



The Innovation of Arabic Debate Learning Using *TalkPal AI*

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Abstract

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The rapid and innovative development of technology presents its own challenges, especially when applied in the field of education, specifically the use of *TalkPal AI* in Arabic debate learning. *TalkPal AI* offers an innovative approach that can help students develop debating skills and Arabic fluency through real-time feedback. The purpose of this research is to describe the use of *TalkPal AI* in learning Arabic debate to enhance students' Arabic debating skills. The approach used is descriptive qualitative, with data collected through observation, interviews, documentation, and questionnaires. The research population consists of 28 third-semester students from the Arabic Language Education (PBA) program, with a sample of 12 students from class B. The results of the study show that 83% of respondents felt aided by the use of

TalkPal AI, significantly improving their debating skills and language proficiency. Despite some technical challenges related to internet connectivity, *TalkPal AI* provides a more flexible, effective, and interactive learning experience. This research concludes that *TalkPal AI* is an effective innovation in supporting Arabic debate learning among students.

Abstrak

Kata Kunci: *Inovasi, Debat Bahasa Arab, TalkPal AI* Perkembangan teknologi yang cepat dan inovatif menjadi tantangan tersendiri. Apalagi di aplikasikan dalam dunia pendidikan, khususnya penggunaan *TalkPal AI* dalam pembelajaran debat bahasa Arab. *TalkPal AI* menawarkan pendekatan inovatif yang dapat membantu mahasiswa mengembangkan keterampilan berdebat dan kefasihan bahasa Arab melalui umpan balik real-time. Tujuan penelitian ini adalah untuk mendeskripsikan belajar debat bahasa Arab menggunakan *TalkPal AI* dalam meningkatkan keterampilan debat bahasa Arab mahasiswa. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan data diperoleh melalui observasi, wawancara, dokumentasi dan angket. Populasi penelitian ini terdiri dari 28 mahasiswa Pendidikan Bahasa Arab (PBA) semester 3, dengan sampel 12 mahasiswa dari kelas B. Hasil penelitian menunjukkan bahwa 83% responden merasa terbantu dengan penggunaan *TalkPal AI*, yang secara signifikan meningkatkan keterampilan berdebat dan kemampuan berbahasa mereka. Meskipun ada beberapa kendala teknis terkait jaringan internet, *TalkPal AI* memberikan pengalaman belajar yang lebih fleksibel, efektif, dan interaktif. Penelitian ini menyimpulkan bahwa *TalkPal AI* merupakan inovasi yang efektif dalam mendukung pembelajaran debat bahasa Arab di kalangan mahasiswa.

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Introduction

Arabic language education plays a crucial role in understanding and appreciating the culture and essential texts within the Islamic world (Rahardjo, 2011). In the context of Arabic language learning, one often overlooked yet highly important aspect is the development of speaking and argumentative skills (Bahruddin, Ramadhan, et al., 2021) (Naseha, 2022). Arabic debate, as an interactive method, offers an opportunity to practice speaking, critical thinking, and argumentative analysis in the language being learned. However, traditional methods in Arabic debate education often face challenges such as limited timely

feedback, lack of access to effective practice platforms, and difficulties in comprehensively assessing language proficiency (Muttaqien & Faedurrohman, 2022) (Darman, 2022). With technological advancements, particularly in artificial intelligence (AI), innovative solutions to overcome these challenges are increasingly available. *TalkPal AI*, an AI-based application specifically designed to support the debate learning process, offers significant potential in the context of Arabic language education. *TalkPal AI* provides a platform that allows students to practice debating in Arabic with detailed real-time feedback, argument analysis, and specific improvement suggestions (Sakaroni, 2024). These advantages open new opportunities for simultaneously enhancing students' argumentative and language skills.

This innovation is highly relevant given the need to create learning methods that are not only effective but also adaptive to the latest technological developments. *TalkPal AI* can help students not only improve their debate skills but also enhance their fluency in Arabic through targeted practice and objective assessment. Moreover, this platform can address the limitations often found in traditional learning methods by providing an environment that supports continuous practice in speaking and arguing. This article aims to explore how *TalkPal AI* can be integrated into Arabic debate learning, assess its impact on argumentative skills and language fluency, and discuss the challenges and potential benefits offered by this innovation (Rachmayanti & Alatas, 2023). By conducting an in-depth analysis of the application and the outcomes achieved, this article hopes to provide a valuable contribution to the development of more effective and modern Arabic language learning methods.

