

The Role of Developing Arabic Language Teachers to Improve Pedagogical Competence in Learning

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Abstract

The purpose of this study is to provide insight into how Arabic language teachers design lessons, implement them, and assess student learning. Observation guides, interviews, documentation, and questionnaires were used to collect data, which were then analyzed to determine the instructional designs and strategies employed. The study was conducted at SDIT Mutiara Al-Madani Sungai Penuh. The findings revealed that: 1) The pedagogical competence of Arabic language teachers was generally good but still required enhancement, particularly their understanding of students, including various psychological aspects, learners' needs and interests, talents, and individual differences; and 2) The management of Arabic language instruction related to pedagogical competence at the school did not fully meet the standards expected of professional teachers. This was evident from several aspects: *first*, instructional planning: some teachers did not design their own lesson plans; *second*, instructional implementation: teachers relied on a single method, primarily lecturing, rather than employing a variety of approaches; and *third*, evaluation of learning: teachers did not develop evaluation instruments or assessment questions adequately.

Keywords: Pedagogy; Development; Competence; Arabic; Learning

Introduction

Pedagogical competence is central to effective education. Educators who lack this competence often struggle to fulfill their duties, particularly in understanding students, designing lessons, delivering instruction, and evaluating

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learning.¹ A professional educator must possess pedagogical competence to demonstrate effective learning management. This competence enables teachers to understand students' psychological development and age-related needs, and requires skills in designing, implementing, and assessing instruction, as well as making continuous improvements.²

Pedagogical abilities are also reflected in a teacher's capacity to assist, guide,³ and lead students.⁴ Professional educators must possess expertise, quality, specialized skills, intellectual capacity, and a philosophical foundation in carrying out educational tasks.⁵ In addition to pedagogical competence, educators are also required to have professional, personal, and social competence,⁶ along with cognitive, attitudinal, and behavioral competencies (performance). However, various problems persist in the field of education, particularly among Arabic language teachers, who have yet to demonstrate adequate ability in managing learning, designing instruction, implementing it effectively, and assessing learning processes, especially those related to attitudes and religious practices. Many also struggle to provide appropriate remedial and enrichment activities. As a result, educational institutions often give the impression of being rigid or punitive environments where students feel burdened and rarely experience enjoyable learning, even though educators are responsible for creating a pleasant school atmosphere.⁷ This situation arises due to teachers' weaknesses in classroom management, insufficient understanding of student psychology, poorly designed lesson plans, unsympathetic implementation of instruction, and unstructured or

¹ Umi Rusilowati and Wahyudi Wahyudi, "The Significance of Educator Certification in Developing Pedagogy , Personality , Social and Professional Competencies" 409, no. SoRes 2019 (2020): 446–51.

² Paul Kirschner and Niki Davis, "Pedagogic Benchmarks for Information and Communications Technology in Teacher Education," *Technology, Pedagogy and Education* 12, no. 1 (2003): 125–47.

³ Noza Aflisia, "تطوير المواد التعليمية النحوية على أساس معرفة المحتوى التربوي التكنولوجي لتنمية مهارات التفكير العليا" لدى طلاب قسم تعليم اللغة العربية في جامعة جوروب الإسلامية الحكومية وجامعة فتماواتي سوكرنو الإسلامية الحكومية بنجكولو (UIN Sunan Gunung Djati Bandung, 2023), <https://digilib.uinsgd.ac.id/71137/>.

⁴ I Putu Suardipa, I Ketut Widiara, and Ni Made Indrawati, "Urgensi Soft Skill Dalam Perspektif Teori Behavioristik," *Edukasi: Jurnal Pendidikan Dasar* 2, no. 1 (2021).

⁵ Karen Gravett, Carol A. Taylor, and Nikki Fairchild, "Pedagogies of Mattering: Re-Conceptualising Relational Pedagogies in Higher Education," *Teaching in Higher Education*, 2021, <https://doi.org/10.1080/13562517.2021.1989580>.

⁶ Isabella Aura, Lobna Hassan, and Juho Hamari, "Teaching within a Story: Understanding Storification of Pedagogy," *International Journal of Educational Research* 106 (2021), <https://doi.org/10.1016/j.ijer.2020.101728>.

