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Utilizing Suno.Ai Technology to Enhance Arabic Listening Skills in Foreign Language Education

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Abstract:
This study explores using Suno.Ai, an AI-powered platform, to teach *maharah istima'* (listening comprehension) at Thursina International Islamic Boarding School (*IIBS*). While previous research on digital media has focused mainly on English instruction, few studies have explored the use of AI in Arabic listening education, particularly within Islamic boarding schools. This research addresses that gap by analyzing how Suno.Ai supports Arabic vocabulary acquisition and student engagement. This study employs a qualitative case study design; data were collected through classroom observations and teacher-student interviews and then analyzed thematically and interpretively. Findings show that Suno.Ai enhances students' motivation and comprehension with adequate facilities and teacher guidance, although challenges like internet instability and low digital literacy persist. The novelty of this study lies in its contextual application of AI tools in Arabic language pedagogy. It contributes theoretically by expanding discourse on AI in language learning and offering insights into AI's effective integration in Arabic listening instruction.

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Introduction

The advancement of technology in the digital era has significantly transformed various aspects of life, including education. Integrating digital media into learning processes has become essential, particularly in supporting more effective and relevant teaching methods. One critical skill in Arabic language education is *maharah istima'* (listening comprehension), which requires students to effectively understand spoken language, including variations in pronunciation and intonation. However, many students struggle to develop this skill due to the limitations of conventional teaching methods, which are often neither engaging nor interactive (Albantani, 2018; Nestia et. al., 2025). Suno.Ai, an artificial intelligence (AI)-based application, offers an innovative solution to enhance students' listening skills. By providing interactive and flexible audio content tailored to educational needs, Suno.Ai aligns with current trends in digital

learning. The platform is designed to address the challenges in teaching *maharah istima'* by increasing student engagement and motivation through technology-driven instructional methods (Sulfikar & Fawzani, 2023; Rohmat et. al., 2025). Moreover, the platform's accessibility and diverse range of content enable students to explore the Arabic language more comprehensively.

The primary challenge in teaching *maharah istima'* lies in the lack of student motivation and active engagement during the learning process. Traditional teaching methods often rely on one-way instruction, in which students passively receive information. As a result, students frequently struggle to comprehend Arabic audio materials and face difficulties in recognizing intonation patterns and linguistic nuances within real-world communication contexts (Fauziah, 2024). To address these challenges, it is essential to implement technology-based solutions that make learning more interactive and responsive to students' needs. Suno.Ai provides a personalized learning experience through AI algorithms, enabling students to learn at their own pace and according to their preferences. Moreover, the platform offers access to various audio content, such as Arabic songs, which can capture students' interest and enrich their learning experience. Previous studies have demonstrated that integrating technology into language education holds significant potential for enhancing students' skills. Interactive media, including audio-based learning applications, have increased student motivation and engagement (Sulfikar & Fawzani, 2023). With features that allow repeated listening and direct interaction with the content, Suno.Ai offers learners valuable opportunities to grasp subtle aspects of the Arabic language, including variations in intonation and accent.

Research indicates that student engagement in educational settings is crucial for improving learning outcomes. Traditional lecture-based approaches often result in passive learning experiences, hindering active engagement with complex material (Bland, 2025). Platforms like Suno.Ai address this issue by fostering a more dynamic and contextualized learning environment where students can interact with language in practical, relatable contexts. This approach aligns with Bland's findings, which highlight the importance of engagement for enhancing motivation and promoting deeper understanding (Bland, 2025). Moreover, students' perceptions of AI-based educational tools suggest that these resources can boost their confidence and competence across various aspects of daily life, thereby reinforcing the benefits of contextual learning (Sánchez, 2024).

