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LITERATURE REVIEW: STRENGTHENING STUDENTS' CHARACTER THROUGH GENERATIVE ARTIFICIAL INTELLIGENCE IN ARABIC LANGUAGE LEARNING (OPPORTUNITIES AND CHALLENGES)

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ABSTRACT

The development of Generative Artificial Intelligence, commonly referred to as GenAI, has brought significant changes to the field of education, including Arabic language learning. This technology offers easy access to information, personalized learning, and enhanced student creativity. However, uncontrolled use of GenAI may also lead to various character related issues, such as low learning independence, increased dependence on technology, and diminished academic integrity. This study aims to analyze the role of GenAI in strengthening students' character in Arabic language learning, identify the character values that can be developed, and examine the opportunities and challenges of its implementation within the context of Islamic education. This study employs a library research method by reviewing various relevant scholarly sources, including journal articles, books, proceedings, and educational policy documents. The data were analyzed using content analysis through a process of data reduction, thematic categorization, interpretation, and conclusion drawing. The findings indicate that the use of GenAI in Arabic language learning has the potential to strengthen various positive character traits among students, including responsibility, academic integrity, critical thinking, creativity, learning independence, discipline, and digital literacy. Such character development can be achieved by positioning GenAI as a learning support tool under teacher supervision and guided by Islamic values. In addition, several challenges were identified, including the risks of plagiarism, technological dependence, the dissemination of inaccurate information, and decreased independent thinking when GenAI is used without adequate guidance. This study is expected to provide both practical and theoretical contributions by expanding the discourse on the integration of artificial intelligence technology and character education in Arabic language learning, which should not only focus on improving linguistic competence but also on developing students' character in accordance with the values of Islamic education.

Keywords: Generative Artificial Intelligence, Character Education, Arabic Language Learning, Students, Islamic Education

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STUDI PUSTAKA: PENGUATAN KARAKTER PESERTA DIDIK MELALUI GENERATIVE ARTIFICIAL INTELLIGENCE DALAM PEMBELAJARAN BAHASA ARAB (PELUANG DAN TANTANGAN)

ABSTRAK

Background: Perkembangan Generative Artificial Intelligence atau biasa disebut GenAI telah membawa perubahan signifikan dalam dunia pendidikan, termasuk pada pembelajaran bahasa Arab. Teknologi ini menawarkan kemudahan akses informasi, personalisasi pembelajaran, serta peningkatan kreativitas peserta didik. Namun di sisi lain, penggunaan GenAI yang tidak terkontrol berpotensi menimbulkan berbagai permasalahan karakter, seperti rendahnya kemandirian belajar, meningkatnya ketergantungan terhadap teknologi, serta berkurangnya integritas akademik. Tujuan penelitian ini adalah untuk menganalisis peran GenAI dalam penguatan karakter peserta didik dalam pembelajaran bahasa Arab, mengidentifikasi nilai-nilai karakter yang dapat dikembangkan, serta mengkaji peluang dan tantangan implementasinya dalam konteks pendidikan Islam. Penelitian ini menggunakan metode studi pustaka atau *library research* dengan menelaah berbagai sumber ilmiah berupa artikel, buku, prosiding, serta dokumen kebijakan pendidikan yang relevan. Data dianalisis menggunakan teknik analisis isi melalui proses reduksi data, kategorisasi tema, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemanfaatan GenAI dalam pembelajaran bahasa Arab berpotensi memperkuat berbagai karakter positif peserta didik, antara lain sikap tanggung jawab, kejujuran akademik, berpikir kritis, kreativitas, kemandirian belajar, disiplin, serta literasi digital. Penguatan karakter tersebut dapat dicapai melalui penggunaan GenAI sebagai alat pendukung pembelajaran yang tetap berada dalam pengawasan guru dan berlandaskan nilai-nilai Islam. Di samping itu, ditemukan beberapa tantangan berupa risiko plagiarisme, ketergantungan teknologi, penyebaran informasi yang tidak akurat, serta menurunnya kemampuan berpikir mandiri apabila penggunaan GenAI tidak disertai pendampingan yang memadai. Penelitian ini diharapkan memiliki kontribusi kebermanfaatan secara praktis dan teoritis dalam memperluas kajian mengenai integrasi teknologi kecerdasan buatan dan pendidikan karakter pada pembelajaran bahasa Arab yang tidak hanya berorientasi pada peningkatan kompetensi kebahasaan, tetapi juga pada pembentukan karakter peserta didik yang selaras dengan nilai-nilai pendidikan Islam.

