

**TITLE OF YOUR ARTICLE IN ENGLISH (GARAMOND 13 WITH
SINGLE SPACE) BOLD AND WITH SINGLE SPACE)**

**JUDUL ARTIKEL ANDA DALAM BAHASA INDONESIA (GARAMOND
13 DENGAN SPASI TUNGGAL) TEBAL DAN DENGAN SPASI
TUNGGAL**

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Abstract

The low motivation and lack of confidence among students to practice maharah al-kalam outside classroom hours remain major obstacles in Arabic language pedagogy within the digital era; whereas mastering speaking skills is the primary indicator of successful linguistic communication. This study aims to analyze the effectiveness of integrating artificial intelligence (AI)-based chatbot applications as a self-directed conversation guide for Islamic senior high school students. Employing a quasi-experimental method with a pretest-posttest control group design, data were gathered through structured oral tests and student perception questionnaires across two distinct classes. The results indicate that utilizing AI chatbots significantly improves students' vocal fluency, grammatical accuracy, and confidence in pronouncing daily Arabic expressions compared to conventional methods; furthermore, this technology provides immediate and interactive pronunciation correction feedback. In conclusion, the utilization of artificial intelligence-based interactive media is proven effective in boosting students' speaking competence, thereby recommended as an adaptive supplement for modern language teaching curricula. (161 words)

Keywords: Arabic Pedagogy; Artificial Intelligence; Interactive Chatbot

Abstract

Rendahnya motivasi dan rasa percaya diri siswa dalam mempraktikkan maharah al-kalam di luar jam pelajaran menjadi hambatan utama dalam pembelajaran bahasa Arab di era digital; padahal, penguasaan keterampilan berbicara merupakan indikator utama keberhasilan komunikasi linguistik peserta didik. Penelitian ini bertujuan untuk menganalisis efektivitas integrasi aplikasi chatbot berbasis kecerdasan buatan (AI) sebagai media pemandu percakapan mandiri bagi siswa madrasah aliyah. Menggunakan metode kuasi-eksperimen dengan desain pretest-posttest control group, data dikumpulkan melalui tes lisan terstruktur dan angket persepsi siswa pada dua kelas yang berbeda. Hasil penelitian menunjukkan bahwa penggunaan chatbot AI secara signifikan meningkatkan kelancaran vokal, akurasi tata bahasa, dan keberanian siswa dalam melafalkan ekspresi bahasa Arab sehari-hari dibandingkan metode konvensional; selain itu, teknologi ini mampu memberikan umpan balik koreksi pelafalan secara langsung dan interaktif. Kesimpulannya, pemanfaatan media interaktif berbasis kecerdasan buatan terbukti efektif mendongkrak kompetensi berbicara siswa, sehingga direkomendasikan sebagai suplemen kurikulum pengajaran bahasa modern yang adaptif. (161 kata)

Keywords: Pembelajaran Bahasa Arab; Kecerdasan Buatan; Chatbot Interaktif

Introduction/Pendahuluan

The introduction should be started without indentation using Garamond 12 bolded capital letters or using sakkal Majalla 16 in Arabic. Two spaces within the body of the article limit the subheading. Please change the page setting of your word processor to A4 format, with the margins: bottom 1,5 cm (1.15 in) and top 1,5 cm (1.15 in), left 2 cm (1.15 in) and suitable 2 cm (1.15 in). For the body of the paper, please use Cambria 12, single spacing.

In the introduction, inform the reader of the problem of study and use theories. The contents of the paper should be in the following: (1) title of the paper, (2) author names and address, (3) abstract, (4) keywords, (5) introduction, (6) method, discussion and analysis, (7) conclusion, (8) acknowledgement, (9) author contributions statement (10) references.

Do not number your paper. All Text, figures, and tables must be in English for English articles and Arabic for Arabic articles. It should always be written in the font Cambria 12, especially in the figures and tables. The article length is 5000-7000 words, including all pictures, tables, nomenclature, references, etc.