Several studies underscore the potential of digital media to enhance language acquisition by offering diverse and flexible learning resources. Contextual learning, in particular, is supported by platforms such as Suno.Ai, which provide materials aligned with real-life communicative scenarios, thereby strengthening students' linguistic competence (Naser, 2022). However, despite Generation Z's familiarity with digital devices, research indicates that many students still need guidance in effectively using educational technologies for academic purposes (Faiz, 2024; Jamil & Agung, 2022). Therefore, educators play a critical role in guiding and managing technology integration. Teachers must curate appropriate audio content, assist students in its practical use, and implement pedagogical strategies that optimize learning outcomes.

This study aims to examine the implementation of *Suno.Ai* in teaching *maharah istima'* at IIBS Thursina and identify the supporting and inhibiting factors affecting its application. The novelty of this research lies in its focus on the use of AI-based applications in the context of Arabic language learning, a topic that has not been extensively explored. Moreover, this study

offers insights into how technology can be effectively integrated into *maharah istima'* curricula to enhance students' listening competencies. The scope of this research includes students at IIBS Thursina learning Arabic listening skills using *Suno.Ai*. The study materials consist of *mufrodat* (vocabulary) presented through Arabic songs. This research focuses exclusively on listening skills and does not address other language competencies such as speaking, reading, or writing. The findings are expected to make a meaningful contribution to developing technology-enhanced *maharah istima'* teaching methods in residential schools and enrich the existing body of literature.

Method

This study utilized the Suno.Ai platform to facilitate *the learning of maharah istima* (*listening comprehension*) at Thursina International Islamic Boarding School (IIBS). Suno.Ai is an artificial intelligence (AI)--based application that provides interactive Arabic audio content. The decision to focus on this specific phenomenon was driven by the growing relevance of artificial intelligence in language education, particularly within non-Western and Arabic language contexts, where empirical research remains limited. The study involved Arabic language teachers at Thursina IIBS who had integrated Suno.Ai into their instruction. Participants included both teachers and students actively engaged in Arabic language learning through the platform. The research focused on classes teaching *mufradat* (*vocabulary*) using audio-based content, including Arabic songs. The researcher conducted direct classroom observations and in-depth interviews with teachers as key informants to gain contextual insights into the implementation of Suno.Ai within the *maharah istima'* curriculum. The data collected from these observations and interviews were systematically organized for further analysis (Firdaus et al., 2023).

A case study design was employed to explore the use of Suno.Ai in *maharah istima'* (listening skills) learning. The data collection techniques included semi-structured interviews and participant observation. Teachers were interviewed, focusing on their experiences integrating Suno.Ai into their teaching practices. Observations were conducted during lessons to capture real-time interactions between students and teachers using Suno.Ai. The collected data were presented narratively and supplemented with tables to clarify how the media was applied in the classroom (Dwiatmaja, 2024). The study measured Suno.Ai's effectiveness in improving students' listening skills and identified the supporting and inhibiting factors in its use. Based on classroom observations and teacher interviews, the following aspects were analyzed: Student engagement: student involvement in lessons using Suno.Ai; Students' ability to understand and recall *mufrodat* (vocabulary); and Students' ability to identify various Arabic intonations and accents. In addition, the study identified both technical and pedagogical challenges teachers and students faced while using this digital tool (Utaminingsih, 2023).

This study's use of qualitative methods yielded rich, contextual insights into the key factors that either facilitate or impede the integration of technology in Arabic language education. By centering the research within the specific context of a boarding school, the study uncovered practical, experience-based perspectives on the effective incorporation of AI-driven educational platforms like *Suno.Ai* into the language learning process. The findings highlight the importance of adapting digital tools to suit educational environments with unique social and institutional dynamics. Moreover, this research contributes meaningfully to the ongoing academic dialogue surrounding digital learning in language education. It also offers applicable,

real-world strategies for educators seeking to improve Arabic instruction through technological innovation. Overall, the study bridges the gap between theory and practice, providing scholarly value and actionable insights for curriculum designers, teachers, and policymakers interested in leveraging technology to enhance Arabic language acquisition.

