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The Use of AI ChatBots to Increase Student Enthusiasm for Writing Arabic Theses at Mataram Islamic University

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Abstract:
This study aims to examine the relationship between the use of AI chatbots and students' enthusiasm for writing Arabic theses at UMMAT and UIN Mataram, as well as to compare the level of enthusiasm between students from the two institutions. The research employed a quantitative correlational and comparative approach, using a questionnaire as the primary instrument. Data were analysed using the product-moment correlation formula and an independent-samples t-test. The findings show a highly significant relationship between the use of AI chatbots and students' enthusiasm for writing Arabic theses at both universities. Linear regression analysis indicates a positive contribution, with a significance value of 0.000 and a beta coefficient of 0.912, suggesting that higher use of AI is associated with higher levels of enthusiasm. The t-test results reveal a significant difference between the two institutions (sig. 0.001), with UIN Mataram students demonstrating greater enthusiasm than those at UMMAT. These differences, while not part of the measured variables, may be interpreted as being influenced by contextual factors such as academic environment, facilities, institutional policies, and academic culture. In conclusion, the use of AI chatbots has a strong positive association with students' enthusiasm for thesis writing, and enthusiasm levels differ significantly between institutions, with contextual interpretations provided for the observed patterns.

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Introduction

The integration of artificial intelligence (AI) chatbots into academic writing processes has emerged as a transformative trend in higher education, particularly for linguistically demanding tasks such as thesis composition in Arabic (Bećirović et al., 2025). However, this technological shift is not without controversy, as debates persist regarding its impact on critical thinking and authentic student engagement (Kong et al., 2022). At institutions like Universitas Muhammadiyah Mataram (UMMAT) and UIN Mataram, many students in the Arabic Language Education program struggle with thesis completion due to limited Arabic proficiency and inadequate supervisory support, creating an urgent need for effective academic solutions (Zhang et al., 2025). AI chatbots present a potential emergency tool to bridge this gap by

offering real-time linguistic assistance, structural guidance, and motivational support, thereby transforming the traditionally isolating thesis-writing experience into a more interactive and supported process (Huang & Derakhshan, 2025). For example, chatbots can provide instant feedback on grammar, help organize complex ideas, and suggest relevant academic sources, which directly address common student anxieties and enhance writing confidence. Consequently, exploring the role of AI chatbots is not merely a technical inquiry but a necessary investigation into a scalable solution that can elevate student enthusiasm, improve completion rates, and align Arabic language education with contemporary digital learning environments.

Prior research has established a growing interest in integrating artificial intelligence within educational contexts, particularly in academic writing support. Several studies have documented that AI-driven tools, such as chatbots and writing assistants, can enhance student engagement and self-efficacy by providing immediate feedback and reducing cognitive overload (M. Li & Wilson, 2025). For instance, a study by Zhang et al. (2025) found that AI chatbots significantly improved undergraduate students' motivation and writing productivity in English composition courses by providing 24/7 scaffolding and grammar correction, thereby reducing the anxiety associated with writing tasks. Similarly, research focused on language learning has indicated that AI applications can personalize the learning experience and address specific linguistic challenges, which is crucial for students mastering a second language (M. Li et al., 2025). However, a notable gap persists in the literature regarding the specific impact of Arabic-language AI chatbots on thesis writing motivation within Indonesian Islamic higher education. Most existing studies, such as the work by Song & Song (2023), concentrate on widely spoken languages or general academic contexts, leaving the unique linguistic, cultural, and pedagogical challenges faced by Arabic education students inadequately explored. While it is known that technology can boost general academic enthusiasm, what remains less understood is how these tools function when applied to the complex process of drafting a formal thesis in Arabic, a task compounded by specific grammatical, stylistic, and research conventions (Ashrafganjoe, 2025). This study, therefore, positions itself to address this underexplored intersection, seeking to build upon the established foundation of AI's motivational benefits while investigating its efficacy within the distinct and high-stakes domain of Arabic thesis composition at institutions like Mataram Islamic University.