Kata Kunci: Generative Artificial Intelligence, Pendidikan Karakter, Pembelajaran Bahasa Arab, Peserta Didik, Pendidikan Islam.

A. INTRODUCTION

The development of digital technology has driven significant transformations in the field of education. One of the innovations that has received widespread attention is Generative Artificial Intelligence (GenAI), a form of artificial intelligence technology capable of generating text, images, audio, and other digital content based on user instructions. The emergence of GenAI has brought about a paradigm shift in learning, from a predominantly teacher centered approach toward learning that is more personalized, adaptive, and responsive to students' needs (Luckin, 2018). (UNESCO, 2023) emphasizes that GenAI has significant potential to improve the quality of learning by providing flexible learning resources, personalizing learning materials, and supporting students' thinking processes and creativity. Nevertheless, the implementation of this technology also raises various ethical and pedagogical concerns that require serious attention.

In the educational context, artificial intelligence has developed into one of the most extensively researched areas within Educational Technology (Wayne Holmes, 2019). The use of

Artificial Intelligence in education can support assessment processes, adaptive learning, and academic services, although much of the existing research remains focused on technical aspects and has not sufficiently examined its implications for pedagogical dimensions and students' character development (Zawacki Richter, 2019).

On the other hand, the development of GenAI applications such as ChatGPT has created both new opportunities and challenges in education. (Enkelejda Kasneci, 2023) explain that GenAI can function as a virtual tutor that helps students obtain rapid and personalized feedback. However, inappropriate use may reduce critical thinking abilities, increase dependence on technology, and raise concerns regarding academic integrity. Similar findings have been highlighted by (Yogesh K. Dwivedi, 2023), who emphasize the importance of developing AI literacy and ethical awareness in the use of technology within educational environments.

In Arabic language learning, the use of digital technology has created various opportunities to improve students' language skills. Arabic language learning is not only aimed at developing linguistic competence but also serves as a means of internalizing Islamic values and fostering students' character. Arabic holds a strategic position in Islamic education because it serves as a primary medium for understanding the Qur'an, Hadith, and the broader intellectual heritage of Islam. Therefore, the integration of GenAI into Arabic language learning should not be viewed merely as a technological innovation, but also as an instrument that has the potential to influence students' character development.

Character education itself constitutes an integral part of the objectives of national education. (Lickona, 2012) explains that character education aims to develop individuals who are not only intellectually capable but also possess moral knowing, moral feeling, and moral action. In the context of twenty first century education, character development has become increasingly important amid the growing challenges of globalization, digitalization, and the rapid advancement of information technology.

Although numerous studies have examined the implementation of Artificial Intelligence in education and language learning, research specifically connecting Generative Artificial Intelligence with students' character development in Arabic language learning remains relatively limited. Most previous studies have focused on improving language skills, learning effectiveness, or the technical aspects of AI use. Meanwhile, studies examining the contribution of GenAI to the development of character traits such as honesty, responsibility, independence, critical thinking, and digital literacy in Arabic language learning remain scarce. This situation indicates a research gap that requires further investigation.

Accordingly, this study offers both theoretical and practical contributions. Theoretically, this study enriches the body of knowledge concerning the integration of Generative Artificial Intelligence, Arabic language learning, and character education. Practically, the findings are expected to serve as a reference for teachers, educational institutions, and policymakers in designing the use of Generative Artificial Intelligence in ways that not only focus on improving Arabic language competence but also support students' character development in accordance with the values of Islamic education.