Results and Discussion

Result

Implementation and Steps to Create Songs Using Suno.Ai for *Mahārah Istimāʿ* Learning

The study revealed that integrating Suno.Ai into *mahārah istimāʿ* (listening comprehension) instruction at Thursina International Islamic Boarding School (IIBS) enhanced teaching effectiveness and student motivation. The learning process followed a structured sequence: greetings, a well-being check, and a collective prayer to foster a positive and focused atmosphere. Teachers then outlined the lesson objectives to provide clear direction. This was followed by a *murājaʿah* (review) of the previous material to reinforce understanding. The core content was delivered through a PowerPoint presentation integrated with Suno.Ai, enabling students to engage with Arabic songs that included targeted *mufradāt* (vocabulary). This approach supported vocabulary retention and exposed students to various intonations and accents in authentic contexts. Students were assigned tasks such as singing or answering related comprehension questions to reinforce the learning outcomes. Each session concluded with teacher feedback and motivational remarks aimed at consolidating learning and maintaining student engagement.

Table 1: Learning Steps for *Maharah Istima'* with Suno.Ai at Thursina IIBS

Step	Activity	Description
1	Opening	The session begins with greetings, a well-being check, and a collective prayer to create a conducive learning atmosphere.
2	Communicating Learning Objectives	The teacher outlines the focus and goals of the lesson to direct students' attention.
3	Reflection (*Muroja'ah*)	A review of previous materials is conducted to reinforce prior learning.
4	Material Delivery	Core content is delivered using PowerPoint slides integrated with Suno.Ai audio content, particularly Arabic songs that contain target *mufrodat*.
5	Student Assignment	Students either sing the learned songs or respond to related oral/written questions to apply and assess their understanding.
6	Closing	The teacher provides motivational feedback, summarizes key points, and encourages learners for the next session.

The structured learning sequence effectively facilitated student engagement across the listening, practice, and application stages. This finding supports Pujiono (2021), who emphasizes that interactive audio-based instruction enhances motivation and involvement. Integrating songs as learning media also reinforces Haikal & Syofyan, (2021) view that music improves memory retention. *Suno.Ai* enhanced vocabulary acquisition and improved students' recognition of Arabic intonation and accent patterns. Zayuda, (2023) noted that the platform's diverse audio content—such as songs and dialogues—enabled learners to contextualize language use beyond mere memorization. Teachers at *IIBS* observed heightened student

enthusiasm and attention, attributing this to the music-based, flexible format of *Suno.Ai*, which accommodated individual learning speeds, especially for those who required more time (Kartono, 2021).. Furthermore, the platform supported independent learning by repeatedly allowing students to access materials outside the classroom. This aligns with Haikal & Syofyan, (2021) emphasis on repetition and continuous practice in effective language acquisition.

The study emphasizes the necessity of reliable infrastructure to ensure the seamless integration of AI-based tools such as *Suno.Ai*. Adequate internet connectivity and appropriate digital content are essential for aligning instruction with learners' needs. Schools must also actively promote collaborative activities—such as group discussions and musical performances—to enhance comprehension and engagement (Yuliza, 2023). The implementation of *Suno.Ai* at IIBS demonstrates how AI can improve listening comprehension through structured delivery and multimedia integration. Students reported increased motivation and greater vocabulary acquisition. Nevertheless, persistent challenges—particularly technical issues and limited familiarity with the platform—must be addressed to optimize outcomes. Investment in infrastructure and continuous professional development for teachers is essential to fully realizing the benefits. *Suno.Ai* can serve as a model for innovative language instruction, offering a flexible, creative, and practical learning experience if these conditions are met. The findings provide valuable guidance for schools implementing similar technology-enhanced pedagogical approaches.