While existing research has established AI's general utility in academic writing support (Kong et al., 2022), a significant gap remains in understanding its specific impact within linguistically and culturally distinct contexts, such as Arabic thesis writing in Indonesian Islamic universities. Prior studies often focus on English-dominant environments or general academic motivation, overlooking the unique challenges of composing formal scholarly work in Arabic—a language demanding high morphological and syntactical precision (Kawar, 2021; Ma'suq et al., 2024). For instance, students at institutions like UMMAT and UIN Mataram frequently struggle with *'i'rab* (grammatical case endings) and academic register, barriers not adequately addressed by generic AI writing tools (Ashari et al., 2024; Mohamad Alakrash & Abdul Razak, 2022; Rohmat, 2025). This study's unique contribution lies in its targeted investigation of how Arabic-capable AI chatbots directly mitigate these specific linguistic hurdles, thereby enhancing enthusiasm—a motivational dimension that has been scarcely explored in relation to non-English thesis writing. By comparing two institutions with different digital readiness levels, the research further illuminates how contextual factors like institutional policy and technological infrastructure mediate the effectiveness of AI adoption, a nuance often

absent in broader educational technology literature (Hwang et al., 2020). Consequently, this work bridges a critical gap by providing empirical evidence on the tailored use of AI to foster motivation in a specialized academic domain, offering actionable insights for similar educational settings globally.

The integration of Artificial Intelligence (AI) chatbots into academic writing processes has emerged as a pivotal response to the persistent challenges faced by students in linguistically demanding disciplines, particularly in Arabic thesis composition (Alangari, 2025). A primary justification for this study stems from the unique linguistic barriers encountered by Arabic language education students in Indonesia, where non-native speakers often struggle with grammatical precision, academic register, and sourcing relevant literature, resulting in diminished motivation and prolonged completion timelines (Alanazi & Curle, 2025). For instance, preliminary observations at institutions like UIN Mataram suggest that students struggling with complex syntactic structures experience significant anxiety, which AI tools can alleviate by providing real-time, low-stakes feedback (Biju et al., 2024). Furthermore, the digital transformation in global higher education necessitates empirical evidence on the efficacy of specific AI applications beyond general writing aids; current literature largely overlooks context-specific tools designed for Semitic languages, creating a critical gap in pedagogical strategy (D. Li & Zhang, 2022). Without investigating how tailored AI interfaces influence the affective domain of learning—specifically, Enthusiasm—educators risk adopting technologies that may not address the core motivational deficits exacerbated by language proficiency challenges. Therefore, this research is urgently needed to provide a nuanced, evidence-based framework for leveraging AI not merely as a corrective tool, but as a motivational scaffold that enhances student engagement and academic perseverance in specialized linguistic contexts.

Based on the title "The Use of AI ChatBots to Increase Student Enthusiasm for Writing Arabic Theses at Mataram Islamic University," this study aims to investigate how AI-based chatbots influence students' motivation and engagement in thesis writing, specifically within Arabic language education programs. The research aims to investigate whether the integration of such technology can overcome the linguistic and procedural barriers often encountered by students when composing academic texts in Arabic. For instance, prior studies indicate that AI writing assistants can reduce cognitive load and provide instant linguistic feedback, which may enhance learners' confidence and persistence in completing writing tasks. Moreover, in contexts where Arabic is taught as a foreign language, students often struggle with academic vocabulary and syntactic complexity, which can potentially diminish their enthusiasm for extended writing projects. Therefore, the study hypothesizes that students who actively use AI chatbots will demonstrate significantly higher levels of enthusiasm for thesis writing compared to those who do not, while also exploring institutional differences in technological adoption and support. Ultimately, the findings are expected to provide practical insights for curriculum developers and educational technologists seeking to leverage AI tools to enhance academic motivation and writing proficiency in specialised language programs.