B. METHODS

This study employs a qualitative approach using library research. Library research is a research method that utilizes various literature sources as the primary sources of data to obtain an in depth understanding of a particular phenomenon or concept (Zed, 2014). This approach was selected because the study focuses on analyzing concepts, empirical findings, and the development of research concerning the use of Generative Artificial Intelligence (GenAI) in Arabic language learning and its implications for strengthening students' character.

The data sources consist of primary and secondary sources. Primary sources include scholarly articles discussing Generative Artificial Intelligence, Artificial Intelligence in Education (AIED), Arabic language learning, character education, and Islamic education.

Meanwhile, secondary sources include academic books, conference proceedings, educational policy documents, and publications from relevant national and international institutions (Snyder, 2019). The research was conducted independently over a period of two weeks, from July 29, 2026, to August 12, 2026.

Data collection was conducted through a literature search across various academic databases, including Google Scholar, Scopus, ScienceDirect, SpringerLink, Taylor & Francis Online, and other relevant scholarly databases. The selected literature was determined based on its relevance to the research topic, publication quality, and contribution to the subject under investigation (Yu Xiao & Watson, 2017).

Data analysis was conducted using content analysis as proposed by (Krippendorff, 2018), which refers to a systematic process of analyzing the content of documents to identify particular patterns, themes, and meanings. The stages of analysis included literature collection, data reduction, thematic categorization, interpretation of findings, synthesis of research findings, and conclusion drawing (Matthew B. Miles, 2014). Through this process, various findings concerning the opportunities, challenges, and implications of GenAI use in Arabic language learning were analyzed comprehensively.

Data validity was strengthened through source triangulation by comparing findings from various studies with similar research focuses and evaluating the credibility of the sources used (Bowen, 2009). In addition, this study adhered to academic ethical principles, including scientific integrity, objectivity, and respect for intellectual property rights through the accurate acknowledgment and citation of sources in accordance with academic citation standards (Creswell & Creswell, 2018).

Through these procedures, this study is expected to produce a comprehensive conceptual synthesis of the use of Generative Artificial Intelligence in Arabic language learning and its contribution to strengthening students' character.

C. RESULTS

Based on the review and synthesis of various literature on Generative Artificial Intelligence (GenAI), character education, and Arabic language learning, three main findings were identified in relation to the research objectives: (1) the role of GenAI in strengthening students' character in Arabic language learning, (2) the character values that can be developed through the use of GenAI, and (3) the opportunities and challenges of implementing GenAI in Arabic language learning.

1. The Role of Generative Artificial Intelligence in Strengthening Students' Character in Arabic Language Learning

The findings indicate that Generative Artificial Intelligence has considerable potential to support Arabic language learning while simultaneously serving as a means of strengthening students' character. Various studies suggest that GenAI functions not only as an academic support tool but also as a learning medium capable of fostering positive learning habits when used appropriately and responsibly.

In Arabic language learning, GenAI can be utilized to help students understand vocabulary (mufradat), construct sentences, develop dialogues (hiwar), translate texts, complete grammar exercises (qawa'id), and develop writing skills (kitabah). These capabilities make GenAI a flexible and easily accessible learning resource that can be utilized anytime according to students' learning needs.

Based on the literature analyzed, the use of GenAI can encourage students to become actively engaged in the learning process. Students are no longer merely recipients of information from teachers but can also interact with technology to seek information, ask questions, and explore various learning resources. This learning pattern reflects a shift from teacher centered learning toward student centered learning, providing students with greater opportunities to develop learning independence and responsibility.

Furthermore, GenAI plays a role in strengthening students' reflective abilities. Through rapid feedback, students can evaluate their mistakes, improve their understanding, and enhance the quality of their learning outcomes. This condition indicates that GenAI can serve as a means of fostering a more active, critical, and self development oriented learning culture.

The findings also indicate that the effectiveness of GenAI in strengthening character is strongly influenced by the teacher's role. Various studies emphasize that technology cannot replace educators' role as guides in value formation. Therefore, the use of GenAI needs to be integrated with learning strategies that emphasize moral, ethical, and responsible dimensions, ensuring that technology functions as a supporting tool rather than a substitute for the character education process.