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All papers submitted to the journal should be written in good English/Arabic. Authors for whom English is not their native language are encouraged to have their papers checked before submission for grammar and clarity. International Editing and Asia Editing can provide English language and copyediting services. The work should not have been published or submitted for publication elsewhere. The official languages of the manuscript to be published in the El-mahara journal are Indonesian, Arabic and English.

In the introduction, the Authors should state the objectives of the work at the end of the introduction section. Before the objective, the Authors should provide an adequate background and concise literature survey in order to record the existing solutions/method, to show which is the best of previous research, to show the main limitation of the previous research, to show what you hope to achieve (to solve the limitation) and to show the scientific merit or novelties of the paper. Avoid a detailed literature survey or a summary of the results.

Method/ Metode Penelitian

Materials and methods should allow readers to reproduce the experiment. Provide sufficient detail to allow the work to be reproduced. A reference should indicate published methods; only relevant modifications should be described. Do not repeat the details of established methods.

Identify Subsections

It is conventional and expedient to divide the Method section into labeled subsections. These usually include a section with descriptions of the participants or subjects and a section describing the procedures used in the study. The latter section often includes a description of (a) any experimental manipulations or interventions used and how they

were delivered-for example, any mechanical apparatus used to deliver them; (b) sampling procedures and sample size and precision; (c) measurement approaches (including the psychometric properties of the instruments used); and (d) the research design. If the study design is complex or the stimuli require detailed descriptions, additional subsections or subheadings to separate the subsections may be warranted to help readers find specific information.

Include in these subsections the information essential to comprehend and replicate the study. Insufficient detail leaves the reader with questions; too much detail burdens the reader with irrelevant information. Consider using appendices and a supplemental website for more detailed information.

Participant (Subject) Characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

Research Design

Specify the research design in the Method section. Were subjects placed into manipulated conditions, or were they observed naturalistically? How were participants assigned to conditions through random assignment or some other selection mechanism if multiple conditions were created? Was the study conducted as a between-subject or a within-subject design?

Result And Discussion /Hasil Dan Diskusi

Results should be clear and concise. The results should summarize (scientific) findings rather than provide data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Findings (can be in the form of subheading)

Inform many important data (original) fields obtained from the questionnaires, surveys, documents, interviews, observations, and other data collection techniques. It can be completed with a table or graphic to clarify the result.

All figures and tables should be centered and numbered consecutively. Tables (refer to 'Table 1, 'Table 2,...') should be presented above the table in center alignment. A descriptive title should be placed after the table title (refer to 'Table 1, table 2, etc.') above each table. The source of the table should be placed below the table in the right alignment. Example:

Table 1. Summary of Islamic Education Student			
No.	Name	Male/Female	Rate
1.	Aisyah	Female	Beginner
2.	Ahmad	Male	Advance

Source: Islamic Students Book of MTS Al-Durasah

author, without full stops, but separated by commas (e.g., JC, JS). For two authors with the same initials, please use their middle initial to differentiate between them (e.g., REW, RSW). The Author Contributions Statement should be included at the end of the manuscript before the References.

Acknowledgment

If any, acknowledgment can be stated here. This section displays authors' appreciation to sponsors, fund donors, resource persons, or parties who have an important role in conducting research.

Declaration of Competing Interests

Authors must disclose any financial or non-financial competing interests that could be perceived as influencing the research or the interpretation of its findings. This declaration is mandatory. Example statement (choose one, do not modify the wording):

If no competing interests exist:

The authors declare that they have no known competing financial or non-financial interests that could have appeared to influence the work reported in this paper.

If competing interests exist:

The author(s) declare the following competing interests: [brief description of the competing interest].

Declaration of Generative AI Use

Authors are required to complete this section only if generative AI or AI-assisted technologies were used in the writing process (e.g., language editing or improving readability). The use of AI tools for data analysis, interpretation, or drawing scientific conclusions is not covered by this declaration. If no generative AI tools were used, this section must be removed from the manuscript. Example statement (choose one, do not modify the wording):

If generative AI was used:

During the preparation of this manuscript, the authors used [name of tool/service] to improve the clarity and readability of the text. Output generated by the tool were carefully reviewed and edited by the authors, who take full responsibility for the content of this article. All substantive intellectual contributions, including conceptualization, analysis, interpretation of data, and final decisions regarding content, arguments, and conclusions, were carried out solely by the authors. The authors take full responsibility for the integrity, originality, and academic quality of this article.