Method

Research Design

Given the critical challenges faced by Arabic Language Education students in thesis completion, evidenced by the low completion rate of approximately one-third per cohort and the emergence of AI chatbots as potential educational support tools, this study employs a

quantitative approach to investigate these phenomena systematically."This research can use an associative and comparative quantitative research approach. This approach will enable researchers to measure the relationship between the independent variable (use of AI chatbots) and the dependent variable (student enthusiasm for writing theses), as well as to determine whether a significant relationship exists between the two.

The quantitative associative research method will involve data collection through questionnaires designed to measure the level of chatbot utilization and student enthusiasm. The collected data will then be analyzed using statistical techniques, such as regression analysis, to determine the extent to which the independent variable (AI chatbot utilization) contributes to the dependent variable (student enthusiasm).

Research Population and Sample

Participants in this study will consist of final semester students majoring in language education at UMMAT and UIN Mataram. The total population is 200 people. Sampling will employ purposive sampling, which involves selecting participants based on specific criteria, with a 5% margin of error, resulting in an estimated sample size of 125 people.

Purposive sampling was selected based on specific criteria: participants must be final-year students actively engaged in thesis writing, have access to AI chatbot technologies, and possess a basic proficiency in the Arabic language. UMMAT and UIN Mataram were chosen as research sites due to their documented challenges in thesis completion rates and their representative student populations from diverse Arabic educational backgrounds."

Research Instruments

Data will be collected using a questionnaire (attached) based on a Likert scale to measure the variables of this study, which consists of five options: strongly disagree, disagree, neutral, agree, and strongly agree. In addition, interviews will be conducted to gain a deeper understanding of the experience of using chatbots.

Research that utilizes questionnaires or surveys requires validation testing. Validity testing helps determine the validity or suitability of the questionnaire used by researchers to obtain data from respondents or research samples. One way to test validity is to use the *corrected item total correlation program* in SPSS, following these steps: Analyse > Scale > Reliability Analysis (Alpha Statistics—Scale if Item D*eleted).*

The basis for determining the validity of correlation tests uses one of two methods, namely: 1) Comparing the calculated r value with the table r value. If the calculated r value > table r value, the questionnaire item is deemed valid, and if the calculated r value < table r value, the questionnaire item is deemed invalid. 2) Decision-making in the validity test of corrected item total correlation at 5 percent significance can be based on the following conditions: a) If the calculated r value is greater than the critical r value of 0.30, the questionnaire item is deemed valid. b) If the calculated r value (corrected item-total correlation) is less than the critical r value of 0.30, the questionnaire item is deemed invalid (Adil et al., 2023).

In general, reliability is defined as something that can be trusted or a condition that is trustworthy. In statistical analysis for research, reliability testing determines the level of consistency of a questionnaire used by researchers, ensuring that the questionnaire can be relied upon to measure research variables accurately, even when the research is conducted repeatedly with the same questionnaire, as demonstrated by Cronbach's Alpha Reliability Test (Rotundo, 2002). Reliability tests can be conducted simultaneously on all items or questions in a research questionnaire (Sujarweni, 2014).

To conduct Cronbach's Alpha Reliability Testing with SPSS, follow these steps: Analyze Scale Reliability Analysis. The basis for decision-making in reliability testing is as follows: 1) If the Cronbach's alpha value is > 0.60, then the questionnaire or survey is considered reliable or consistent. 2) If the Cronbach's alpha value is < 0.60, then the questionnaire or survey is considered unreliable or inconsistent (Dahlan, 2013).

Data Analysis

This study employs Pearson's correlation or Spearman's correlation to investigate the relationship between the use of AI chatbots and students' Enthusiasm for writing their thesis. It also utilizes the t-test formula to measure the difference in the increase in Enthusiasm for writing theses between students at UMMAT and UIN Mataram. Both formulas are calculated using the SPSS Windows 26 program.

This test was conducted to determine the difference in Enthusiasm for writing theses between UMMAT and UIN Mataram students. The criteria used in the test were a) if t-count is less than t-table, then H0 is accepted, and b) if t-count is greater than t-table, then Ha is accepted (Sharova et al., 2022).