Debate is an academic activity that demands speaking skills, critical thinking, and deep analytical abilities (Bahrudin et al., 2020) (Bahrudin, Amrullah, et al., 2021). According to constructivist learning theory, as proposed by Piaget and Vygotsky, the learning process involves the construction of new knowledge based on experience and social interaction (Syafe'i, 2016). In the context of debate, students do not merely absorb information, but also build arguments and respond to opposing positions, which facilitates active and reflective learning. Problem-based learning theory is also relevant, as debates often involve problem-solving or seeking solutions to controversial issues. This model emphasizes the importance of real-world context and the relevance of

issues in the learning process(Ahmad Fatah, 2016). Thus, Arabic debate provides students with the opportunity to apply their language knowledge in more dynamic situations that require critical thinking. With the rapid advancement of technology, the use of AI in education has become an area of significant interest. Adaptive learning theory suggests that technology can be tailored to meet the individual needs of students and provide specific feedback based on their performance(Aryani & Wahyuni, 2020).

Arabic debate has specific rules in its practice, and in this book, the author follows the Qatar Debate method. The Qatar Debate Center is part of the Qatar Foundation for Education, Science, and Community Development, established in 2008(Abdilah & Holilulloh, 2022). This organization serves as the national debate body for Qatar, with the goal of being a guiding force in fostering the spirit of free thinking, open discussion, and constructive debate in Qatar, the Arab region, and beyond(Pratama, 2021). The Qatar Debate Center strives to spread the culture of debate and open dialogue more broadly by building bridges of cooperation with many local and international institutions, such as those in Kuwait, Oman, Sudan, Jordan, the Arab Maghreb countries, East Asia, Europe, and the United States.

Previous studies focused on Arabic debate learning have generally employed traditional teaching methods that involve direct interaction between instructors and students(Ninoersy & Akmal, 2020). Several studies have highlighted the importance of debate skills in Arabic language learning to enhance fluency, critical thinking, and argumentation abilities. However, few studies have integrated artificial intelligence (AI) technology into Arabic debate learning, particularly in providing real-time and interactive feedback. Additionally, the limited availability of instructors to provide intensive debate training has often been a challenge in optimizing students' debate skills.

In earlier research, teaching methods were still highly dependent on the instructor's role as the main facilitator, with little or no use of supporting technology like AI. In today's digital era, technology can play a crucial role in improving the effectiveness of learning. No studies have thoroughly explored how AI integration, in the form of applications like *TalkPal AI*, can facilitate the process of learning Arabic debates. This presents a significant gap in research that needs to be addressed : how AI can enrich and support a more independent and flexible learning process for students.

This study introduces novelty in the context of Arabic debate learning by integrating an AI platform, namely *TalkPal AI*. *TalkPal AI* offers an innovative approach through its AI-based interactive features, allowing students to receive real-time feedback on grammar, pronunciation, and argument structure during debates. This is a solution that has not been extensively explored in previous research. By leveraging AI, students can practice debates at any time without relying on the presence of instructors or debate partners, making learning more flexible and independent. Furthermore, this study provides new insights into understanding the effectiveness of advanced technology in foreign language learning, particularly in the context of debates.

In this context, *TalkPal AI* serves as a tool that can adapt its approach to support students' learning needs in Arabic debate (Efendi Hidayatullah, 2024). Theories of artificial intelligence in education, including applications of Natural Language Processing (NLP) and automated feedback systems, explain how AI technology can analyze and assess language skills while offering helpful suggestions (Nurullawasepa et al., 2023). The functionality of *TalkPal AI* works by utilizing AI powered by GPT to engage users in interactive, real-time conversations, providing instant feedback and corrections to improve their language skills through various learning modes, including text, voice, pronunciation, grammar correction, and more (Efendi Hidayatullah, 2024). To start a conversation, simply open the app, select the language you want to practice, and choose a topic for the conversation. You can try one of our modes, including Chat, Call Mode, Sentence Mode, Roleplays, Character Mode, Debate Mode, Photo Mode, or other language learning experiences. *TalkPal AI* supports 57 languages, including international languages such as English and Arabic.