⁷ Paul Black and Dylan Wiliam, "Classroom Assessment and Pedagogy," *Assessment in Education: Principles, Policy and Practice* 25, no. 6 (2018), <https://doi.org/10.1080/0969594X.2018.1441807>.

ineffective evaluation processes.⁸ These issues inevitably impact the quality of education, particularly in Arabic language learning.

National education aims to develop students' potential so that they become individuals who have faith in and devotion to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens in a democratic society. To achieve these goals, educational institutions serve as essential platforms for carrying out the educational process. They function as extensions that support students in improving their quality.

One such institution is the Elementary School. In this regard, elementary schools in the Arabic education pathway aim to build the foundational attitudes, knowledge, skills, and creativity students need to adapt to their environment and support their continued development from the elementary level through higher education.⁹ Elementary schools serve as the frontline institutions in improving the quality of human resources in Indonesia. Today, they function as centers for educational and administrative activities that contribute to achieving educational goals. Their success can be observed through student learning outcomes.¹⁰ Good learning outcomes do not arise spontaneously; they are influenced by many factors,¹¹ including teachers, school principals, facilities and infrastructure, curriculum, government policies, and other elements that collectively shape students' academic achievement.

The role of the teacher is crucial in the teaching and learning process. Therefore, the situations teachers face in carrying out instruction significantly influence the quality of the instructional process itself. Teachers must be sensitive to the various situations that arise so they can adjust their teaching behaviors accordingly.¹² In addition, teachers must possess at least basic knowledge of learning and teaching theories as a practical guide, because in reality, teaching is a highly complex activity. To ensure that teaching achieves its intended objectives, teachers need to consider effective teaching and learning strategies. One of the essential competencies required of prospective teachers is the ability to implement teaching programs, which is a key indicator of successful pre-service teacher performance. For this reason, an assessment instrument that is both Arabic-

⁸ Betzabe Torres-Olave, "Pedagogy of Hope: Reliving Pedagogy of the Oppressed," *Educational Review* 73, no. 1 (2021), <https://doi.org/10.1080/00131911.2020.1766207>.

⁹ Aoife Brennan, Fiona King, and Joe Travers, "Supporting the Enactment of Inclusive Pedagogy in a Primary School," *International Journal of Inclusive Education*, 2021, <https://doi.org/10.1080/13603116.2019.1625452>.

¹⁰ Csaba Deák et al., "Evolution of New Approaches in Pedagogy and STEM with Inquiry-Based Learning and Post-Pandemic Scenarios," *Education Sciences*, 2021, <https://doi.org/10.3390/educsci11070319>.

¹¹ Roy Schwartzman, "Performing Pandemic Pedagogy," *Communication Education* 69, no. 4 (2020), <https://doi.org/10.1080/03634523.2020.1804602>.

¹² Noza Afisia and Aan Hasanah, "Character Education Model in Arabic Learning at Madrasah Aliyah," *Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 28, 2020): 241–56, <https://doi.org/10.14421/almahara.2020.062-05>.

specific and general in nature is needed. Arabic-specific indicates that the skill serves as a prerequisite for effective implementation of Arabic teaching and educational tasks, whereas general indicates that the aspects of these skills are frequently required regardless of class level, student characteristics, or instructional field.¹³

The “new orientation in learning psychology” states that teaching skills are “a type of skill that must be mastered by teachers.” By acquiring teaching skills, teachers can manage the learning process effectively, which in turn contributes to improving the quality of school graduates. Several types of essential teaching skills include: (1) reinforcement skills, (2) explanation skills, (3) questioning skills, and (4) lesson-opening and lesson-closing skills. A teacher is someone assigned to teach in an institution or organization; in other words, a teacher is a person who can convey information using words and sentences that students can understand.¹⁴ Consequently, becoming a teacher requires adherence to certain criteria, qualifications, and characteristics that are indispensable to ensure recognition and legitimacy from relevant stakeholders.¹⁵

A teacher must be aware of their identity and responsibilities within the school, which demand various abilities, skills, and behaviors expressed through instructional activities.¹⁶ School success is largely determined by the teacher factor. Because teaching is a professional occupation, individuals who aspire to become teachers must meet comprehensive requirements, including: (a) having an innate talent for teaching, (b) possessing teaching expertise, (c) demonstrating a well-integrated personality, (d) maintaining good mental health, (e) maintaining physical health, (f) having broad experience and knowledge, (g) embodying the spirit of Pancasila, (h) being a good citizen, (i) having formal education, and (j) engaging in lifelong learning.¹⁷