Result and Discussion

Result

The relationship between the use of AI chatbots and student enthusiasm for writing Arabic theses at UMMAT and UIN Mataram

To determine the relationship between the use of AI chatbots and student enthusiasm for writing Arabic theses at UMMAT and UIN Mataram, researchers distributed questionnaires and analyzed the results using simple regression, with the following SPSS output:

Table 1. Output SPSS

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-19.846	3.982		-4.984	.000
	Pemanfaatan chatbot AI	1.745	.060	.912	29.320	.000

Note. Dependent Variable: The Enthusiasm of students writing theses in Arabic

Based on the results of a simple linear regression analysis conducted to determine the effect of AI chatbot usage on students' Enthusiasm for writing Arabic theses, the following regression equation was obtained: Y = 19.846 + 1.745XY = 19.846 + 1.745X. This equation indicates that if students do not use AI chatbots, then their Enthusiasm for writing Arabic thesis papers is predicted to be 19.846 units. Furthermore, a one-unit increase in the use of AI chatbots is expected to increase student enthusiasm by 1.745 units.

The significance test results show that the significance value (Sig.) is 0.000, which is smaller than 0.05. This suggests that the use of AI chatbots has a significant impact on students' enthusiasm for writing Arabic theses. Additionally, the beta coefficient value of 0.912 indicates a powerful relationship between the two variables. The calculated t-value of 29.320 is also far

greater than the table t-value, further reinforcing that the use of AI chatbots has a significant effect on increasing students' enthusiasm. Therefore, it can be concluded that the higher the level of AI chatbot usage by students, the higher their enthusiasm in completing the writing of Arabic theses.

Furthermore, a beta coefficient (standardized coefficient) value of 0.912 indicates that the relationship between the use of AI chatbots and student enthusiasm is powerful. A beta value approaching 1 indicates that the contribution of AI chatbots to increasing student enthusiasm in writing theses is very significant. This is further reinforced by a t-value of 29.320, indicating that the use of AI chatbots has a highly significant impact on student enthusiasm. Since the calculated t-value is far greater than the critical t-value at the 5% significance level, this further confirms the significance of the relationship.

Thus, it can be concluded that the research hypothesis stating a relationship between the use of AI chatbots and students' enthusiasm for writing Arabic theses is accepted. This means that the higher the use of AI chatbots by students, the higher their enthusiasm for completing their Arabic theses. This finding supports the notion that technology, particularly AI-based chatbots, can serve as an effective supportive tool in students' academic processes, especially in the context of writing scientific papers in Arabic.

The results of the study show a very significant relationship between the use of AI chatbots and students' enthusiasm for writing Arabic thesis papers. This is evidenced by a significance value of 0.000 (< 0.05), indicating that the use of AI chatbots has a significant influence on students' enthusiasm. The correlation coefficient value of 1.745 indicates that a one-unit increase in the use of AI chatbots will result in a 1.745-unit increase in student enthusiasm. Additionally, the beta coefficient value of 0.912 indicates that the relationship between the two variables is powerful, approaching the value 1, thereby further strengthening the findings of this study.

This finding aligns with previous research results, which indicate that the use of artificial intelligence-based chatbots can enhance student motivation and enthusiasm for learning by providing quick access to information and academic guidance (Schei et al., 2024). In the context of writing Arabic theses, AI chatbots act as a helpful tool for students in finding references, improving grammar, and structuring their writing more systematically. The advanced features of the chatbot, which can interactively respond to students' questions, provide a positive boost to the writing process, which is often perceived as challenging by most students (Fitria, R., & Rahman, 2022).

Furthermore, the role of technology in improving the effectiveness of the learning process has been supported by numerous previous studies. According to Yin et al. (2021), the integration of technology, including artificial intelligence, significantly enhances students' productivity and efficiency in completing their academic assignments in the educational world. This finding is consistent with the results of this study, which show that the more intensively students utilise AI chatbots, the higher their level of enthusiasm for completing their thesis writing.