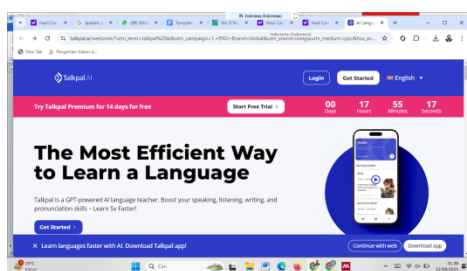


Figure 1. *TalkPal AI* Cover

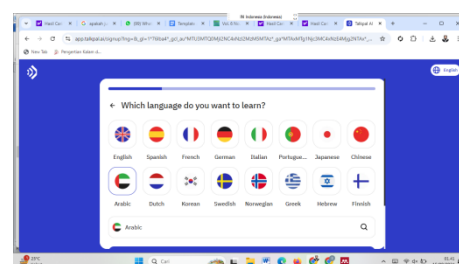


Figure 2. *TalkPal AI* select language

With its ability to analyze arguments and provide real-time feedback, *TalkPal AI* enhances the learning process and allows students to engage in more structured practice. Second language acquisition theory, developed by Krashen (1982),

emphasizes the importance of comprehensible input and meaningful interaction in language learning. Debating in Arabic enables students to use the language in authentic and dynamic contexts, improving their speaking skills through direct practice. Additionally, speaking skills theory suggests that effective speaking ability requires consistent practice and constructive feedback. In this regard, *TalkPal AI* provides detailed and specific feedback, supporting continuous improvement in Arabic speaking skills. The theory of artificial intelligence in education illustrates how AI can be used to automate assessment and deliver feedback efficiently (Lutfiyatun et al., 2023). *TalkPal AI* applies these principles to offer in-depth analysis of presented arguments, helping students identify areas that need improvement. This AI model also allows for more personalized and adaptive learning, contributing to a more effective learning experience. This theoretical review provides the framework for integrating *TalkPal AI* into Arabic debate learning and demonstrates how technology can support and enhance the learning process (Fatimah, 2021). With an understanding of these theories, this article will further explore the innovative implementation and benefits of *TalkPal AI* in the context of Arabic language education.

Method

This study employs a qualitative approach with a descriptive design to explore the implementation of *TalkPal AI* in Arabic debate learning. This approach was chosen to gain an in-depth understanding of how this artificial intelligence technology aids in improving students' debating skills and Arabic language fluency. Data collection techniques include observation, interviews, documentation, and an additional questionnaire administered to third-semester students in the Arabic Language Education (PBA) program. The observation method was used to directly monitor the use of *TalkPal AI* in the learning process, recording how students interacted with the platform and how the technology facilitated the development of their debating skills.

In-depth interviews were conducted with students and their instructors to gather further insights into their experiences using *TalkPal AI*. Documentation in the form of notes taken during the learning sessions was also used to track student progress over time. Additionally, a questionnaire was

distributed to third-semester PBA students to collect quantitative data that supported the findings from observations and interviews. The data gathered through these techniques were analyzed descriptively, providing a comprehensive overview of the effectiveness and challenges of using *TalkPal AI* in Arabic debate learning.

Result and Discussion

This study aims to explore the description of the innovation in Arabic debate learning using *TalkPal AI*. The research was conducted from August 27, 2024, to September 14, 2024, with a population of 28 third-semester students in the Arabic Language Education (PBA) program. The sample for this study consisted of 12 students from class B, selected to represent the overall population. Data was collected using three techniques: observation, interviews, documentation and questionnaires. The results of the study indicate that the use of *TalkPal AI* had a positive impact on improving students' debating skills and Arabic language fluency. During the observation process, students showed significant improvement in their speaking and argumentative abilities. *TalkPal AI* facilitated intensive and targeted practice by providing real-time feedback on the arguments presented. The interaction between students and the technology demonstrated that the platform was able to create a more dynamic learning environment. Observations also noted an increase in students' confidence when speaking in Arabic, especially when they had to respond quickly and accurately to their opponent's arguments.

Interviews with students and lecturers revealed that *TalkPal AI* had a significant positive impact. Most students felt helped by the feedback provided by the technology. They reported that *TalkPal AI* made it easier for them to understand their mistakes, improve their argument delivery, and enhance their language fluency. Lecturers also observed positive changes in students' debating skills, particularly in terms of the accuracy of Arabic vocabulary use and the more structured flow of arguments. The results of the questionnaire,

distributed to 12 students from PBA class B, showed that 83% of the respondents felt aided and facilitated by the presence of *TalkPal AI*. The majority of students acknowledged that this technology made the debate learning process more effective and helped boost their confidence when debating in Arabic. Additionally, students felt that with *TalkPal AI*, they could practice anytime without having to rely on the presence of a lecturer or debate partner, making the learning process more flexible and efficient.

