliar Arabic vocabulary. As a digital dictionary, it enables students to search for word meanings independently using available devices.

How to Use Al-Ma'any:

1. Open the Al-Ma'any dictionary.
2. Type the Arabic word you want to know.
3. Look at the search results.
4. Find and read the meaning of the word.
5. Write down the new word and its meaning.
6. Ask ChatGPT for a simple example sentence using the word.
7. Practice using the word in a sentence.

For students on Kaung Island, Al-Ma'any can be used whenever they find an unfamiliar Arabic word while studying through learning applications or other learning materials. By combining Al-Ma'any with ChatGPT, students can move from simply finding the meaning of a word to understanding how to use it in a simple context.

5. Arabic–Indonesian Dictionary

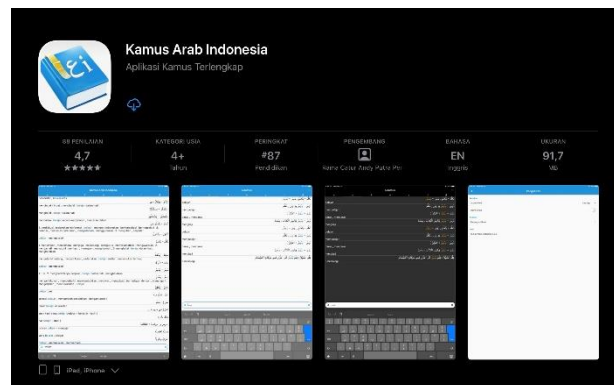


Figure 5. Arabic–Indonesian Dictionary

The Arabic–Indonesian Dictionary can serve as a simple reference resource for students who are still at the early stages of learning. Its use can help students understand vocabulary encountered throughout the learning process.

Steps for using the dictionary:

1. Open the Arabic–Indonesian Dictionary.
2. Enter the word that is not yet understood.
3. Search for the meaning of the word.
4. Write down the new vocabulary.
5. Create a simple sentence using the word.

In the context of Kaung Island, the availability of a digital dictionary can help reduce students' dependence on physical learning resources, which may not always be accessible. Its use can be combined with other applications so that looking up word meanings becomes part of the learning process rather than merely an activity of translating individual words (Ubaidillah et al., 2025).

Based on the characteristics and functions of each application, the use of technology for Arabic language learning on Kaung Island can be organized progressively according to students' learning needs. This sequence does not merely indicate the order in which the applications should be used, but also forms a learning process that moves from understanding meaning to using the language and strengthening comprehension (Syagif, 2022). This pattern is consistent with the principle of *scaffolding*, which involves providing gradual support to enable students to perform learning activities that they may initially be unable to carry out independently. In language learning, such support may include

providing vocabulary, examples of language use, exercises, and feedback (Bahrudin et al., 2024).

Accordingly, the use of these applications on Kaung Island can be organized into four stages: (1) searching for meanings, (2) learning vocabulary, (3) practicing pronunciation and communication, and (4) deepening learning materials. At the first stage, Al-Ma'any and the Arabic–Indonesian Dictionary function as reference resources to address difficulties in understanding vocabulary (A. W. Ritonga et al., 2025). Once the vocabulary has been understood, students can learn and review it through FunEasyLearn Arabic. The next stage focuses on pronunciation and communication practice through Mondly. After gaining initial learning experience, students can use ChatGPT to extend their practice, obtain additional explanations, generate example sentences or dialogues, and receive feedback on their learning outcomes (Yusuf et al., 2026).

This pattern is also related to the concept of *self-regulated learning*, as students are given opportunities to determine the materials they want to study, review areas they have not yet mastered, seek information they do not understand, and evaluate their own learning outcomes. Research on AI in language learning indicates that such technologies can provide more personalized learning opportunities and immediate feedback, thereby supporting learner autonomy (Muhsyanur et al., 2024). In the context of Kaung Island, these characteristics are particularly important because the limited availability of formal Arabic language instruction means that students' learning opportunities cannot always depend on interactions with teachers.

Thus, this sequence represents a recommendation for the use of AI and digital learning technologies based on the specific needs of Arabic language learning on Kaung Island, Sumbawa Regency, West Nusa Tenggara, rather than on the popularity of the applications themselves. Each application is selected based on its ability to address a particular aspect of students' learning needs, ranging from understanding vocabulary to obtaining practice and feedback. Nevertheless, AI should remain positioned as a supporting tool in the learning process (Simon, 2023). Teachers or learning facilitators continue to play an important role in selecting appropriate materials, guiding students in using the applications, and verifying the accuracy of the information obtained. This is particularly important because studies on AI in language learning also suggest that the benefits of AI are maximized when it is integrated into learning processes that continue to involve human guidance.

CONCLUSION

This study confirms the problem analyzed in the results and discussion section: students on Kaung Island face significantly limited access to systematic and continuous Arabic language learning because there are no specific Arabic language subjects and no specialized schools such as non-formal madrasahs. There is a clear gap between the community's need for basic Arabic knowledge—both for further education and daily religious life—and the available learning facilities.

To overcome this challenge, this study proposes the use of Artificial Intelligence (AI) and digital applications as alternative strategies to expand learning access. Applications

such as ChatGPT, FunEasyLearn Arabic, Mondly, the Al-Ma'any dictionary, and an Arabic-Indonesian Dictionary are positioned not as teacher replacements, but as flexible, complementary learning resources. These tools can be utilized progressively through four structured stages: searching for meanings, learning vocabulary, practicing pronunciation and communication, and deepening the learning materials. By integrating these technologies, students in island communities can engage in independent Arabic language learning despite the limitations in their formal educational environment.

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