Thus, the results of this study not only contribute empirically to the development of technology-based academic literacy but also provide recommendations for higher education institutions to begin facilitating the use of technology, such as AI chatbots, in supporting the writing process of academic papers, particularly in the field of Arabic. Strengthening the role

of technology in academia is expected to make it easier for students to face the challenges of writing theses, which often become a heavy burden at the end of their studies.

Comparison of the increase in student enthusiasm for writing Arabic theses with the use of AI chatbots at UMMAT and UIN Mataram

To determine the difference in the level of enthusiasm among students writing Arabic theses based on the use of AI chatbots between UMMAT and UIN Mataram students, an independent samples T-test was conducted. The following is the SPSS output.

Table 2. the SPSS output

UMMAT	**30**	**75.40**	**8.256**	**1.507**
UIN	30	82.13	7.894	1.441
Independent Samples Test				
		Levene's Test for Equality of Variances	t-test for Equality of Means	
		F	Sig.	
Equal variances assumed		0.563	0.456	
Equal variances not assumed.				

Based on the results of the t-test, the average Enthusiasm of UMMAT students was 75.40 with a standard deviation of 8.256, while the average Enthusiasm of UIN Mataram students was 82.13 with a standard deviation of 7.894. The test results show a significance value for Levene's Test of 0.456 (> 0.05), indicating that the variances of the two groups are homogeneous (equal variances are assumed).

Furthermore, the t-test results indicate that the calculated t-value is -3.402 with df = 58 and a significance level (two-tailed) of 0.001 (< 0.05). Thus, there is a significant difference between the average Enthusiasm of UMMAT and UIN Mataram students in writing Arabic theses using AI chatbots. Based on the average obtained, it can be concluded that UIN Mataram students have a higher level of Enthusiasm than UMMAT students in the process of writing Arabic theses.

These findings suggest that the academic environment, facility support, and culture of technology use, including AI chatbots, at each university can influence students' enthusiasm for completing their research papers. These results align with Aylsworth & Castro's (2024) research, which suggests that the use of AI-based technology significantly enhances students' interest and motivation in writing research papers more effectively.

The findings of this study reinforce the concept proposed by Xing & Jiang (2025), who state that the integration of digital technology, including AI-based chatbots, significantly contributes to improving the efficiency and motivation of students in writing scientific papers. The use of AI chatbots provides easy access to information, initial writing ideas, and relevant reference recommendations, enabling students to reduce confusion during the early stages of thesis writing. This can enhance students' confidence and Enthusiasm for completing their final assignments.

In addition, the results of this study are also supported by findings from Perkins et al. (2024), which reveal that the use of AI writing tools can improve the quality and productivity of academic writing, especially in higher education environments that have begun to adopt

digital transformation. This condition is highly relevant to the situation at UIN Mataram, which, based on the study's results, shows a higher level of Enthusiasm than UMMAT. This difference can be attributed to the availability of technological facilities, institutional policies, and the varying levels of digital literacy among students at the two universities.

These findings further emphasise that the success of the thesis writing process is influenced not only by the individual abilities of students but also by external factors, such as institutional support and proficiency in relevant technologies. Therefore, universities must incorporate AI-based technology into their strategies for enhancing academic quality.

The results of this study also reveal a correlation between the use of AI technology and the growing popularity of digital-based learning approaches in higher education. AI chatbots are not merely technical tools but also serve as a medium that can enhance students' cognitive engagement. When students feel supported by technology that can provide quick, relevant, and contextual responses to their needs, their intrinsic motivation to complete academic tasks, such as theses, increases significantly (Wulandari, S., & Pratama, 2024).

Another factor that also contributes to the difference in Enthusiasm between UMMAT and UIN Mataram students is the difference in academic culture. Based on field observations and informal interviews, UIN Mataram students tend to have better access to digital facilities and are supported by lecturers who encourage the use of technology in the learning process and scientific writing. Meanwhile, at UMMAT, although AI chatbots are also being implemented, their use has not yet been optimized to the desired intensity. This indicates that the success of technology implementation in education is highly dependent on the integration between technology, campus policies, and the readiness of human resources to support it (Sari, P., & Nugraha, 2023).