Transforming texts into songs using *Suno.Ai* offers an engaging method for teaching Arabic listening skills. The process begins by selecting key vocabulary—such as "الأمور," "حفظ," and "التنوع"—to embed within lyrics that reflect the lesson content. Using the *Suno.Ai* API, these texts are converted into songs, with Arabic pop music selected to align with students' preferences. The genre's rhythm and appeal enhance motivation and support memorization. *Suno.Ai* automates melody composition, lyric synchronization, and instrumental arrangement, enabling efficient audio production. While the duration of production varies depending on text complexity, the platform allows for quick iterations and user modifications, such as adjusting lyrics or instrumentation for clarity and musical harmony. This creative process diversifies instructional media and personalizes the learning experience. Educators can reinforce vocabulary acquisition by integrating familiar content with AI-generated music while maintaining student interest and reducing monotony in traditional memorization tasks.

Beyond content creation, Suno.Ai also supports the development of listening skills by embedding vocabulary within melodic structures that enhance retention and contextual understanding. Exposure to diverse rhythms, intonations, and pronunciations trains students to recognize authentic Arabic sounds—an essential component of *maharah istimāʿ* (listening skills). Teachers have observed increased student engagement and creativity as learners participate in songwriting, enhancing linguistic and musical awareness. This process also fosters learner autonomy, encouraging active participation and deeper cognitive engagement. Instead of passively consuming content, students interact with the language meaningfully, promoting sustained attention and a sense of ownership in their learning. This aligns with the pedagogical principle that multimodal learning—integrating language, sound, and rhythm—enhances memory retention and comprehension. As a result, Suno.Ai enriches Arabic listening instruction and fosters a dynamic, student-centered environment that promotes creativity, motivation, and personalized learning pathways.

Table 2. Steps to Transform Text into Songs Using Suno.Ai

Step	Process	Description
1	Preparing Lyric Text	Keywords relevant to Arabic learning topics (e.g., "الأمور", "حفظ", "التنوع") are selected to structure song lyrics.

2	Platform Selection	The Suno.Ai API is chosen as the primary tool to convert prepared text into musical audio.
3	Choosing a Music Genre	Arabic pop genre is selected to enhance student engagement through familiar and appealing rhythms.
4	Song Production	Suno.Ai generates melodies, arranges music, and synchronizes lyrics.
5	Listening and editing	The song is reviewed; necessary adjustments to lyrics or instrumentation are made to ensure alignment with learning objectives.

This research's findings align with previous studies that highlight the importance of creative media in language learning. Miftah, (2022) and Puspita, (2024) assert that interactive audio content, such as songs, enhances students' motivation and ability to comprehend foreign languages. This research is also consistent with the work of Asiah et al., (2022), who demonstrate that AI-based digital media provides adaptive learning experiences by tailoring content to students' needs and preferences. In contrast to conventional methods, Suno.Ai offers more flexibility in the learning process. Instead of traditionally memorizing vocabulary, students can absorb and retain words through songs, as Haikal & Syofyan, (2021) recommended. Music in language education has been shown to enhance students' understanding of intonation and word meaning (Yuliza, 2023). Suno.Ai further enriches this process by offering appealing melodies and precise lyric synchronization.

Despite its benefits, some technical challenges arise in the use of *Suno.Ai*. Teachers and students occasionally encounter difficulties navigating the platform, particularly when adjusting the song's tempo or changing musical instruments. This aligns with the findings of Pakihun et al., (2021), who identified that technical issues often hinder the effective use of educational technology. As such, adequate technical support is crucial to ensure the successful implementation of this tool. The use of *Suno.Ai* in teaching *maharah istima'* (listening skills) offers both practical and scholarly contributions to language teaching methodologies. From a scientific perspective, this study reinforces that AI-based technologies can effectively enhance language skills—primarily through creative approaches such as music. Integrating Arabic texts with music aids in vocabulary retention and enhances students' comprehension of language in context. These findings are consistent with existing literature emphasizing the importance of varied methods in language education (Miftah, 2022; Puspita, 2024).