If generative AI was not used:

(Remove this section entirely)

BIBLIOGRAPHIES

The references or bibliography section is a crucial element that reflects the academic quality and scholarly strength of a manuscript. In the *El-Mahara: Jurnal Pendidikan Bahasa dan Sastra Arab*, the reference list is not included in the manuscript's total word count. Therefore, authors must manage the quantity and proportion of references in a balanced, efficient, and non-excessive manner. **The ideal number of references ranges between 25 and 30 sources**, depending on the complexity of the topic and the depth of analysis. **References must be current and relevant, with at least 60% derived from publications within the last 5–10 years, and 80% from nationally accredited journals or reputable international journals.** The remainder may consist of scholarly books, conference proceedings, policy reports, or credible institutional documents.

All citations and references must follow the APA 7th Edition style, and authors are required to use Mendeley or a similar citation management application to ensure consistency and formatting accuracy. Every source listed in the reference list must be cited within the manuscript, and conversely, every in-text citation must appear in the reference list. In-text citations should use parentheses, for example: (Tabrani, 2020) for a single author; (Badarch & Zanabar, 2017) for two authors; and (Tabrani, Walidin, & Idris, 2024) at first mention for three to five authors, followed by (Tabrani et al., 2024) in subsequent mentions. Author names can also be integrated into the narrative, such as "Tabrani (2020)" depending on sentence structure. When quoting directly or citing specific facts, page numbers must be included, e.g., (Badarch & Zanabar, 2017, p. 143). However, paraphrased or indirect citations are generally preferred over direct quotations to maintain a smooth analytical flow throughout the text.

Authors are required to ensure that all citations are valid and complete, and must include the DOI or URL for journal-based entries. Strategic placement of references—particularly in the introduction and discussion sections—is highly encouraged to strengthen the theoretical foundation and clearly demonstrate the article's scholarly contribution. References should not merely serve as technical appendices but must function as argumentative foundations and connectors to the global body of scholarly literature.

Examples of reference entries:

(Type: book, *author* = publisher)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

(Type: *e-book*)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience, and school*.

<https://www.nap.edu/catalog/9853/how-people-learn-brainmind-experience-and-school-expanded-edition>.

(Type: *edited book, two editors or more*)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist Instruction: Success or Failure?* New York, NY: Routledge.

(Type: *book section*)

Idris, S., Tabrani Z.A., Sulaiman, F., & Amsori. (2020). Emerging Perspectives and Trends in Innovative Technology for Quality Education 4.0. In Kusmawan et al. (Eds.). *Assessment of Critical Education Concepts in the Perspective of Islamic Education*. London: Routledge, pp. 66-70.

(Type: *book, in English translated into Indonesian, original title intact*)

Schunk, D. H. (2012). *Learning theories: An educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: *book, Indonesian, not translation, an original title retained*)

Tabrani Z.A. (2017). *Menggugat Logika Nalar Rasionalisme Aristoteles*. Yogyakarta: Mizan.

(Type: *book, one author*)

Tabrani Z.A. (2015). *Persuit Epsitemology of Islamic Studies*. Yogyakarta: Penerbit Ombak.

(Type: *book, two authors*)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: *book, three authors*)

Walidin, W., Idris, S., & Tabrani Z.A. (2015). *Metodologi Penelitian Kualitatif & Grounded Theory*. Banda Aceh: FTK Ar-Raniry Press.