The requirements for becoming a professional teacher include: (a) possessing expertise in Arabic supported by theoretical knowledge, (b)

¹³ Amira Salsabilla et al., “Basic Teaching Skills of Prospective Teacher Students Based on the TBLA (Transcript Based Lesson Analysis) Communication Pattern at SMP Muhammadiyah 02 Batu,” *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram* 10, no. 2 (2022): 237, <https://doi.org/10.33394/j-ps.v10i2.4870>.

¹⁴ Colette Murphy, “Vygotskian Perspectives on Play and Learning, Home-School Family Pedagogy,” in *Encyclopedia of Educational Innovation*, 2019, https://doi.org/10.1007/978-981-13-2262-4_15-1.

¹⁵ Abdul Rachman Syam Tuasikal et al., “The Analysis on Teaching Skills and Learning Effectiveness of Internship Students,” *Cakrawala Pendidikan* 40, no. 3 (2021): 650–58, <https://doi.org/10.21831/cp.v40i3.40466>.

¹⁶ By Carmel Martin, Lisette Partelow, and Catherine Brown, “Smart, Skilled, and Striving: Transforming and Elevating the Teaching Profession,” *About.Com Education* 77, no. 1 (2015).

¹⁷ Elly Romy, Muhammad Ardansyah, and Hambali Hambali, “The Influence of Pedagogic Competency, Leadership of Schools, and Work Motivation Towards Teacher Performance in State Elementary Schools in Medan City,” *International Journal for Educational and Vocational Studies* 3, no. 3 (2021), <https://doi.org/10.29103/ijevs.v3i3.3716>.

completing relevant education and training, (c) demonstrating competitiveness through examinations, (d) possessing integrity, (e) being able to serve the public effectively, and (f) being able to manage professional responsibilities. Teachers are required to master four core competencies: (a) knowledge of learning and human behavior; (b) knowledge and mastery of the subject matter; (c) appropriate attitudes toward themselves, the school, colleagues, and the subject area; and (d) technical teaching skills.¹⁸

Learning guidelines issued by the Ministry of Education and Culture state that a teacher's duties include: (a) mastering the outlines of the general teaching program for each subject; (b) developing teaching activity programs for each quarter and semester; (c) preparing lesson plans, worksheets, and time allocations; and (d) carrying out class administration and management.¹⁹ or these tasks to be carried out properly, teachers must possess Arabic-language skills and appropriate professional attitudes. Based on several of the opinions noted above, the teacher's duties can be broadly grouped into three categories: (a) professional duties, (b) humanistic duties, and (c) social duties.²⁰

The teacher is a key component in achieving educational goals in elementary schools, especially at SDIT Mutiara Al-Madani Sungai Penuh. In the actual learning process, the focus should not only be on the teacher's status or position but also on how effectively they carry out instructional activities to achieve optimal learning outcomes.

Ideally, the learning implemented by teachers must run effectively and should contribute to improving the quality of learning outcomes in their schools.²¹ Teachers may not conduct the learning process arbitrarily or without following established guidelines. They are required to implement instruction as effectively as possible. When this is achieved, it is expected that the quality of learning in elementary schools will improve further. Several problems faced by Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh included the following:

First, issues related to lesson planning. Some teachers focused their planning primarily on the content or teaching materials. They emphasized the transfer of material to students without adequately considering other essential

¹⁸ Justin West, Ann Marie Stanley, and Aina Appova, "Exogenous Shocks and Teachers' Motivation to Learn: Pandemic and Professional Development in the United States," *The International Journal for Research in Education* 46, no. 2 (2022): 261–308, <https://doi.org/10.36771/ijre.46.2.22-pp261-308>.

¹⁹ Nur Intan Fitriani, Herwina Bahar, and Laily Nurmalia, "KOMPETENSI ETIKA GURU DALAM PROSES PEMBELAJARAN," *Instruksional* 2, no. 1 (2020), <https://doi.org/10.24853/instruksional.2.1.70-75>.

