

Exploring Planning for Teaching Arabic as a Foreign Language at Senior High School: Teacher's Didactical Competencies

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Abstract

This study aimed to explore teachers' didactic competencies in planning Arabic language teaching for Non-Native Speaker (NNS) students at the Islamic senior high school level. A qualitative approach with a descriptive method was used in this study. The results of this study showed that the didactic competence of Arabic language teachers in planning Arabic language teaching had not been in line with applicable regulations and guidelines, such as determining core competencies and basic competencies levels, formulating the indicators of competency achievement, setting learning objectives, and developing learning activities by integrating 4C skills in core activities. The foregoing was due to the lack of teachers' understanding and experiences in developing syllabi and preparing lesson plans. It is hoped that this study can be a reference for Arabic language teachers at all levels of Islamic schools, especially in developing a syllabus and preparing appropriate lesson plans, so that learning processes can be carried out effectively.

Keywords: Arabic language teaching; didactical competencies; lesson plans; syllabus

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi kompetensi didaktik guru dalam merencanakan pengajaran bahasa Arab bagi siswa *Non-Native Speaker* (NNS) di tingkat Madrasah Aliyah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Hasil penelitian ini menunjukkan bahwa kompetensi didaktik guru bahasa Arab dalam merencanakan pengajaran masih belum sesuai dengan

regulasi dan pedoman yang berlaku, seperti mengkaji tingkat Kompetensi Inti (KI) dan Kompetensi Dasar (KD), merumuskan Indikator Pencapaian Kompetensi (IPK), menyusun tujuan pembelajaran, dan mengembangkan kegiatan pembelajaran dengan mengintegrasikan keterampilan 4C dalam kegiatan inti. Hal tersebut disebabkan kurangnya pemahaman serta pengalaman guru dalam mengembangkan silabus dan menyusun Rencana Pelaksanaan Pembelajaran (RPP). Penelitian ini diharapkan menjadi acuan bagi guru bahasa Arab di semua jenjang pendidikan madrasah khususnya dalam mengembangkan silabus dan menyusun RPP yang sesuai, sehingga dalam proses pembelajaran bisa berjalan efektif.

Kata Kunci: Kompetensi didaktik; pengajaran bahasa Arab; RPP; silabus

Introduction

The development of the Arabic language curriculum in Minister of Religion Decree (MRD) Indonesia number 183 aims to prepare students to have the ability to use Arabic as a global communication tool and a tool to explore religion from authentic sources that generally use Arabic and through a scientific chain process (*isnad*) that perpetually continues to the original source, namely al-Qur'an and Hadith.

However, no matter how good the results of designing and developing an Arabic curriculum based on student competence, the success of its implementation in achieving curricular goals is highly dependent on several factors related to the teachers because the teachers are directly related to the students in the classroom.^{1,2,3} Teachers are also the main actors in improving students' cognitive, affective, and psychomotor aspects.^{4,5} Thus, regarding the implementation of the Arabic curriculum, teachers have an important and strategic role.

¹ Poedjiastutie, Dwi et al. "Does curriculum help students to develop their English competence? A Case in Indonesia." *Arab World English Journal (AWEJ) Volume 9* (15 July 2018): 175-185. <https://dx.doi.org/10.24093/awej/vol9no2.12>

² Sanusi, Anwar, and Azkia Muharom Albantani. "Teaching Arabic Language Base on Character Building Through Qur'an Perspective." *Ijaz Arabi Journal of Arabic Learning 4*, no. 1 (2021): 44-58. <https://doi.org/10.18860/ijazarabi.v4i1.9951>

³ Syihabuddin. *Pendidikan dan Bahasa dalam Perspektif Islam*. RIZQI Press, 2011.

⁴ Hoque, M. Enamul. "Three Domains of Learning: Cognitive, Affective, and Psychomotor." *The Journal of EFL Education and Research (JEFLER) 2*, no. 2 (September 2016): 45-52.

⁵ Aliyah Nurshaibah et al., "An Analysis of Teaching and Learning Variations based on Bloom's Taxonomy." *Journal of English Education and Teaching (JEET) 5*, no. 3 (2021): 394-404. <https://doi.org/10.33369/jeeet.5.3.394-404>

Regarding the education in 21st-century, teachers are supposed to make innovative changes in teaching to prepare students who have four core skills, namely, critical thinking and problem solving, communication, collaboration, and creativity (4C), as well as having information, communication, and technology (ICT) skills.^{6,7,8}

Regarding the 4C's of learning skills, critical thinking is more likely to be the student's way of responding and analyzing facts to form judgments. Then, problem-solving is related to finding explanations and answers to every problem students face in learning. Communication is a skill that must be possessed by students so that they can build and maintain relationships anywhere, whether in the family, school, community, and other environments. Meanwhile, collaboration is manifested in synergizing with each other, adapting to various roles and responsibilities, and respecting differences. Creativity is related to the thinking ability of students and can direct them to thoughts that are full of creativity so that they can create something new and unique works that are different from previous works.⁹

Besides that, in completing the 21st-century educational framework that is in line with the demands of education in Indonesia, two elements are added: the students should be robust in character and spiritual aspects.^{10,11} Therefore, teachers, especially Arabic teachers, are first required to have teaching competence to achieve the curricular goals of effective and quality Arabic teaching in the 21st century.