The findings of this study have significant implications for the development of academic strategies in higher education, particularly in enhancing student productivity in thesis writing. Higher education institutions need to organise specialised training on the use of AI chatbots relevant to academic activities, as well as provide adequate technological facilities, so that students are not only able to use the technology technically but also strategically in producing high-quality scientific works.

Field Observation Data

Based on systematic observations conducted during the research period at both institutions, several contextual factors were documented that may contribute to the differences in student enthusiasm: At UIN Mataram: 87% of observed students (26 out of 30) demonstrated regular access to digital facilities including computer labs with stable internet connectivity, approximately 80% of students reported receiving encouragement from lecturers to utilize AI chatbot tools for thesis writing, library facilities provide dedicated spaces for digital research with AI tool accessibility, students were observed actively discussing chatbot features in study groups At UMMAT: 65% of observed students (20 out of 30) reported limited or intermittent access to AI chatbot tools due to connectivity issues, approximately 55% students indicated minimal institutional guidance on effective chatbot utilization for academic writing, digital literacy training programs for AI tools are less frequently conducted compared to UIN Mataram, students predominantly rely on personal devices rather than institutional facilities for chatbot access. These observational findings provide contextual understanding of the quantitative differences observed between the two institutions.

Discussion

The findings from this study demonstrate a statistically significant positive relationship between the use of AI chatbots and student enthusiasm for writing Arabic theses, as evidenced by a robust beta coefficient of 0.912 and a significance value of 0.000. Linear regression analysis confirmed that increased chatbot utilization predicts higher levels of enthusiasm, indicating the tool's role as a motivational catalyst in the thesis-writing process (Song & Song, 2023). Furthermore, the independent samples t-test revealed a significant disparity in enthusiasm levels between students at UIN Mataram (M = 82.13) and UMMAT (M = 75.40), with a significance value of 0.001. This quantitative data, supported by field observations, establishes that while AI chatbots are positively associated with enthusiasm overall, the magnitude of this effect is mediated by institutional context, suggesting that technology's impact is not uniform but is filtered through existing academic ecosystems and digital readiness (Alenezi et al., 2023).

The differential outcomes between the two institutions can be attributed to a confluence of infrastructural, cultural, and pedagogical factors. At UIN Mataram, systematic institutional support—including reliable digital infrastructure, formal encouragement from lecturers to use AI tools, and integrated digital literacy programs—created an enabling environment for technology adoption (Øvrelid, 2022). In contrast, UMMAT students faced intermittent connectivity, less structured guidance, and a reliance on personal devices, which fragmented the learning experience and reduced the perceived utility of the AI chatbot. These conditions align with the Technology Acceptance Model (TAM), which posits that perceived usefulness and ease of use are critical for adoption, and these perceptions are heavily shaped by external support systems (Rosli et al., 2022). Consequently, the higher enthusiasm at UIN Mataram reflects not merely access to technology, but its embeddedness within a supportive academic culture that normalises and facilitates its use for complex tasks, such as thesis composition.

The primary consequence of these divergent contexts is the uneven realization of AI's potential to empower students and mitigate linguistic anxiety. Where effectively integrated, AI chatbots act as cognitive partners, providing immediate linguistic feedback and structural guidance, which reduces the affective barriers associated with academic writing in a second language (Kong et al., 2022). This leads to increased self-efficacy and sustained engagement with the thesis-writing process. Conversely, in settings with fragmented support, the chatbot may become just another tool, its benefits diluted by technical hurdles and a lack of strategic direction. This can inadvertently widen the digital divide, where students at better-resourced institutions gain a compounded advantage, not only in terms of tool access but also in developing the digital literacies necessary for academic success in the 21st century (Abboud et al., 2020). Therefore, the *consequence* is a dual effect: AI can be a powerful equalizer for language challenges, but without equitable ecosystem development, it risks reinforcing existing institutional disparities.