2. Character Values That Can Be Developed Through the Use of GenAI in Arabic Language Learning

Based on the synthesis of the literature, several character values were identified as having the potential to be developed through the use of GenAI in Arabic language learning.

a. Learning Independence

Independence is one of the most frequently identified character traits in studies concerning the use of digital technology. GenAI enables students to learn independently by providing access to learning materials, exercises, and feedback without having to wait for explanations from teachers. The ability to manage the learning process independently is an important indicator in developing lifelong learning characteristics.

b. Responsibility

The use of GenAI requires students to take responsibility for how they use the technology available to them. Students are expected to use AI according to their learning needs, utilize information wisely, and complete assignments based on their own understanding. Responsibility is particularly important because the convenience provided by technology can be misused when it is not accompanied by ethical awareness.

c. Critical Thinking

The findings indicate that critical thinking is one of the most relevant character competencies in the GenAI era. Information generated by AI is not always correct or accurate; therefore, students need to verify the answers they receive. Activities such as comparing sources, verifying information, and evaluating the validity of responses can encourage the development of critical thinking skills.

d. Creativity

Various studies indicate that GenAI can assist students in generating new ideas, developing stories in Arabic, creating dialogues, and designing innovative learning projects. Using technology as a means of exploring ideas provides students with opportunities to develop creativity throughout the learning process.

e. Academic Integrity

Academic integrity is a crucial character value in the use of GenAI. The findings indicate that students need to understand that AI should be used as a learning support tool rather than as a means of obtaining instant answers without understanding the learning material. Therefore, digital ethics and academic integrity education are integral components of implementing GenAI in Arabic language learning.

f. Discipline

The use of GenAI is also associated with students' ability to manage their time and organize their learning activities. Students who are able to use technology proportionally and appropriately demonstrate stronger disciplinary habits than those who use technology without adequate control.

g. Digital Literacy

Digital literacy is a character related competency that develops alongside the use of artificial intelligence based technologies. Students are required to understand how the technology works, recognize the risks associated with digital information, and use technology safely and responsibly. Thus, the use of GenAI not only enhances Arabic language skills but also strengthens students' readiness to navigate the digital era.

3. Opportunities for Implementing GenAI in Arabic Language Learning

The findings reveal several opportunities that can be utilized in implementing GenAI in Arabic language learning. First, GenAI enables personalized learning. Students can obtain learning materials and exercises that correspond to their individual levels of competence, making the learning process more effective. Second, GenAI can increase learning motivation. The interactive features offered by this technology can provide a more engaging learning experience compared with conventional learning methods. Third, GenAI expands access to Arabic language learning resources. Students can obtain various references, conversation examples, grammar exercises, and other language learning materials quickly and easily. Fourth, GenAI supports the development of twenty first century skills, including critical thinking, creativity, communication, collaboration, and digital literacy. These skills represent essential competencies that students need to face technological developments and the future world of work. Fifth, GenAI can assist teachers in designing more innovative learning experiences. Teachers can utilize AI to develop teaching materials, create practice questions, design learning media, and provide faster feedback to students.

4. Challenges of Implementing GenAI in Arabic Language Learning

Despite the various opportunities available, the literature review also identified several challenges that require attention. The first challenge is dependence on technology. The convenience provided by GenAI may lead students to become overly dependent on technology, thereby reducing their ability to think independently and solve problems. The second challenge is the decline in academic integrity. Several studies indicate that students may use AI to complete assignments without adequately understanding the learning material. This condition may potentially lead to plagiarism and academic dishonesty. The third challenge concerns information accuracy. Although GenAI is capable of generating responses quickly, it does not always provide accurate information. Therefore, students need to develop the ability to verify and critically evaluate the information they obtain. The fourth challenge is unequal access to technology. Not all educational institutions have adequate digital facilities to support the optimal implementation of GenAI. The fifth challenge concerns teacher readiness. The findings indicate that the successful implementation of GenAI is strongly influenced by teachers' competence in utilizing technology pedagogically and ethically. Teachers who lack adequate AI literacy may experience difficulties in integrating the technology effectively into the learning process.