Practically, this study provides educators with a comprehensive guide for designing innovative and engaging lessons. By utilizing *Suno.Ai*, teachers can create learning experiences that are both effective and enjoyable. Integrating Arabic pop music introduces a new dimension to language instruction, making learning more relevant to students' interests and preferences. Furthermore, this method organically enhances students' listening skills, positively influencing their ability to communicate in Arabic. To ensure sustainable and effective implementation, schools and teachers must receive proper training in using *Suno.Ai*. As Kardika et al., (2022) noted, technical support and training are essential for teachers to leverage new technologies' benefits fully. With appropriate guidance, teachers can overcome potential technical challenges and create a supportive learning environment for students. In conclusion, using *Suno.Ai* in teaching *maharah istimā'* (listening skills) not only improves students' auditory comprehension but also enriches their overall learning experience. This approach can serve as a model for other educational institutions aiming to adopt creative and technology-based language teaching strategies.

Supporting and Inhibiting Factors

This study demonstrates that the implementation of Suno.Ai in teaching *maharah istima'* (listening skills) at Thursina IIBS is supported by several key factors. One of the primary factors is the strong backing from the principal and school management. This institutional

support ensures that AI-based technology, such as Suno.Ai, is smoothly integrated into the curriculum. The principal grants permission for its use and ensures that teachers and staff receive sufficient training to use this technology effectively. Additionally, the school management actively oversees the implementation of Suno.Ai, guiding and ensuring its optimal utilization in achieving educational objectives. Another essential factor is the availability of modern infrastructure that supports access to and use of this technology. Thursina IIBS is equipped with educational tools such as laptops, projectors, and a stable internet connection, allowing teachers and students to access Suno.Ai with ease. In today's digital era, access to technology plays a critical role in the success of media-based education.

The findings confirm that managerial support and adequate infrastructure are crucial for effectively implementing Suno.Ai in language learning. This aligns with Aini, (2021), who emphasizes the importance of technological access—including internet connectivity and devices—in supporting online education. At Thursina IIBS, access to modern tools enables students to engage independently with Suno.Ai, reinforcing Kartono's (2021) argument that educational technology must be easily accessible to optimize learning outcomes. Interactivity also plays a vital role; Hamidah & Marsiah, (2020) note that engaging media significantly enhances student motivation. Suno.Ai's interactive features, including varied audio content, expose learners to diverse Arabic accents and intonations, transforming it from a passive tool into an active learning platform (Azhari, 2023). The platform's content diversity—*nasheeds* (songs), dialogues, and lectures—supports sustained learner engagement (Zayuda, 2023). As highlighted by Rufi'ah, (2024), teacher support remains essential, ensuring that students receive appropriate guidance and feedback to navigate and benefit from the technology effectively.

Student motivation and autonomy are critical aspects of successful technology integration. With unrestricted access to audio content and integrated evaluation features, students can learn at their own pace and according to their learning styles. This aligns with the findings of Gampu et al., (2022), who emphasize that motivation and autonomy are key factors in the success of technology-based learning. By incorporating teacher feedback, students can gradually and continuously improve their listening skills (Putria et al., 2020). Overall, this study confirms that the integration of Suno.Ai in teaching *maharah istima'* can offer significant benefits when supported by a conducive learning environment, adequate facilities, and active involvement from both teachers and students. This approach can serve as a model for other schools seeking to adopt similar technologies to enhance their students' language skills.

This study identifies several inhibiting factors that affect the effectiveness of using Suno.Ai in teaching *maharah istima'* (listening skills) at Thursina IIBS. One of the primary challenges is the instability of the internet connection. Both students and teachers reported occasional disruptions in internet access, which caused delays or difficulties in accessing materials on Suno.Ai. These disruptions hindered the smooth progression of learning, as students were unable to maintain consistent access to audio content. Additionally, some students struggled with the unfamiliarity of the song links provided on the platform, which decreased their motivation and interest in learning. Another challenge lies in students' readiness to engage with the technology. Some students lacked the necessary digital skills to operate the application effectively, leading to frustration and reduced confidence. This limited their ability to fully benefit from Suno.Ai in the learning process, particularly for those requiring additional guidance to use the AI-based platform (Sirjon, 2023).