²⁰ Munawir Munawir, Yuyun Fitrianti, and Eka Nur Anisa, "KINERJA GURU PROFESIONAL SEKOLAH DASAR," *JPG: Jurnal Pendidikan Guru* 3, no. 1 (2022), <https://doi.org/10.32832/jpg.v3i1.6251>.

²¹ Janet Mei Chuen Lin, Pei Yu Wang, and I. Chun Lin, "Pedagogy * Technology: A Two-Dimensional Model for Teachers' ICT Integration," *British Journal of Educational Technology* 43, no. 1 (2012), <https://doi.org/10.1111/j.1467-8535.2010.01159.x>.

components, such as instructional media, teaching methods, and learning strategies, even though these components are interrelated and equally important.

Second, issues related to lesson implementation. During the instructional process, teachers rarely began lessons properly. They often did not take attendance, provide motivation, or conduct apperception to connect new content with students' prior knowledge. Instead, teachers tended to begin lessons abruptly, regardless of the students' readiness to learn.²² They frequently relied on the lecture method without variation, causing students to feel bored. Teachers also underutilized instructional media such as teaching aids or visual tools, and many did not conclude lessons or summarize key material before ending the class.

Third, issues related to learning evaluation. Evaluation is a crucial component of the instructional process, as it provides feedback on students' learning progress.²³ However, in practice, teachers often conducted evaluations without careful consideration. Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh tended to assess only the cognitive domain, while affective and psychomotor aspects were largely neglected. In fact, all three domains must be assessed comprehensively, as they are interrelated and collectively determine the overall quality of student learning outcomes.

Fourth, the pedagogical competence of teachers was still not optimized, preventing them from performing as professional educators. Several Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh still lacked the ability to manage learning effectively, including the ability to understand students' wishes, needs, interests, and talents, as well as to display attitudes and behaviors that students perceive positively. Their Learning Implementation Plans were not yet aligned with the principles of active, innovative, creative, effective, and enjoyable learning. Similarly, evaluations that should assess affective and psychomotor aspects remained underdeveloped. Such conditions had a negative impact on the effectiveness, efficiency, and overall quality of the learning process. These issues should no longer be allowed to persist and must be corrected. Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh must demonstrate the urgency of strengthening pedagogical competence so that the quality of Arabic language education in the madrasa can improve in the future.

Fifth, SDIT Mutiara Al-Madani Sungai Penuh still lacked adequate Arabic teaching skills. This prompted the researchers to examine teachers' conditions and the efforts needed to improve instruction through the application of teaching skills. However, in practice, these efforts had not yet been implemented effectively.

²² S. A. Wulandari and Z. Arifin, "Digital Pedagogical Competence Evaluation of Teachers and Strategies of School Principals," in *Journal of Physics: Conference Series*, vol. 1469, 2020, <https://doi.org/10.1088/1742-6596/1469/1/012075>.

²³ Sônia De Jesus et al., "ARTIGO Avaliação Das Aprendizagens Nas Aulas de Ciências Naturais e Biologia e Geologia : Das Perceções Às Práticas," n.d., 1–21.

Sixth, instructional activities often consisted only of presenting material at the front of the class, while practical exercises related to the material were rarely carried out. As a result, learning remained theoretical. Some teachers also left students only with notes while the teachers themselves sat in the office and engaged in conversations. This condition is reflected in the following symptoms: lack of teacher skill in opening lessons; lack of skill in explaining subject matter; lack of variation in instructional methods; lack of classroom management skills; lack of questioning skills; lack of reinforcement skills; lack of ability to guide small-group discussions; and lack of skill in closing lessons.

These phenomena indicate that the learning implemented by Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh did not meet expectations. This was evidenced by the fact that some Arabic teachers did not prepare lesson plans and relied on only one teaching method, hindering efforts to create a conducive learning atmosphere. If these issues are not addressed promptly, they will negatively affect the improvement of learning quality at the school.

The selection of research informants, Arabic teachers, and students at SDIT Mutiara Al-Madani Sungai Penuh, was carried out using purposive sampling. It involved selecting individuals based on specific characteristics deemed relevant by the researchers, ensuring that the sample was representative of the population. This sampling technique was carefully designed to align with the research purpose. Additional sources of information included documentation and photographs.