This study introduces the integration of artificial intelligence (AI) technology through the *TalkPal AI* platform, which has not yet been widely applied in Arabic debate learning. The researchers successfully demonstrated how this technology provides real-time feedback that can effectively enhance students' debating skills. With its interactive features, allowing students to practice debate more flexibly and independently, this research addresses the need for innovation in language learning methods that are more efficient and modern.

Furthermore, the researchers contributed by exploring how AI can overcome the limitations of conventional teaching resources, such as the limited time available for lecturers to provide intensive debate training. This study not only offers solutions to those challenges but also provides new insights into how advanced technologies like AI can facilitate a more dynamic and responsive learning process. The results of this research open up opportunities for further studies on the use of AI technology in language education, while also enriching academic literature related to technology-based learning innovations.

The functionality of *TalkPal AI* works by utilizing AI powered by GPT to engage users in interactive, real-time conversations, providing instant feedback and corrections to improve their language skills through various learning modes, including text, voice, pronunciation, grammar correction, and more. Here is a tutorial for using *TalkPal AI* in both spoken and text modes for free : 1) Open Google and type "*TalkPal AI*"; 2) Select the desired language

mode; 3) Choose the free mode for beginners; 4) Practice your language skills with *TalkPal AI*, either through speaking or writing.

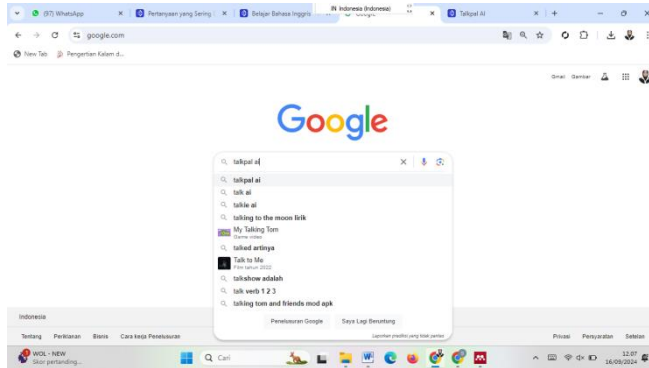


Figure 3. Open Google “TalkPal AI”

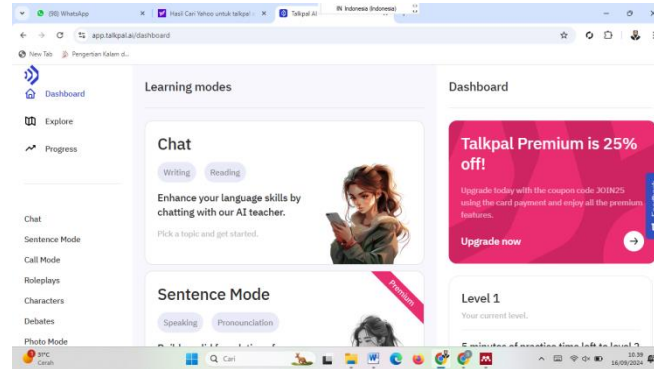


Figure 4. Select mode free

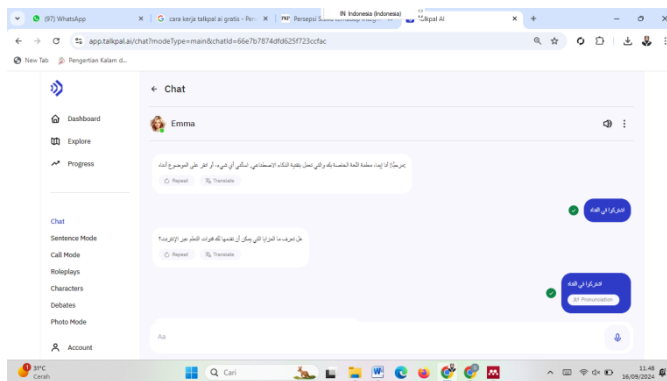


Figure 5. Dashboard and practice your skill language

The structure of the debate typically follows a specific pattern in its implementation. For debates that follow the Qatar Debate guidelines, the rules