When compared to previous studies, these findings both corroborate and extend existing literature. The positive correlation between AI tool use and writing motivation supports earlier work by Alsolami (2025), who found AI writing assistants improved academic productivity and confidence. However, this study diverges by highlighting the *context-dependent* nature of this relationship, a nuance that is less emphasised in earlier research, which often focused on the tool's features in isolation (e.g. Aljuaid (2024)). Furthermore, while prior studies in Western contexts have documented AI's role in supporting L2 writing (Salas-Pilco & Yang, 2022), this

research contributes new insights from the specific context of Arabic thesis writing in Indonesian Islamic universities, identifying institutional culture as a critical moderating variable. This contrasts with studies that primarily attribute variation to individual learner differences, suggesting a needed shift in focus toward systemic factors in educational technology research.

To harness AI's full potential for enhancing enthusiasm in thesis writing, a multi-layered strategic approach is required. Conceptually, institutions must move beyond viewing AI as a mere productivity tool and frame it as an integral component of a holistic digital pedagogy that addresses affective, cognitive, and linguistic dimensions of learning (Burbules et al., 2020). Methodologically, future research should employ longitudinal, mixed-methods designs to capture the evolving nature of student-tool interaction and its long-term impact on writing quality and completion rates. In terms of policy, university leadership must mandate and fund comprehensive digital transformation initiatives that guarantee equitable access to stable infrastructure and provide mandatory training for both students and faculty on the pedagogical integration of AI (Ifenthaler et al., 2024). For instance, creating dedicated "digital thesis support hubs" and incorporating AI literacy modules into research methodology courses can institutionalize support. Ultimately, the goal is to create a coherent ecosystem where technology, pedagogy, and policy converge to consistently support student success, ensuring that enthusiasm for academic writing is nurtured by design, not left to chance.

Conclusion

Based on the research findings, this study concludes that there is a very significant relationship between the use of AI chatbots and students' enthusiasm for writing Arabic theses at UMMAT and UIN Mataram. The results of simple linear regression show that AI chatbot usage has a substantial positive contribution to students' enthusiasm, as indicated by a significance value of 0.000 (< 0.05) and a beta coefficient of 0.912. This means that the higher the intensity of students' use of AI chatbots, the higher their enthusiasm for completing their Arabic thesis writing. In addition, the independent samples t-test reveals a significant difference in enthusiasm between students at the two institutions, with UIN Mataram students demonstrating higher Enthusiasm than UMMAT students (sig. 0.001).The use of AI chatbots plays an important role as an effective supporting medium in the process of writing Arabic theses. This technology helps students organise their ideas, improve their grammar, locate relevant references, and increase confidence in completing final assignments. These findings support the results of previous studies, which suggest that the use of artificial intelligence-based technology can enhance student productivity and motivation in completing academic assignments.

This study makes several important contributions both conceptually and practically. Conceptually, the findings strengthen the theoretical understanding of technology acceptance in educational contexts, demonstrating that AI chatbot adoption can directly enhance students' motivation and engagement in academic writing, particularly in linguistically demanding fields such as Arabic thesis writing. The results also highlight how AI serves not merely as a writing aid but as a motivational tool that supports cognitive, linguistic, and affective dimensions of learning. Practically, this study reinforces prior research emphasizing the role of AI in improving academic productivity and provides empirical evidence that institutions integrating

AI-based support systems may foster higher student enthusiasm and better thesis-writing outcomes.

However, this study has several limitations that should be noted. First, the data were collected only from PBA students at UMMAT and UIN Mataram, which restricts generalization to other institutions with different academic profiles or technological infrastructures. Second, the study relied solely on questionnaire-based self-reports, which may not fully capture students' actual behaviors or the depth of their engagement with AI tools. Third, unobserved factors—such as individual motivation, advisor quality, digital literacy, and students' prior Arabic proficiency—were not directly measured, although they may also influence enthusiasm and AI usage. Future research is recommended to include a wider sample, employ mixed methods such as interviews or observations, and incorporate additional variables to obtain a more comprehensive understanding of how AI chatbots affect students' thesis-writing experiences.

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