Teaching competence emphasizes professional attitudes, didactic competencies relating to teaching principles, how to deliver material so that it can be mastered by students, and teachers' skills so that they can influence

⁶ Ratama I Putu et al., "Teaching the 21st Century Skills (4Cs) in English Literacy Activities in SMKN 1 Singaraja in Academic Year 2019/2020." *Journal of Educational Research and Evaluation* 5 no. 2 (2021). 223-233. <https://doi.org/10.23887/jere.v5i2.30849>

⁷ Santos, Joseline M. "21st Century Learning Skills: A Challenge in Every Classroom." *International Journal of Emerging Multidisciplinary Research*, 1, no. 1 (2017): 31–35. <https://doi.org/10.22662/IJEMR.2017.1.1.031>

⁸ Trilling, Bernie., and Fadel, Charles. *21st Century Skills: Learning for Life in our Times*. United States: John Wiley & Sons, 2009.

⁹ Sofyan Sauri et al., "*Guru Profesional Abad 21*". Mustika Ilmu, 2021.

¹⁰ Prihatmojo, Agung., Ika Mulia Agustin, Dewi Ernawati, and Diana Indriyani. "Implementasi Pendidikan Karakter di Abad 21". *Seminar Nasional Pendidikan Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta* (Oktober 2019): 180-186.

¹¹ Zubaidah, Siti. "Pendidikan Karakter Terintegrasi Keterampilan Abad Ke-21". *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: E-Saintika*, 3, no. 2 (2019 December): 1–24. <https://doi.org/10.36312/e-saintika.v3i2.125>

teaching processes and student learning outcomes.^{12,13,14} However, the focus of this study was to explore the teacher's didactic competence in planning for Arabic language teaching for NNS students at the Islamic senior high school level. Furthermore, this study also aimed to find out what aspects need to be improved in preparation and planning Arabic language teaching.

Studies related to teachers' didactic competence have been carried out by researchers in several countries, such as Peterson and Tonnesen, the results of their study showed that didactic competence is more tendentious to the teacher's ability to develop curriculum, teaching, evaluation, and reflection of learning processes that have been carried out.¹⁵ The results of the study can be used as a basic framework for further studies on the didactic competence of teachers, especially in teaching Arabic in Islamic schools (madrassas).

In addition, the results of a study conducted by Gilis et al. in Belgium emphasized that the teacher didactic competencies must be included in the plan-do-check cycle and are designed to ensure the quality of learning processes in the classroom.¹⁶ Then, a study conducted by Karimi in Kenya stated that the didactic competency training program for professional educators must be carried out continuously because it can help them to develop a curriculum that is a guideline in teaching.¹⁷ The curriculum development carried out by teachers is an important element because it is their responsibility in realizing effective student learning outcomes.^{18,19}

¹² Liakopoulou, Maria. "The professional competence of teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness?". *International Journal of Humanities and Social Science*, 1, no. 21 (December 2011): 66-78.

¹³ Shulman, Lee S. "Those who understand: Knowledge growth in teaching". *Educational Researcher*, 15, no. 2 (1 February 1986): 4-14. <http://dx.doi.org/10.3102/0013189X015002004>

¹⁴ Thapa, Tara Bahadur. "Transfer of teacher training skills in classroom". *A Multidisciplinary Journal*, 2, no. 1 (2012): 69-73.

¹⁵ Peterson, P. M. & Tonnesen, L. G. (2006). *Teaching didactic issues in ODL*. In Jens Vermeersch (ed) *Getting started with ODL*, (2006): 57-68.

¹⁶ Gilis, Annelies et al. "Establishing a competence profile for the role of student-centered teachers in higher education in Belgium". *Research in Higher Education*, 49, No 6 (22 February 2008): 531-554. <http://dx.doi.org/10.1007/s11162-008-9086-7>

¹⁷ Karimi, Florah Katanu. (2014). Didactic Competencies among Teaching Staff of Universities in Kenya. *International Journal of Higher Education*, 3, no. 2 (2014): 28-37. <https://doi.org/10.5430/ijhe.v3n2p28>

¹⁸ Turner-Bisset, Rosie. "On the carpet? Changing primary teaching contexts". *International Journal of Primary, Elementary and Early Years Education*, 3-13 31, no. 3 (2003): 4-10. <https://doi.org/10.1080/03004270385200271>

¹⁹ Sanusi, Anwar et al. "Praxeology Concept: Investigating the Actions of Primary School Teachers in Achieving Arabic Teaching." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 9, no. 1, (June 2022): 85-96. <https://doi.org/10.15408/a.v9i1.22636>

Curriculum development, especially in the context of learning Arabic, will not run effectively without being supported by the teacher's competence in planning, implementing, and evaluating the learning carried out.^{20,21} Weak teacher's competence in teaching also affects the weak quality of student learning.²²

The results of a study carried out by Ainin et al. asserted that the competence of Arabic language teachers in planning to teach, especially in preparing lesson plans, shows their professionalism as a teacher.²³ Teacher professionalism has a role in determining the quality of education. Consequently, the teacher must prepare or plan everything properly and accordingly so that the learning process in the classroom runs effectively.