(Type: *journal article, online*)

Tabrani Z.A., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila as the Core Value for Character Building in Islamic Higher Education Institutions. *El-Mahara: Jurnal Pendidikan Bahasa dan Sastra Arab*, 12(2), 565-592. <https://doi.org/10.26811/peuradeun.v12i2.1212>

Mohd Yusoff, M. Z., Hamzah, A., Fajri, I., Tabrani Z.A., & Yusuf, S. M. (2022). The Effect of Spiritual and Social Norm in Moral Judgement. *International Journal of Adolescence and Youth*, 27(1), 555-568. <https://doi.org/10.1080/02673843.2022.2156799>

(Type: *journal article, if the doi doesn't exist, then there must be an article URL*)

Idris, S., Tabrani Z.A., Sulaiman, F., & Murziqin, R. (2020). The Role of KKN Curriculum in Supporting the Development of Education at the LPTK UIN Sunan Kalijaga Yogyakarta. *International Journal of Advanced Science and Technology*, 29(6), 4011-4024. Retrieved from <https://sersc.org/journals/index.php/IJAST/article/view/15765/7958>

(Type: *journal article, three authors*)

Casey, E., Kudeva, R., & Rousson, A. (2018). Institutionalization of Religion in Schools to Intercultural Education. *El-Mahara: Jurnal Pendidikan Bahasa dan Sastra Arab*, 6(1), 85-102. <https://doi.org/10.26811/peuradeun.v6i1.215>

(Type: *journal article, 4 or more authors, all full names written*)

Dalimunthe, S. R., & Yunalidi. (2026). Holistic-based mentoring in Qur'an learning for children in Janji Lobi Padang Lawas. *Nuqhat: Jurnal Pengabdian Pendidikan*, 1(1), 1-14. <https://doi.org/10.68068/njpp.v1i1.262>

(Types: *prosiding*)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or Individually*. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. https://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: document, report: institution, government, organization)

NCTM (National Council of Teachers of Mathematics). (2000). *Principles and Standards for School Mathematics*. Reston, VA: Author.

(Type: document, legal texts, original terms written followed by translation)

Peraturan Presiden RI. No. 8. (2012). *Kerangka Kualifikasi Nasional Indonesia*. [Indonesian National Qualification Framework].

Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi RI. No. 44. (2015). *Standar Nasional Pendidikan Tinggi*. [National Standards of Higher Education].

Appendix

Appendixes are optional and should be included only when they provide supplementary information that is essential for understanding the research but would otherwise disrupt the flow of the main text. Each appendix should be concise, well-organized, and directly relevant to the study. To maintain readability and focus, the appendix should not exceed three pages in length.

TRANSLITERATION

Transliteration of Arabic to Latin refers to the model of the *Library of Congress*.

TRANSLITERATION GUIDELINES

Arabic-Latin transliteration was used in the Jurnal Kajian Khazanah Pesantren based on the *Library of Congress* model;

b	=	ب	dz	=	ذ	t	=	ط	l	=	ل
t	=	ت	r	=	ر	Dh	=	ظ	m	=	م
ts	=	ث	z	=	ز	'	=	ع	n	=	ن
j	=	ج	s	=	س	Gh	=	غ	w	=	و
h	=	ح	sy	=	ش	F	=	ف	h	=	ه
kh	=	خ	sh	=	ص	Q	=	ق	'	=	ء
d	=	د	dl	=	ض	K	=	ك	y	=	ي
Short vowel	a	=	ا	;	I	=	إ	u	=	و	
Long vowel	ā	=	آ	;	ī	=	إِ	ū	=	أُو	
Dipotong	ay	=	أَ	;	Aw	=	أَو				

Note:

1. A word that ends with a *ta marbūṭḥah* (ة) is transliterated with or without “h”; if the word is the first part of a construct phrase, the *ta marbūṭḥah* is transliterated into “t.”
2. An article *alif-lām* (ال) is transliterated into *al-*; if it takes place after a preposition, the article *alif-lām* is transliterated edit *o/-*.
3. A Qur’anic verse is transliterated according to its pronunciation.

Example:

- a. The Arabic word in general:

أهلية = *Abliyyah* atau *abliyya*

سورة البقرة = *Sūrat al-Baqarah*

أهل السنة والجماعة = *Ahl as-sunnah wa l-jamā‘ah*

- b. Qur’anic verses:

يا أيها الناس = *Yā ayyuha ‘n-nās*

ذلك الكتاب لا ريب فيه = *Dhālika l-kitābu lā Raiba fih*