These findings align with existing literature that highlights the challenges of utilizing educational technology. Sirjon, (2023) and Syamila & Alyani, (2021) emphasize that limited access to devices and a stable internet connection presents a significant barrier to technology-based learning. At Thursina IIBS, the instability of the internet signal caused delays in accessing learning materials, diminishing the effectiveness of the learning process. This highlights the importance of strong technological infrastructure to support application-based learning tools such as Suno.Ai. The study also reinforces the argument by Afyuddin & Wang, (2023) that

content quality plays a crucial role in language learning. When the audio content available on Suno.Ai is unfamiliar or irrelevant to students' needs, their interest in learning declines. Thus, it is essential for teachers to ensure that the content provided matches the students' level of comprehension, making the learning process more effective. Students' readiness to use technology also emerged as a significant challenge, as noted by Syamila & Alyani, (2021). A lack of digital skills can make it difficult for students to use Suno.Ai effectively. These findings indicate the need for initial training to improve students' ability to learn independently using the platform (Putra, 2022). Additionally, teachers play a critical role in providing support to help students overcome these challenges (Rufi'ah, 2024).

Transformative effects through improved infrastructure and training

The transformative impact of educational technology, such as the use of artificial intelligence (AI)-powered tools like Suno.Ai in language instruction, cannot be understood in isolation from infrastructural development and effective teacher training. In line with existing literature, the study found that educational transformation is closely linked to the availability of adequate digital infrastructure. Teacher training was another critical factor. Structured workshops and informal peer coaching sessions helped teachers become familiar with Suno.Ai's features, from text-to-audio conversion to genre customization and playlist management. As teachers grew more confident in their digital literacy, they designed more interactive and student-centered learning experiences. These included task-based listening assessments using student-generated songs and collaborative analysis of lyrics containing target vocabulary (*mufrodat*).

The infrastructural and pedagogical supports in place at Thursina IIBS translated into observable improvements in student engagement and performance. In classroom observations, students demonstrated increased enthusiasm when Suno.Ai was incorporated into the learning session. During vocabulary-focused lessons, the recall rate of targeted *mufrodat* was higher in classes using Suno.Ai compared to those relying solely on conventional methods. For instance, after three sessions using Arabic pop songs to introduce vocabulary, students were able to recall 80–90% of the terms accurately during oral quizzes. This high retention rate aligns with Haikal & Syofyan, (2021), who link music-based learning with memory enhancement.

Discussion

The Role of Artificial Intelligence in Language Pedagogy

The integration of Suno.Ai into the Arabic language curriculum at Thursina IIBS illustrates a paradigm shift in language education through the application of artificial intelligence (AI). The findings suggest that AI not only functions as a supplementary teaching tool but plays a transformative role in redefining the way students engage with listening skills *(maharah istima')*. AI-based media, particularly those that incorporate musical elements, offer a multi-sensory learning experience that traditional methods often lack. In alignment with Asiah et al., (2022), the use of AI enhances educational adaptability by enabling content personalization, pacing flexibility, and heightened student engagement. By converting *mufrodat* into melodic structures, Suno.Ai facilitates memory retention through rhythm and repetition, two core principles in language acquisition. This resonates with the cognitive theory of multimedia learning, where dual-channel processing (audio and verbal) enhances comprehension and recall. Furthermore, the use of popular music genres increases student motivation, bridging the gap between formal learning and student interests. These findings underscore the growing relevance of AI in second language acquisition (SLA) and affirm the notion that intelligent media, when carefully integrated, can elevate the effectiveness of language pedagogy.