Based on the results of the identification, studies related to the teacher's didactic competence in planning Arabic language teaching for NNS students are still rare. Therefore, it is very necessary to conduct a study on the topic because the success of a student in understanding the context of the Arabic language material being taught depends on the extent to which the learning process can be carried out well by the teacher. The learning process involves various activities between students, teachers, and the learning environment, which are then controlled in the lesson plan. The better the teacher plans the lesson, the better the learning process will be.

This study used a qualitative approach with a descriptive method aiming to explore the didactic competence of teachers in planning Arabic language teaching for NNS students. The study related to teachers' didactic competence is inseparable from the plan-do-check cycle (planning, implementation, and evaluation), and is equipped with continuous improvement. It is important to be done continuously because it serves to foster ideas or innovations to overcome problems in teaching Arabic. Then, the plan-do-check cycle and continuous improvement are clearly described in the following figure.

²⁰ Sanusi, Anwar et al. "Evaluation of Student Writing Skills Using CIPP model in Arabic Learning: The Concept and its implementation." In International Conference on Arabic Language and Literature pp. 207-214. (29 December 2021).

²¹ Maulana, Deni, and Anwar Sanusi. "Analisis Butir Soal Bahasa Arab Ujian Akhir Madrasah Besama Daerah (UAMBD) Madrasah Ibtidaiyah Tahun 2017-2018." *Ta'lim al-'Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (2020): 12-24.

²² Sanusi, Anwar et al. "Non-Native Arabic Language Teacher: Low Teacher's Professional Competence Low Quality Outcomes?." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 7, no.1 (June 2020): 45-60. <https://doi.org/10.15408/a.v7i1.12722>.

²³ Ainin, Moh et al. "Analyzing Errors in Lesson Plans of Arabic Teacher Professional Education Participants During the Teaching Practise at Schools." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya*, 9, no. 2 (2021): 133-144. <https://doi.org/10.23971/altarib.v9i2.3043>

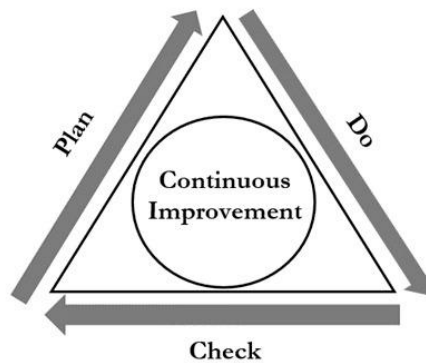


Figure 1. Plan-do-check cycle

However, the researchers in this study only focused on the planning aspect (the cycle of plan), because the teacher will be able to prepare and determine what actions will be taken during the learning process and evaluation so that it can be conducted effectively. Thus, in carrying out effective learning activities, it must begin with good planning in line with applicable regulations and guidelines.

The participants in this study consisted of three Arabic teachers who teach at an Islamic senior high school. The profile of the Arabic teachers in detail is presented in the table below.

Table 1. The Profile of Arabic Teachers

Participant	Class being taught	Age	Status
Teacher 1	10 th Grade	25-30	Not yet certified
Teacher 2	11 th Grade	30-45	Certified
Teacher 3	12 th Grade	45-50	Certified

Table 1 above shows that the profile of teachers who have participated in this study is dominated by teachers who are over 40 years old and certified. Certified teachers teach in 11th grade and 12th grade, while teachers who are 25-30 years old and not yet certified teach in 10th grade.

Study Area

This study was conducted in one of the Islamic senior high schools in Cimahi city, West Java province, Indonesia. The reason for choosing the school was because of the openness of the school to the study to be carried out such as openness in interviews, observations, and data collection. Then, the number of teachers who did not meet the academic qualifications at the school was less than that of other private Islamic senior high schools.

Observation, interviews, and documentation studies were used as data collection techniques. The careful and real observation of the didactic competence of Arabic teachers in planning teaching was conducted. Then, the interviews were carried out to obtain detailed information about the steps taken

by the teachers in planning Arabic teaching. Regarding the documentation study, the researchers analyzed the documents of Arabic teachers such as syllabi, lesson plans, and the results of the academic supervision of the school principal of three Arabic teachers and four levels of scale to assess the documents were used, namely scale 1 = unsuitable, 2 = less suitable, 3 = suitable, and 4 = very suitable.

The data analysis process is carried out through three experimental stages: reducing data, presenting data, and drawing conclusions. The first stage is data reduction, a selection process focusing on getting rough data obtained in the field. This activity is carried out automatically, namely data reduction regarding the teacher's didactic competence in planning Arabic language teaching for NNS students. The second stage is to perform data presentation. The intention is to present the data that has been filtered and organized as a whole in a descriptive narrative form. The third stage is concluding, namely formulating conclusions after carrying out the reduction stage and presenting data inductively to answer the formulation of the problem.