403 | Siti Durotun Naseha, Abdul Ghofur, Mu’at, Muhammad Fatkhur Rizal, IGL Putra Eka Prisma; The Innovation of Arabic Debate Learning Using TalkPal AI

specify two teams, each consisting of three members: one team representing the Government (Pro) and the other team representing the Opposition (Contra)(Darman, 2022). The structure is as follows: 1) First Speaker, Government Team; 2) First Speaker, Opposition Team; 3) Second Speaker, Government Team; 4) Second Speaker, Opposition Team; 5) Third Speaker, Government Team; 6) Third Speaker, Opposition Team; 7) Conclusion, Opposition Team; 8) Conclusion, Government Team. In delivering the conclusion, it can only be presented by the first or second speaker from both sides, either the Government Team or the Opposition Team :

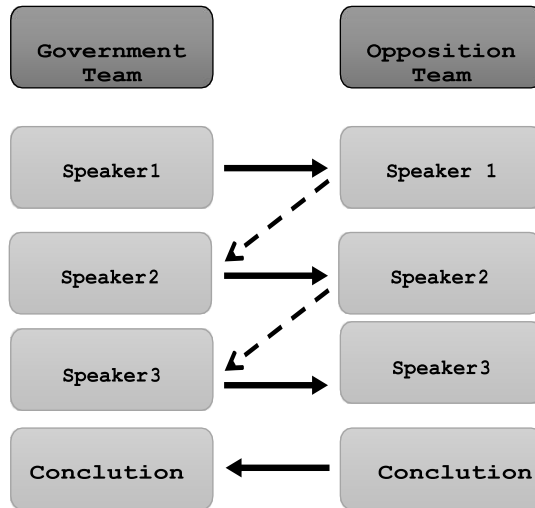


Table 1: Debate Scheme in Arabic

Here is an example of the First speaker (Government Team / Opposition Team) delivering a debate.

"صباح الخير/مساء الخير، السادة أعضاء لجنة التحكيم المحترمين، والزملاء المنافسين في المناظرة، وجميع الحضور الكرام. اسمحو لي أن أقدم نفسي، اسمي وأنا المتحدث الأول من فريق [الحكومة / المعارضة]. ومع زملائي في الفريق، وهم المتحدث الثاني، و المتحدث الثالث. في هذه الفرصة، سنناقش موضوعًا مثيرًا للاهتمام وذو صلة كبيرة، وهو"....."

Here is an example of the Second speaker (Government Team / Opposition Team) delivering a debate.

"شكرًا لزميلي، المتحدث الأول، الذي أوضح أسس حجج فريقنا بوضوح. قبل أن أواصل مع الحقائق الأكثر عمقًا، اسمحوا لي أولاً أن أرد على بعض الادعاءات من فريق المعارضة. لقد صرح فريق المعارضة بأن [أذكر النقطة الرئيسية للخصم]، ولكن هذه الحجة لا تستند إلى أدلة قوية. بناءً على البيانات من [مصدر موثوق]، على العكس تمامًا، [أذكر الحقائق المتناقضة]."

بالإضافة إلى ذلك، من المهم أن نتذكر أن [اربط الحقيقة بحجج فريقك]، مما يُظهر أن موقفنا أكثر أهمية وواقعية في هذا السياق. على سبيل المثال، وفقًا لأحدث الأبحاث من [مصدر موثوق]، [أذكر الحقائق التي تدعم حجج فريقك]."

نحن منفتحون جدًا على النقد، لكن يجب أن يكون هذا النقد قائمًا على الحقائق الدقيقة والمنطقية. إذا كانت هناك مقاطعات من فريق المعارضة، فأنا مستعد للاستماع إليها والرد ببيانات أكثر دقة وذات صلة."

(جاهز للرد على المقاطعات)

"تفضلوا، إذا كانت هناك مقاطعات، سأرد عليها واحدة تلو الأخرى."

(رد على المقاطعة، على سبيل المثال)

"شكرًا على هذه المقاطعة. ولكن، ما تم طرحه لا علاقة له بالحقائق التي ذكرتها سابقًا. لقد استندت إلى بيانات أكثر دقة من [.....]، التي بوضوح تدحض ادعاءات فريق المعارضة."