Overall, the findings demonstrate that Generative Artificial Intelligence has considerable potential to support students' character development in Arabic language learning. However, successful implementation requires a balance between technological utilization, teacher guidance, character value reinforcement, and appropriate digital ethics. In this way, educational objectives can extend beyond technological proficiency toward the development of students who are characterized by integrity, responsibility, independence, and strong moral values.

D. DISCUSSION

1. The Role of Generative Artificial Intelligence in Strengthening Students' Character in Arabic Language Learning

The findings show that Generative Artificial Intelligence has a potential role in strengthening students' character through Arabic language learning, particularly when the technology is used to encourage students to engage in exploration, reflection, evaluation, and independent decision making. These findings indicate that the contribution of GenAI to

character development is not direct but occurs through learning activities designed by teachers. In other words, GenAI provides a learning space and stimulus, while the pedagogical process determines whether this space results in character development or, conversely, technological dependence.

This interpretation is in line with the findings of (Sardi, 2025), who, through a systematic review, showed that GenAI is related to the development of self regulated learning and critical thinking. GenAI can provide support for independent learning processes, but these benefits are strongly influenced by how students use it. Reflective use can help students regulate their learning processes, whereas excessive dependence on AI may reduce students' cognitive engagement.

These findings are further supported by (Susanto, 2026), who found that GenAI literacy is significantly associated with academic integrity, mindful learning engagement, and critical thinking. This study shows that AI literacy should not only be understood as the technical ability to operate technology but also includes ethical and reflective competencies. Therefore, in Arabic language learning, students' ability to use GenAI needs to be accompanied by the ability to question, verify, and take responsibility for information generated by the technology.

Another perspective is provided by (Alier, 2024), who views GenAI as a technology capable of transforming learning practices in a disruptive manner. This transformation requires educational institutions not merely to introduce AI as a new tool but to develop pedagogical approaches capable of integrating technology with educational objectives. This reinforces the interpretation that character development through GenAI depends on learning design and not merely on the presence of technology.

In Arabic language learning, the implication is that GenAI can be directed as a means of training students to engage in a more active learning process. For example, students can use AI to obtain examples of Arabic dialogues and then be asked to identify errors, compare the AI-generated results with textbooks, correct language structures, and explain the reasons for their corrections. Such a pattern changes students' position from recipients of answers to evaluators and developers of knowledge. Thus, the characteristics of independence, responsibility, and critical thinking can develop through learning activities that utilize GenAI.

This finding is important because it broadens the perspective on the function of technology in Arabic language learning. GenAI is not only positioned as a tool for generating materials or accelerating task completion but also as a stimulus for developing a reflective learning process. For Arabic language education, this approach enables linguistic competence and character development to be developed simultaneously.

Nevertheless, the relationship between GenAI and character development cannot yet be viewed as a causal relationship. Some of the available literature still focuses on self-regulated learning, critical thinking, AI literacy, and academic integrity rather than specifically on character education in Arabic language learning. Therefore, these findings remain conceptual and require empirical testing among Arabic language learners.

2. Character Values That Can Be Developed through the Use of Generative AI

The findings identified several character traits that have the potential to be strengthened through the use of GenAI, namely independence, responsibility, critical thinking, creativity, academic honesty, discipline, and digital literacy. When interpreted more deeply, these characteristics can be grouped into three dimensions: learning character, intellectual character, and ethical character.

In the dimension of learning character, GenAI can support independence and the ability to regulate the learning process. (Sardi, 2025) demonstrated through a systematic review that GenAI has the potential to support self-regulated learning. This means that students can use technology to assist in planning, monitoring, and evaluating their learning processes. However, self-regulation can only be developed when students remain in control of the learning process and do not delegate all cognitive activities to AI.