Findings and Discussion

Teacher's Didactic Competence in Planning for Arabic Teaching (Plan)

In this cycle, the teachers must prepare carefully in developing the curriculum, syllabus, lesson plans, and teaching materials used. The curriculum used in the Islamic school in the 2020/2021 academic year, especially in teaching Arabic, was MRD number 183.²⁴ The decree of the Minister of Religion number 183 in Indonesia was formulated using a top-down system because curriculum development in Islamic schools/madrasas arose at the initiative of education policyholder such as the Director General or Head of Office Region. Furthermore, using a kind of line of command, curriculum development goes from superiors to subordinates. This is in line with the results of the interviews with the teachers about the curriculum implemented in Arabic teaching.

Teacher 2

"In religion subjects, this Islamic school implements the decree of Minister of Religion number 183. While in general subjects we use the revised 2013 curriculum. This is carried out because this Islamic school refers fully to the curriculum of the Ministry of Religion".

²⁴ Keputusan Menteri Agama. *Kurikulum Kementerian Agama Nomor 183 Tentang Kurikulum PAI dan Bahasa Arab di Madrasah*, 2019.

Teacher 3

“The themes/topics in the decree of Minister of Religion number 183 are clearly described so that it seems to be limited in terms of developing themes that are in line with the students’ needs. However, when implementing the decree of Minister of Religion number 183 in teaching Arabic, the principal of the Islamic senior high school sometimes guides and provides input on the learning process so that existing deficiencies can be bettered while increasing competence so that the learning process can be in line with the curriculum”.

Based on the results of the interviews with teachers 2 and 3, the curriculum used in teaching Arabic in the Islamic senior high school was a top-down system, namely the decree of Minister of Religion number 183. However, several previous studies conducted by some researchers stated that that system does not provide space for Islamic schools to think critically and creatively in terms of its implementation.^{25,26} Consequently, the Islamic schools as curriculum implementers are not able to fully develop their creative programs that are relevant to the students’ needs and abilities.

In addition, the diverse characteristics of students in Indonesia make it difficult for the curriculum to meet the students’ special needs. Therefore, teachers as curriculum developers must be able to translate, describe, and transform the values contained in the curriculum for the students. Okoth also suggested that teachers in managing learning must be in line with the students’ needs.²⁷

Curriculum development that can be carried out by teachers is designing and developing lesson plans.^{28,29} Therefore, the researchers in the present study adapted from *Permendikbud* (Minister of Education Regulation) number 11 of 2016 concerning the standard of primary and secondary education processes and Tyler stating that the components of teaching planning that must be carried

²⁵ Madya, Suwarsih. “Curriculum innovations in Indonesia and the strategies to implement them.” *ELT Curriculum Innovation and Implementation in Asia*, 2, (2008): 1–38.

²⁶ Choi, Yeon Hee. And Hyo Woong Lee, H. W (2008). “Current trends and issues in English language education in Asia.” *The Journal of Asia TEFL*, 5, no. 2 (2008): 1-34.

²⁷ Okoth, Teresa A. “Challenges of implementing a top-down curriculum innovation in English Language Teaching: Perspectives of Form III English Language Teachers in Kenya.” *Journal of Education and Practice* 7, no. 3 (2016): 169–177.

²⁸ Khuzwayo, Mamsi Ethel, and Kwanele Booi. "Transformation of Assessment of the Pre-Service Life Sciences Teachers: Issues of Curriculum Development in Education and Training in South Africa." *International Journal of Learning, Teaching and Educational Research* 20, no. 7 (2021): 44-60. <https://doi.org/10.26803/ijlter.20.7.3>

²⁹ Sanusi, Anwar, Deni Maulana, and Ripaldi Sabarno. "Synchronous and Asynchronous: Teaching and Learning Arabic in Building Student Well-being during Covid-19 Pandemic." *ALSUNYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 5, no. 1 (2022): 13-29. <http://doi.org/10.17509/alsuniyat.v5i1.44537>

out by teachers are that at least they can develop a syllabus and prepare lesson plans.^{30,31}

Developing Syllabus

The syllabus was composed to provide an outline of the teaching process in one semester and to be the guideline for preparing lesson plans for each meeting. The syllabus draft was already available, in which the deputy head of the Islamic school for curriculum provided the syllabus to the Arabic teachers. However, the development is needed and can be carried out by the teachers as an effort to make it easier to translate the syllabus into the lesson plans. This is in line with the results of the interviews with the Arabic teachers.

Teacher 2

“I developed the syllabus at the beginning of the semester before teaching activities began by revising the existing syllabus draft such as completing the school identity, then identifying the main material, formulating indicators of competency achievement based on the students’ needs, assessment and time allocation, and determining learning resources”.

Teacher 1

“Regarding the existing syllabus draft, I only changed/revised the school identity. I have no experience in developing a syllabus because I have just graduated from college”.

Teacher 3

“I developed an existing syllabus for Arabic subjects from the vice principal of the curriculum and then adjusted it based on the student interest”.

The results of the interviews showed that all Arabic teachers had received a draft syllabus from the vice principal of the curriculum. Then, regarding the syllabus development process, two Arabic language teachers developed the syllabus adapted to the students' conditions. In line with the principle of syllabus development according to BNSP, the syllabus must be in line with the level of students' physical, intellectual, social, emotional, and spiritual development.³² However, some teachers made the syllabus only by changing/revising the school identity. This is because teachers do not have experience and have just graduated from college so they do not understand in developing the syllabus. The teacher only accepted and copied from the head of the Islamic school and did not read MRD number 183.