Data were collected through observation, interviews, and documentation. These three methods were used to gather essential information related to the learning conducted by Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh. The researchers conducted observations at the school by directly examining the instructional practices of the Arabic teachers. Because this study employed a qualitative approach, the data collection tools included a camera, a tape recorder, interview guides, and observation sheets. Meanwhile, the primary research instrument was the researchers, who personally conducted interviews with assistant teachers, the school principal, certified teachers, and students. The researchers also documented the school environment, teachers during instruction, and students during learning activities through photographs.

The data collected in this study were analyzed in three stages: data reduction, data display, and verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from field notes. Reduction is not separate from analysis but constitutes an integral part of it. Decisions regarding which excerpts to code, which information to omit, what patterns unify scattered data, and what narrative emerges are all analytical judgments. Data reduction sharpens, categorizes, directs, eliminates unnecessary information, and organizes the data in a way that allows for drawing and verifying final conclusions. At this stage, the researchers sorted and coded information to determine which data were relevant and which were not.

The next important step in the analytical process is data display. The presentation of data involves organizing information into a structured format that allows conclusions to be drawn and appropriate actions to be taken. Through data displays, researchers can better understand what is happening in the field and what needs to be done next. As with data reduction, the creation and use of data displays are inseparable from analysis and represent a continuation of the analytical process. At this stage, the researchers presented the data that had been previously reduced. The final key analytical activity is conclusion drawing, which is not an isolated stage but part of a continuous process throughout data collection and analysis.

Findings and Discussion

Arabic Teacher's Understanding of Students

A teacher's understanding of students is one of the most essential and urgent competencies that must be mastered. A teacher must first understand the nature and characteristics of learners and their stages of development, be familiar with educational concepts that support student growth, and be able to apply teaching methodologies that align with the content and the learners' developmental level.

The nature of students refers to behavioral characteristics, tendencies, and past experiences that are shaped primarily by internal factors within the child, such as temperament, interests, talents, fearfulness, anger, and arrogance. Some relatively stable traits include difficulty socializing, being quiet, preferring solitude, and feeling afraid of others. Meanwhile, traits such as being open-minded, socially fluent, friendly, and cheerful are more easily influenced by environmental factors. In educational settings, these characteristics should be understood as malleable, meaning they can be shaped and strengthened to support the development of a well-rounded personality.

Student characteristics also refer to moral values embedded in children, such as curiosity, appreciation of achievement, honesty, patriotism, love for the homeland, religiosity, love of peace, environmental awareness, democratic attitude, social concern, tolerance, communicativeness, independence, hard work, discipline, and responsibility. On the other hand, negative traits include apathy, lack of motivation, dishonesty, lack of nationalism, irreligiosity, disruptive behavior, indifference to the environment, authoritarian tendencies, lack of empathy, extremism, isolation, lack of independence, reluctance to read, carelessness in work, indiscipline, and irresponsibility. Character education is therefore essential in the madrasa environment to ensure that positive values are nurtured and consistently practiced in daily life across family, school, and community settings, while negative traits can be avoided, reduced, or transformed.

Student development, in a narrow sense, can be described as the maturation of psychological or non-physical functions. More broadly, it includes psycho-

physical development supported by environmental factors and the learning process over a certain period, leading toward maturity. Thus, a child's development depends simultaneously on heredity factors (inherited from parents) and environmental factors (family, school, and community), all of which may either benefit or hinder the child. By understanding these environmental influences, teachers can identify a child's background and psychological condition, for example, whether the child is raised by parents, caregivers, or an institution, and whether they receive adequate affection and guidance. Teachers should also consider socio-economic status and parents' educational backgrounds. These factors serve as a foundation for determining appropriate educational approaches, ensuring that every action taken by the teacher is based on the learner's developmental conditions.

Arabic Teacher's Ability to Prepare Lesson Plans

In preparing lesson plans, several important aspects must be considered, including:

First, a good teacher must be able to appreciate diversity among students. This includes differences in abilities, as well as cultural, ethnic, and racial backgrounds. No form of discrimination should occur, and students with different ability levels must receive instruction that aligns with their learning needs. Teachers may, for instance, allow high-ability students to deepen their understanding of the same material while providing additional explanations for lower-ability students, or even assigning peer-tutorial activities so that students with higher abilities can assist those who need more support.