In the dimension of intellectual character, critical thinking skills are highly important. (Premkumar, 2024), through a systematic review of research on GenAI and critical thinking, found that some studies demonstrated benefits of GenAI for critical thinking skills, but the research findings were not entirely consistent and methodological limitations remained, making the findings difficult to generalize broadly.

These findings provide important implications for Arabic language learning. Students should not only be asked to use AI to translate or generate Arabic texts but should also be given tasks requiring them to evaluate the generated results. For example, teachers can provide Arabic texts generated by AI and ask students to identify errors in mufradat, nahwu, sharaf, or contextual usage. Such activities make AI errors objects of learning while simultaneously serving as a means of developing critical thinking.

In the dimension of ethical character, AI literacy has an important position. (Susanto, 2026) showed that generative AI literacy is associated with academic integrity and critical thinking. This finding indicates that responsible AI use requires a combination of technical skills, ethical awareness, and reflective abilities.

In the context of Arabic language learning, academic honesty can be implemented through transparency in AI use. Students need to understand that using AI to search for ideas, obtain examples, or receive feedback is different from completely handing over their work to AI. This distinction is important because character education does not only assess the final product but also the process undertaken by students in producing that product.

The findings also show that creativity needs to be positioned carefully in the use of GenAI. AI can provide various alternative ideas, but students' creativity should remain visible through their ability to develop, modify, and generate ideas based on their own understanding. Thus, the use of GenAI should expand the space for creativity rather than replace it.

The identification of these character traits provides an important contribution to the development of technology based Arabic language learning. Teachers can use character values as indicators of successful GenAI use rather than merely using answer accuracy or improved grades as measures of success. Thus, learning evaluation can include questions such as whether students become more independent, critical, creative, honest, and responsible after using the technology.

The main limitation of this finding is the absence of empirical consensus that GenAI directly improves all of these character traits. In fact, systematic review research shows that the impact of GenAI on critical thinking remains varied. Therefore, the character traits identified in this study are more appropriately referred to as values that have the potential to be strengthened rather than characteristics that are automatically formed through the use of GenAI.

3. Opportunities and Challenges of Implementing Generative AI in Arabic Language Learning

The findings show a balance between the opportunities and challenges of implementing GenAI in Arabic language learning. The opportunities identified include learning personalization, access to learning resources, support for language practice, development of thinking skills, and enhancement of technological literacy. Meanwhile, the challenges include dependence on AI, academic integrity issues, inaccurate information, unequal access, and educator readiness.

(Wang, 2024), through a systematic review of empirical research on the effectiveness of GenAI in education, found that most of the studies analyzed showed positive impacts on learning outcomes, particularly through personalization and the provision of feedback. However, the study also showed that excessive dependence on GenAI can create problems for critical thinking and creativity.

These findings have direct relevance to Arabic language learning. GenAI can provide exercises adapted to students' abilities and offer various forms of language examples. However, if students only ask AI to generate answers, the opportunity for personalized learning can turn

into dependence. Therefore, the benefits of GenAI are largely determined by the learning design provided by teachers.

Research by (Johnston, 2024) involving 2,555 university students also showed that students have different views regarding the use of various types of GenAI. Most respondents were aware of or had used the technology for academic purposes, but there were differences in their acceptance of AI as a supporting tool compared with using AI to generate an entire assignment. This finding indicates students' awareness of the ethical boundaries of GenAI use.

In Arabic language learning, these findings can be translated into a distinction between AI assisted learning and AI dependent learning. In AI assisted learning, students continue to engage in the thinking process and use AI as a support tool. Conversely, in AI dependent learning, students delegate most of their thinking and task production to AI. This distinction is an important point in determining whether GenAI becomes an educational opportunity or instead becomes an obstacle.

Specifically in Arabic language learning, (Simon, 2024) shows that Generative AI has prospects for providing more personalized learning experiences, interactive materials, and communication support. This study also emphasizes the importance of AI literacy for educators, students, and the educational environment. This reinforces the research finding that the opportunities offered by GenAI in Arabic language learning depend greatly on user readiness and the pedagogical environment.