³⁰ Permendikbud nomor 11 tahun 2016 tentang standar proses pendidikan dasar dan menengah.

³¹ Tyler. Ralph W. *Basic Principles of Curriculum and Instruction*. The University of Chicago Press, (1950).

³² BNSP. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan*. BSNP, 2006.

Therefore, a teacher is required to develop his ability to plan to teach well so that expected learning objectives can be achieved. Callahan & Clark state that teaching without written preparation will result in ineffectiveness in learning, and it is because the teacher does not consider in detail what he will do and how to do it.³³ Thus, the syllabus development shows the quality of the teacher's didactic competence in planning for teaching.

The following are some aspects needed to be considered by Arabic teachers in developing the syllabus.

1. Analyzing the level of core competencies and basic competencies

One of the syllabus developments that must be carried out by teachers is to understand well about the curriculum, especially in understanding the meaning of basic competencies in the subjects they teach. In other words, Arabic teachers must be able to analyze the level of competence that exists in core competencies and basic competencies, which can be seen from the operational verbs.³⁴

The core competencies in MRD number 183 consist of four elements, namely spiritual attitudes, social attitudes, knowledge, and skills. Then the basic competencies show the form of students' mastery of cognitive, affective, and psychomotor. Bloom et al. emphasize that the purpose of learning must always refer to the three domains inherent in students, namely the realm of thinking processes (cognitive), the realm of values or attitudes (affective), and the realm of skills (psychomotor).³⁵

However, it is easy to identify the difference in the content of the basic competencies. In Arabic subjects, there are many changes in the content of the basic competencies in each chapter of the discussion. The teacher's inability to understand the basic competencies will have an impact on the teacher's ability to make lesson plans. Then, it eventually will also have an impact on teacher activities in carrying out learning activities that are not in accordance with the basic competencies objectives. Therefore, the Arabic language teachers in preparing learning tools must analyze the basic competencies in MRD number 183 to be adjusted to the student's learning experience.

³³ Callahan, Joseph F, and Leonard H Clark. *Foundation of Education*. New York: Macmillan Publishing Company Inc. 1983

³⁴ Scristia, S. "Analisis Kesesuaian Indikator terhadap Kompetensi Dasar pada Pelajaran Matematika oleh Guru Sekolah Menengah Palembang." *Jurnal Gantang*, 4, no. 2 (2019): 103–109. <https://doi.org/10.31629/jg.v4i2.1429>

³⁵ Bloom, Benjamin S., et al. *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. No. 373.19 C734t. New York and Toronto: Longmans, Green, 1956.

Sanjaya explains that basic competence is a combination of knowledge, skills, values, and attitudes which are manifested in the habit of thinking and acting.³⁶ Thus, basic competence is something that must be achieved and possessed by the students to achieve core competencies. The basic competencies that exist in each subject will all lead to core competencies.

Based on the results of the documentation study carried out, the syllabus owned by all Arabic language teachers included core competencies and basic competencies. However, not all syllabus was in line with the provisions of the components, especially in the formulation of the basic competencies. In the formulation of the existing basic competencies, it was found that the syllabus of teacher 1 who taught in 10th grade was not in line with the applicable provisions in MRD number 183. The teacher did not analyze the basic competencies, because the basic competencies in the syllabus contained only cognitive and affective aspects without presenting psychomotor aspects (skills). Whereas the syllabus must be in accordance with what is written in core competencies in MRD number 183, which includes cognitive, affective, and psychomotor aspects.

The details of the core competencies and basic competencies in teacher 1's syllabus are described in the tables below.

Table 2. The Core Competencies in the Syllabus of the Arabic Subject

Core Competencies (CC)	Description	Domain
CC-1	Appreciating and practicing the religious teachings they adhere	Affective (Spiritual)
CC-2	Demonstrating honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace) polite, responsive and proactive behavior and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the association of the world.	Affective (Social)
CC-3	Understanding, applying, and analyzing factual, conceptual, and procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to	Cognitive (Knowledge)

³⁶ Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana, 2013.

	the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve problems	
CC-4	Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to the principles of science	Psychomotor (Skills)

Table 3. The Basic Competencies in the Syllabus of the Arabic Subject

Basic Competencies	Description	Domain	Competency Level
1.1	Believing that the ability to speak is an important blessing bestowed by Allah SWT	Affective	A3
2.1	Demonstrating polite and caring behavior in carrying out interpersonal communication with teachers and friends	Affective	A5
3.1	Identify sounds, sentence meanings, ideas, linguistic elements, text structures, and Arabic cultural elements related to the topic: هوايات الطلاب and المعرض both orally and in writing	Cognitive	C1
4.1	Presenting in the form of dialogue, oral or written information, responding to simple news related to the topic of هويات الطلاب and المعرض by paying attention to linguistic elements, text structures, and cultural elements correctly and according to the context	Cognitive	C3

Tables 2 and 3 show that basic competence 4.1 is not in accordance with CC-4. Teacher 1 does not include the psychomotor domain in the basic competence as already in CC-4. In the taxonomy proposed by Bloom et al., the operational work chart “to put forward” contained in the basic competence 4.1

is part of the cognitive domain with a competency level of C3.³⁷ This occurred because teacher 1 did not understand how to develop the syllabus and only received the syllabus from the vice principal, without reviewing the suitability of the basic competencies with MRD number 183.