Second, teachers must formulate clear learning goals or competencies to be achieved. The core of education is competence, which includes cognitive, affective, and psychomotor skills. In Arabic language instruction, these three domains must be balanced, with particular emphasis on affective and psychomotor development without neglecting cognitive learning. Competencies must be measurable and clearly stated in competency standards, basic competencies, competency indicators, and graduate competency standards. Lesson planning should cover what will be taught, how it will be taught, how well students are expected to understand the materials, and how their learning outcomes will be evaluated. The more accurate the planning, the more structured and effective the learning process will become.

Third, teachers must develop a plan for implementing learning in the classroom. The previous steps describe general planning, but this stage involves operational practices during instruction. The first stage is review, which assesses students' readiness to learn new material by referring to their prior knowledge. The second stage is overview, which introduces the learning program by briefly explaining the content, outline, and strategies to be used. The third stage is presentation, which involves explaining the lesson content through three activities: telling, showing, and doing. In Islamic religious education, particularly

worship-related materials that emphasize affective and psychomotor competencies, learning by doing is essential because acceptance, response, and internalization of values occur naturally in the process. The fourth stage is practice, where students apply what they have learned. The fifth stage is summary, which concludes the lesson by reviewing the key points of the day.

The ability or quality of teachers in implementing learning activities can be described as follows: No matter how good the planning is, it will have little meaning if it cannot be carried out optimally. In the implementation of learning, teacher competence, quality, and roles are highly decisive. The competencies involved include professional competence related to knowledge and mastery of subject matter; pedagogical competence operationalized through knowledge and skills in managing teaching and learning processes; personal competence reflected in interest and positive attitudes toward the teaching profession, achievement motivation, and exemplary behavior; and social competence operationalized through the ability to build good relationships with students, principals, colleagues, and staff. In the learning process, teachers play several essential roles:

First, the teacher acts as an informant. In carrying out teaching tasks, teachers should be able to provide scientific information that is beneficial for students' development. This information must be accurate, relevant, and easily understood.

Second, the teacher functions as an organizer. Before the learning process begins, teachers must prepare all necessary components, including lesson plans, media, and supporting facilities, organized and managed in accordance with appropriate learning management principles.

Third, the teacher serves as a motivator. Teachers should stimulate students by giving encouragement and enthusiasm, enabling them to become motivated, interested, active, and creative.

Fourth, the teacher acts as a director or mentor. Teachers provide proper and complete guidance: beginning with shaping good intentions, sincerity, seriousness, and preparing all learning tools, as well as guiding students toward effective learning strategies.

Fifth, the teacher serves as an initiator, presenting creative and innovative ideas so that learning becomes lively, dynamic, and varied.

Sixth, the teacher functions as a transmitter who expands and disseminates information, including government policies and scientific developments. For example, teachers inform students about scholarship opportunities or explain scientific research findings that contribute to human welfare.

Seventh, the teacher acts as a facilitator by providing necessary learning resources, such as books and other relevant materials, to ensure the learning process runs effectively and efficiently.

Eighth, the teacher serves as a mediator who acts as an intermediary and stabilizer. When differences of opinion arise, potentially leading to conflict,

teachers should be able to offer solutions, remain impartial, avoid discrimination, and present themselves as fair figures whose decisions are accepted by students.

Ninth, the teacher acts as an evaluator who fairly assesses the entire series of learning activities, using correct and comprehensive evaluation principles that cover cognitive, affective, and psychomotor aspects.

Implementation of Proper and Effective Learning Evaluation by Arabic Teachers

There are three interrelated terms in learning evaluation. *First*, assessment refers to a series of activities designed to measure student achievement as the outcome of an instructional program. The results of student assessments can be used as evidence that should be considered in the context of teaching evaluation. *Second*, measurement concerns the collection of descriptive data about student products or behavior and their relationship to achievement standards or norms. *Third*, evaluation is a systematic process for obtaining information about the effectiveness of the learning process in helping students achieve the goals that have been set optimally.