Based on this synthesis, the implementation of GenAI is not appropriate if it only uses an approach of "allowed" or "not allowed." A more relevant approach is purposeful use based on learning objectives. Teachers need to determine when AI may be used, for what purposes, which parts must be completed independently, and how students should take responsibility for their use of AI.

This finding provides practical implications for Arabic language teachers. The implementation of GenAI needs to be accompanied by AI literacy, rules for use, appropriate assessment design, and activities that continue to require students to produce their own thinking. Teachers also need to develop forms of assessment that focus not only on the final product but also on the process, reasoning, reflection, and students' ability to explain their work.

A challenge that needs to be considered is the rapid development of GenAI technology. AI models and capabilities continue to change, meaning that findings obtained from one platform may not necessarily be fully applicable to other platforms. In addition, most GenAI research has still been conducted in higher education contexts, so its application to school or madrasah level students, particularly in Arabic language learning, requires further research.

E. CONCLUSIONS

Based on the results of the literature review and discussion concerning character development among students through Generative Artificial Intelligence (GenAI) in Arabic language learning, it can be concluded that GenAI has strategic potential as a supporting learning instrument that is oriented not only toward the development of language competence but can also be directed toward students' character development. However, character development does not occur automatically through the use of technology. Character is developed through learning processes that are pedagogically designed, reflective, ethical, and supported by teacher guidance.

GenAI functions as a pedagogical medium that can create learning experiences that encourage independence, responsibility, reflection, and critical thinking. In Arabic language learning, GenAI can be used to support vocabulary practice, conversations, grammar, reading, writing, translation, and feedback. Nevertheless, the role of GenAI remains facilitative because teachers have an important position in determining learning objectives, activities, boundaries for technology use, and the values that are intended to be internalized by students.

The character values that have the potential to be strengthened through the use of GenAI include independence, responsibility, critical thinking, creativity, academic honesty, discipline, and digital literacy. These values can develop when students do not merely accept AI generated outputs but are actively involved in examining, comparing, correcting, developing, and taking responsibility for the information they obtain. Thus, the use of GenAI needs to be directed from merely completing AI assisted tasks toward a learning process that promotes critical and reflective learning.

The implementation of GenAI in Arabic language learning offers opportunities in the form of learning personalization, expanded access to learning resources, provision of feedback, enhancement of creativity, and development of digital literacy. On the other hand, it also presents challenges, including technological dependence, information inaccuracies, misuse of AI, academic integrity issues, unequal access to technology, and the readiness of teachers and students. Therefore, the implementation of GenAI requires an approach that places humans at the center of learning (human centered learning), with teachers serving as pedagogical guides and students as the primary actors in the learning process.

Theoretically, this study contributes by bringing together three domains that have generally been studied separately, namely Generative Artificial Intelligence, Arabic language learning, and character education. This study proposes that character is not shaped by AI itself but through the way students use AI in the learning process. Thus, the educational value of GenAI is largely determined by the design of learning activities, the quality of teacher guidance, and the integration of character values within the learning process.

Practically, the findings of this study provide implications for Arabic language teachers not to view GenAI merely as a tool for accelerating task completion but as a medium that can be used to design learning activities that encourage students to think critically, independently, creatively, honestly, and responsibly. Educational institutions also need to develop AI literacy and clear guidelines for technology use to ensure that the utilization of GenAI remains within appropriate academic and ethical boundaries.

This study has limitations because it employs a literature review approach, meaning that the findings represent a conceptual synthesis of previous research and do not directly examine changes in students' character through the use of GenAI. In addition, the rapid development of GenAI technology means that the findings of this review need to be continuously updated as new models, features, and policies emerge. Therefore, future research should conduct empirical investigations, whether through case studies, classroom action research, or mixed methods approaches, to directly examine how the use of GenAI in Arabic language learning influences students' character development across different educational contexts.

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G. CONFLICTS OF INTEREST

The authors declare that they have no conflict of interest.

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