2. Formulating Competency Achievement Indicators

The next step that must be taken by the Arabic teachers in the planning cycle is to formulate the competency achievement indicators in the syllabus. Indicators of learning outcomes are learning objectives that are expected to be possessed by the students after they carry out certain learning processes. The competency achievement indicator is a student's ability that can be observed. Therefore, the competency achievement indicators must be concrete so that learning achievement can be easily identified and measured.^{38,39,40,41,42}

The formulation of the indicators in a discussion topic uses operational verbs. Then, the main materials must be adjusted to the indicators. Therefore, at least the teacher pays attention to the level of the verb in the indicator because it must be equivalent to the verb used in the basic competencies.⁴³

Regarding the issue above, the following are the results of the interviews with the Arabic teachers.

³⁷ Bloom, Benjamin S et al. *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. No. 373.19 C734t. New York and Toronto: Longmans, Green, 1956.

³⁸ Grammens, Maaïke, Michiel Voet, Ruben Vanderlinde, Lieselot Declercq, and Bram De Wever. "A systematic review of teacher roles and competences for teaching synchronously online through videoconferencing technology." *Educational Research Review* (2022): 100461. <https://doi.org/10.1016/j.edurev.2022.100461>

³⁹ Zainuddin, Ammar, Imam Asrori, and Miftahul Huda. "Analysis of Standardization of Reading Learning for Non-Native Speakers in the Arab world and the West: (Rusydi Ahmad Thu'aimah, ACTFL, and CEFR)." *Arabiyatuna Jurnal Bahasa Arab* 6, No. 1 (2022): 329-348. <http://dx.doi.org/10.29240/jba.v6i1.3148>

⁴⁰ Ridlo, Ubaid. "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 125-146. <http://dx.doi.org/10.29240/jba.v6i1.3798>

⁴¹ Yaqin, Muhammad Ainul. "Mustawiyat al-Dirasah al-Arabiyah Li Aghrad Ammah: al-Marhalah al-Ibtidaiyah Wa al-Mutawasithah Wa al-Muqaddimah Mustawiyat al-Ada'al-Mukhtalifah Fi Mumarisah al-Lughah Bima Fiha Min Jawanib Ma'rifiyah Au Wajdaniyah Au Nafs Harkiyah." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 93-108. <http://dx.doi.org/10.29240/jba.v3i1.743>

⁴² Fauth, Benjamin, Jasmin Decristan, Anna-Theresia Decker, Gerhard Büttner, Ilonca Hardy, Eckhard Klieme, and Mareike Kunter. "The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality." *Teaching and Teacher Education* 86 (2019): 102882. <https://doi.org/10.1016/j.tate.2019.102882>

⁴³ Anderson, Lorin W., and David R. Krathwohl. *A Taxonomy for Learning, Teaching, and Assesing: A revision of Bloom's Taxonomy of Education Objectives*. New York: Addison Wesley Longman Inc, 2001.

Teacher 3

I formulate the indicators of competency achievement using operational verbs on cognitive, affective, and psychomotor aspects as well as determining indicators adjusted between the core competencies and the basic competencies.

Teacher 2

The indicators of competency achievement are formulated using operational verbs on cognitive, affective, and psychomotor aspects as well as indicators in the lesson plans and the syllabus.

Teacher 1

I use the indicators of competency achievement in the textbook from the Ministry of Religion for 10th grade in the Islamic senior high school using curriculum 2013 as a reference and I use it in measuring learning achievement.

The results of the interviews illustrate that the way Arabic teachers formulate the indicators of competency achievement is different. Teachers 2 and 3 formulate the indicators independently using operational verbs on cognitive, affective, and psychomotor aspects, and in determining them, they are adjusted between the core competencies and the basic competencies. While teacher 1 uses the indicators of competency achievement in the textbook from the Ministry of Religion for 10th grade in the Islamic senior high school using curriculum 2013 as a reference and uses it in measuring learning achievement. In other words, teacher 1 does not make the indicators of competency achievement independently in learning Arabic.

However, based on the results of the documentation study on the indicators of competency achievement formulated by teacher 2, it was found that there were some points which are not suitable because the level of operational verbs of the indicators of competency achievement that had been formulated was not equivalent to the basic competencies. Teacher 2 who teaches in 11th grade has not fulfilled the suitability aspect in terms of formulating the indicators of competency achievement, especially the cognitive aspect. The unsuitable competency achievement indicators are presented in the table below.