A teacher must pay attention to supporting factors in order to carry out a successful learning evaluation. Several conditions must be considered: (1) the teacher must determine in advance which aspects of the student's personality should be assessed; (2) the student data collected for evaluation must be representative; (3) the tools used to collect data must be selected carefully; (4) the data collected must be processed properly; and (5) when providing qualitative interpretation of the processed data, the comparison criteria should be formulated as clearly as possible and must be accountable.

For evaluation activities in the learning process to run effectively, they must meet several general requirements: (1) validity, which refers to the accuracy of the evaluation in measuring what should be measured; (2) reliability, referring to the degree of confidence that the evaluation instrument can yield accurate results, as well as consistency across repeated measurements; and (3) practicality, referring to the availability of facilities for preparing, using, interpreting, and obtaining results from the evaluation instrument, as well as the ease of storing it.

From the descriptions above, it can be understood that assessment is rarely used in routine educational activities and is more often employed in diagnosing individual problems, especially in research activities to measure a person's responses, opinions, views, or perceptions of a policy or social reality. Measurement produces numerical indicators of a person's characteristics, commonly conducted through tests or non-test instruments such as rating scales, Likert scales, and other tools that yield quantitative measures. Evaluation, meanwhile, is the process of describing, obtaining, and presenting various types of information that are useful in making professional decisions, based on quantitative and qualitative data. Evaluation must cover three domains: cognitive, affective, and psychomotor. All domains are equally important and must be

assessed by teachers, particularly Islamic religious education teachers. Affective and psychomotor evaluations become especially important for understanding students' attitudes in accepting, responding to, internalizing, and applying values in their behavior.

Instruments that can be used to measure behavioral changes outside cognitive competence include the following: 1) Observation, which is used to obtain or determine students' affective and psychomotor competencies based on their learning outcomes, particularly regarding the progress they demonstrate during the learning process. A teacher may use three types of observation instruments: a) Anecdotal records, namely notes on unusual events in the classroom and observable changes in student behavior; b) Rating scales, which are the most effective for recording changes identified by the teacher; and c) Checklists, which record the presence or absence of specific behaviors or variables, such as students' activeness during learning; 2) Interviews, in which the teacher asks questions or investigates students' habits to determine whether these habits tend to be positive or negative; 3) Questionnaires, which consist of a series of items with predetermined answer choices provided by the teacher, intended to explore students' habits in responding to and applying the knowledge they have learned; and 4) Likert scales, used to measure attitudes or students' affective competence by presenting statements based on specific competency indicators. Students are asked to express their opinions using five options: strongly agree, agree, undecided, disagree, and strongly disagree. These attitude statements can serve as indicators of student competence in Islamic religious education, particularly in the affective domain; and 5) Portfolios, which are compiled to document students' work and progress over time as part of the overall assessment process.

Conclusion

The results of this study indicate that, in general, the pedagogical competence of Arabic education teachers was relatively good but still required improvement, particularly in their understanding of students. This included knowledge of various psychological aspects, students' desires and needs, interests and talents in detail, individual differences, and overall student characteristics. Meanwhile, the teachers' ability to prepare lesson plans varied; some produced good plans, while others remained simple. In implementing learning, the approach used was still predominantly teacher-centered, relying on lecturing and explanation, and had not yet developed into an interactive learning model. However, teachers demonstrated democratic, tolerant, and non-authoritarian attitudes. All teachers were able to manage the classroom effectively and create a conducive and harmonious learning climate. Generally, teachers carried out summative evaluations systematically according to the schedule, as well as formative evaluations. However, the execution varied according to each teacher's conditions, with emphasis placed more on students' attitudes and practical skills.

The findings also showed that Arabic teachers had not fully implemented learning effectively, whether in lesson planning, learning implementation, or evaluation. *First*, the lesson plans developed by Arabic teachers at SDIT Mutiara Al-Madani Sungai Penuh were not yet optimal, particularly regarding curriculum alignment, integration of media and methods, and evaluation design. *Second*, the learning process implemented by the teachers had not met instructional demands, as evidenced by the dominance of a single method, namely lecturing. *Third*, the learning evaluation conducted by Arabic teachers had not been described as expected; teachers had not designed evaluations thoroughly, had not used proper assessment grids, and auxiliary teachers tended to emphasize only the cognitive domain.

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