Institutional and Infrastructural Readiness

The success of Suno.Ai's implementation is also contingent on systemic and infrastructural readiness. As demonstrated in the case of Thursina IIBS, principal and

management support were crucial in facilitating access, allocating resources, and providing training. This corresponds with the findings of Gampu et al., (2022), who argue that school leadership plays a pivotal role in fostering a culture of innovation in education. Modern infrastructure, including high-speed internet, personal devices, and quality audio systems, created an enabling environment for digital learning. These technological provisions ensured that students could access and interact with Suno.Ai both inside and outside the classroom. This dual-access model enhances student autonomy and aligns with constructivist learning theories, which advocate for learner-centered environments that promote exploration and independence. Hence, institutional commitment and infrastructural adequacy emerge as foundational pillars for sustainable technology integration in schools.

Challenges in Digital Integration

Despite its merits, the integration of AI-based tools such as Suno.Ai is not without challenges. The primary inhibiting factors identified include unstable internet connectivity, limited digital literacy among students, and the cultural inappropriateness or unfamiliarity of some audio content. These obstacles reflect broader systemic and pedagogical concerns, which must be addressed for equitable and effective technology use. The digital divide remains a persistent barrier in many educational contexts. In line with Sirjon, (2023), inconsistent access to digital infrastructure impedes the realization of the full benefits of educational technology. Moreover, while students from Generation Z are often perceived as digital natives, many still require targeted training to navigate and utilize AI tools effectively (Syamila & Alyani, 2021). The presence of unfamiliar or non-contextual content can further alienate learners, reducing their engagement and perceived relevance of the materials. Teachers must therefore critically assess and adapt AI-generated content to maintain cultural and pedagogical coherence.

This aligns with observations from Arabic educational research, which emphasize that while AI revolutionizes student engagement with learning content, it also confronts major obstacles such as the digital divide and teacher resistance (Al-Qaḥṭānī, 2024; Safi & Al-Qudah, 2024). The digital divide, characterized by unequal access to technology and digital resources, limits students' and teachers' ability to fully benefit from AI tools. This inequality contributes to discrepancies in educational outcomes among learners (Safi & Al-Qudah, 2024). Therefore, bridging this gap through infrastructure investment and inclusive training is critical to achieving equitable and effective AI integration in language education.

Conclusion

The integration of Suno.Ai in *maharah istima'* instruction at Thursina IIBS has demonstrated significant benefits for Arabic language education. The platform enhances student motivation, listening comprehension, and vocabulary acquisition through its engaging and interactive audio-based content. Success was facilitated by several supporting factors: committed school leadership, availability of adequate digital infrastructure, teacher engagement, and student autonomy. These factors collectively enabled the effective implementation of AI-assisted language instruction, confirming the educational value of Suno.Ai in structured learning environments.

This study affirms the urgency of incorporating artificial intelligence into language education, particularly in under-researched contexts like Arabic language learning. As AI continues to reshape pedagogical models, its strategic integration becomes not only an innovation but a necessity. The findings highlight how AI tools, when adapted to local educational settings and supported by pedagogical planning, can address critical gaps in traditional listening instruction and foster autonomous, learner-centered approaches. The contribution of this study is therefore not only practical but also theoretical, laying the groundwork for broader applications of AI in Arabic curriculum design.

However, the research also identifies several weaknesses in implementation, such as unstable internet access, lack of digital literacy among students, and occasional mismatch

between provided audio content and student context. These limitations point to the need for continuous training for teachers and students, along with strategic investments in school infrastructure and content customization. Future initiatives should prioritize inclusive technology access, robust teacher support systems, and the development of culturally relevant AI-generated content. These steps will ensure that the adoption of tools like Suno.Ai is sustainable, equitable, and transformative for Arabic language education. that require strategic and reflective responses. The continued evolution of AI in education must be guided by principles of equity, contextual relevance, and pedagogical integrity to ensure meaningful and sustainable transformation in language learning.

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