Table 4. Competency Achievement Indicators in the Teacher 2's Syllabus

	Basic Competencies	Competency Achievement Indicator	Competency Level	Description
3.8	Analyzing ideas from the Arabic texts related to the topic of	Analyzing form, meaning, and function of the grammatical structure of تصريف الفعل الماضي اللغوي in the text with the topic	C4	Suitable

الحج والعمرة	of العمرة و الحج		
Paying attention to the form, meaning and function of the grammatical structure of	Explaining the form of speech acts of stating and asking past actions/events	C2	Unsuitable
تصريف الفعل الماضي اللغوي	Inferring/concluding the form of <i>fiil madhi</i> in the text with the topic of الحج و العمرة	C4	Suitable

The table 4 above shows that the competency achievement indicators developed are not in accordance with the competency level in the basic competencies 3.8. The basic competence in the table 4 is at the level of thinking C4 or analysis. It can be seen that there are operational verbs in the competency achievement indicators that are not in accordance with their basic competence of thinking level. At the C4 level, the competency achievement indicators should use operational verbs such as diagnose, edit, find, select, conclude, and so on. Thus, the understanding of the level of the cognitive domain influences the teacher in developing indicators of the basic competencies. This is in line with the results of a study conducted by Jundi and Solong showing that in developing indicators of the existing basic competencies, teachers must be able to analyze and understand the classification of thinking levels.⁴⁴ It means that the teachers must master the existing taxonomy of thinking levels and the use of operational verbs.

Preparing the Lesson Plans

The difference between the syllabus and lesson plans only lies in the purpose of their preparation. The syllabus is prepared for the purposes of one semester, while the lesson plans are prepared for one or more meetings. In other words, the intensity in compiling lesson plans is higher than the syllabus. In addition, lesson plans are also the final product in learning planning.

Therefore, teachers are required to have competence in preparing a complete and systematic lesson plan that will be used as a guide when carrying out learning activities. A lesson plan is made based on the syllabus to direct teaching activities in an effort to achieve learning objectives.

Regarding preparing the lesson plan, the following are the results of the interviews with the Arabic teachers.

⁴⁴ Jundi, Muhammad, and Najamudin Petta Solong. Analisis Kesesuaian Indikator dan Kompetensi Dasar Bahasa Arab KMA 183. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 1, (January 2021): 61-70. DOI: 10.30997/tjpb.v2i1.3642

Teacher 1

I compile the lesson plan by revising the existing lesson plan and then adjusting it according to the needs

The lesson plan compiled is used for a month (four meetings)

Teacher 2

I compile a lesson plan for a guideline to carry out learning activities by outlining the syllabus that has been made, however the lesson plan is prepared for several meetings, so it will not be a hassle anymore.

Teacher 3

I compile the lesson plans prepared for each chapter. One chapter is completed in two meetings. I also always take part in learning planning training conducted by the city-level Subject Teacher Working Group.

Based on the results of the interviews, it was found that all Arabic teachers prepared lesson plans. This is in line with what Bararah states that a lesson plan is a preparation that must be carried out by teachers before conducting teaching.⁴⁵ Based on the lesson plan, a teacher is expected to be able to implement programmatic learning activities. However, in terms of its preparation, a lesson plan is prepared in a variety of ways. Of the three teachers, teachers 2 and 3 prepared the lesson plan independently and teacher 1 prepared the lesson plan by revising the existing lesson plan and then adjusting it according to the needs.

Furthermore, the lesson plans that had been prepared by the Arabic language teachers were used for several meetings. The lesson plans prepared by teacher 1 and teacher 2 were used for three to four meetings, while the lesson plan prepared by teacher 3 was used for two meetings or one chapter. This means that in terms of the volume in the preparation of the lesson plans, teacher 3 is higher than teacher 1 and teacher 2. Teacher 3 has also attended learning planning training conducted by the city-level Arabic Teacher Working Group so that he is able to improve his competence in preparing learning plans, including preparing the lesson plans.

Based on the findings of the present study, preparing the lesson plans carried out by the teachers at each meeting shows the creativity and innovation of the teachers. This is because they are able to compile and adapt the lesson plans to the dynamic student learning condition. It is in line with what Amri states that each teacher who carries out learning activities is required to prepare a complete and systematic lesson plan for each meeting so that learning

⁴⁵ Bararah, Isnawardatul. "Efektifitas Perencanaan Pembelajaran dalam Pembelajaran Pendidikan Agama Islam di Sekolah." *Jurnal Mudarrisuna*, 7, no. 1 (2017): 131-147. <http://dx.doi.org/10.22373/jm.v7i1.1913>

activities can be interactive, inspiring, fun, challenging, and motivating students to participate actively.⁴⁶ In addition, this also provides sufficient space for initiative, creativity, independence according to the talents and interests as well as the psychology of the students.

In general, the steps that must be taken by teachers in preparing lesson plans include learning objectives, learning materials, time allocation, teaching methods, learning activities, learning resources and assessment of the learning outcomes. However, at least the teachers must pay attention to three elements in the preparation of lesson plans, namely learning objectives, teaching methods, and learning activities.

1. Learning objectives

Learning objectives describe the learning processes and outcomes that are expected and achieved by the students in accordance with the basic competencies. The components of audience, behavior, condition, and degree (ABCD) are the considerations in formulating learning objectives that are in accordance with the learning environment.⁴⁷ Then, regarding learning objectives, the following are the results of the interviews with the Arabic teachers.