Here is an example of the Third speaker (Government Team / Opposition Team) delivering a debat

"شكرًا لزميليَّ اللذين قدما الحجج بوضوح وإقناع كبيرين. بصفتي المتحدث الثالث، فإن مهمتي هي تعزيز، وتأكيده، وتوضيح الحجج التي تم طرحها سابقًا. أولاً، اسمحوا لي أن أؤكد مرة أخرى النقاط المهمة التي أوردها المتحدث الأول، وهي [أذكر الحجة الرئيسية]. استنادًا إلى الأدلة الأصلية من [.....]، ثبت أن هذا الأمر صحيح وله صلة قوية في سياق هذه المناظرة. وقد عزز المتحدث الثاني هذه الحجة بتقديم بيانات من [مصدر]، التي أظهرت أن [قدم توضيحًا أو حقائق إضافية]."

بالإضافة إلى ذلك، لقد أظهرنا كيف أن حججنا لا تستند فقط إلى أدلة علمية، بل تدعمها أيضًا أفكار عقلانية ومنطقية. على سبيل المثال، [قدم تحليلًا أو منطقيًا]. يعكس هذا التفكير كيف يمكن حلنا أو موقفنا أن يحقق فوائد حقيقية للمجتمع بأسره. من خلال تطبيق هذا النهج، يمكننا أن نرى تأثيرًا إيجابيًا في [اذكر الفائدة أو المنفعة للمجتمع].

نحن نؤمن بأن الحجج التي قدمناها ليست قوية فقط من حيث الأدلة، ولكنها أيضًا ذات صلة وعملية للتطبيق في الحياة اليومية".

The challenges faced by students in using *TalkPal AI* were minimal. Although the overall results were positive, the study also identified some obstacles in using the platform. The primary issue students encountered was unstable internet connectivity, which occasionally disrupted interaction with the AI platform, particularly when receiving real-time feedback. Additionally, some students were initially unfamiliar with the new technology, requiring more time to adapt and fully optimize its use. To address these challenges, the proposed solutions include ensuring stable internet access on campus or providing mobile hotspots for students experiencing connection problems. Lecturers can also play a role by offering more intensive introductions and training on how to use *TalkPal AI*, helping students adapt more quickly and maximize the benefits of this technology. Moreover, integrating the platform gradually into the learning process would allow students to become accustomed to it without feeling overwhelmed by the new technology. Overall, this study demonstrates that *TalkPal AI* is effective in enhancing students' Arabic debating skills. Through this platform, students gain the opportunity to practice in a more systematic, structured, and technologically supported manner. The feedback provided by the AI helps them quickly correct mistakes and improve language fluency, which was previously difficult to achieve through traditional methods. Furthermore, students feel more motivated to

actively participate in debates due to the technological support that simplifies the learning process.

According to the questionnaire results, 83% of students expressed satisfaction with the use of *TalkPal AI*, indicating that this technology was well-received and provided tangible benefits in the learning process. These findings affirm that technology-based innovations like *TalkPal AI* can serve as effective solutions in overcoming the limitations of traditional learning methods. With AI, Arabic language learning, particularly in the context of debates, becomes more interactive, flexible, and conducive to faster and more accurate language skill development. Based on observations, interviews, and survey data, it can be concluded that the use of *TalkPal AI* in Arabic debate learning is highly effective in improving students' debating skills and language fluency. However, technical issues related to internet connectivity need to be addressed to ensure that the learning process can run more optimally. Therefore, it is recommended that the use of *TalkPal AI* be further optimized with improvements in technological infrastructure and additional training for both students and lecturers. In this way, this innovation can continue to make a positive contribution to Arabic language learning in higher education environments.

Conclusion

The research on "Innovation in Arabic Debate Learning Using *TalkPal AI*" highlights the effectiveness of integrating AI into education, particularly in enhancing students' debating skills and Arabic fluency. *TalkPal AI* provided real-time feedback and structured practice, resulting in improved argumentation, critical thinking, and confidence in debates. Survey data showed 83% of students found the platform made learning easier and more effective, with its interactive nature and instant corrections aiding both spoken and written practice. However, issues such as internet connectivity and initial user adaptation were noted. The study concludes that, despite these challenges, *TalkPal AI* offers a valuable, flexible tool for modernizing Arabic debate learning and improving language outcomes.

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