Teacher 1

In preparing the learning objectives, I copy the learning objectives in the Arabic language textbook and then put them in the lesson plans.

Teacher 2

I formulate learning objectives focused on cognitive, affective, and psychomotor aspects that include elements of ABCD

Teacher 3

I formulate learning objectives based on the indicators that have been made because the learning objectives are a description of the indicators. The learning objectives in the lesson plan also include elements of ABCD in the cognitive, affective, and psychomotor domains.

The results of the interviews describe that the way teachers formulate learning objectives varies. Teacher 3 formulates learning objectives based on the indicators that have been formulated because the learning objectives are the elaboration of the indicators. The learning objectives that have been formulated

⁴⁶ Amri, Sofan. *Pengembangan & Model Pembelajaran dalam Kurikulum 2013*, PT Prestasi Pustakaraya, 2013.

⁴⁷ Budiastuti, Pramudita et al. "Analisis Tujuan Pembelajaran dengan Kompetensi Dasar pada Rencana Pelaksanaan Pembelajaran Dasar Listrik dan Elektronika di Sekolah Menengah Kejuruan." *Jurnal Edukasi Elektro*, 5, no. 1 (May 2021): 39-48. <https://doi.org/10.21831/jee.v5i1.37776>

include elements of ABCD in the cognitive, affective, and psychomotor domains. This is reinforced by teacher 2's answer that in formulating learning objectives he focuses on cognitive, affective, and psychomotor aspects which include elements of ABCD. Meanwhile, teacher 1 formulates learning objectives by copying the learning objectives in the textbook and then transferring them into the lesson plans.

However, based on the results of the documentation study, the formulation of learning objectives contained in the teacher 1's lesson plan was not in accordance with the formulation of indicators of the lesson plan. Teacher 1 formulated learning objectives "after observing, asking, exploring, associating and communicating the students that they are able to hear, speak, read, and write in Arabic related to the topic of *هواية الطلاب والمعرض*".

Teacher 1 formulated three indicators of competency achievement covering cognitive, affective, and psychomotor aspects. However, in the learning objectives contained in the lesson plans, teacher 1 did not include affective aspects. The affective aspect is related to changes in the students' attitude after participating in learning activities. This is not in line with what Kunandar states that determining learning objectives must be in line with the indicators that have been formulated.⁴⁸

The finding is supported by the results of the academic supervision conducted by the principal of the Islamic senior high school described in the table below.

Table 5. The results of the academic supervision conducted by the principal to the Arabic language teachers in determining learning objectives

Description of the Activity	Score Criteria		
	Teacher 1	Teacher 2	Teacher 3
Determining learning objectives	2	3	3

Based on the table 5, regarding determining learning objectives, teacher 1 gets a score of 2, while teacher 2 and teacher 3 get a score of 3. Based on the findings, it shows that the competence of teacher 2 and teacher 3 in determining learning objectives is appropriate. However, in determining learning objectives teacher 1 is less appropriate because one of his learning objectives is not equivalent to the indicators of competency achievement that have been formulated.

2. Teaching Methods

Teaching methods are used by teachers to create a conducive and fun learning atmosphere so that students can achieve the basic competencies or

⁴⁸ Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Rajawali Pres, 2011

predetermined indicators. Based on the results of the interviews with the Arabic teachers, the selection of teaching methods is adjusted to the students' situation and conditions as well as the characteristics of each indicator and competence to be achieved in each subject.

Teacher 1

The teaching method that I use varies according to the learning objectives to be achieved based on the students' situation and characteristics such as question and answer methods, assignment, demonstrations, and so on.

Teacher 2

I choose a teaching method based on basic competencies, indicators, and learning objectives to be achieved such as drills, inquiries, and so on

Teacher 3

I use different methods and are adapted to the learning objectives to be achieved, including project-based learning.

Based on the results of the interviews, it can be concluded that all Arabic teachers in choosing learning methods were very varied, innovative, and in accordance with the learning objectives to be achieved. This is in line with what Satriani states that teachers' competence must be updated along with the times, especially in the use of teaching methods so that students do not feel bored in participating in learning activities.⁴⁹

In addition, the results of the academic supervision conducted by the principal to the Arabic language teachers in determining teaching methods are presented in the following table.

Table 6. The results of the academic supervision conducted by the principal to the Arabic language teachers in determining teaching methods

Description of the Activity	Score Criteria		
	Teacher 1	Teacher 2	Teacher 3
Determining teaching methods	3	3	3

Table 6 above shows that all Arabic language teachers get a score of 3 from the principal of the Islamic senior high school. It shows that the teachers' competence in determining the learning method is in accordance with the learning objectives to be achieved.

⁴⁹ Satriani. "Inovasi Pendidikan: Metode Pembelajaran Monoton ke Pembelajaran Variatif (Metode Ceramah Plus)." *Jurnal Ilmiah Iqra'*, 10, no. 1 (2016): 47-54. <http://dx.doi.org/10.30984/jii.v10i1.590>

3. Learning Activities

The stages of learning activities must be arranged systematically starting from opening activities, core activities, and closing activities and all those activities must be included in the lesson plan. In learning activities in the 21st century, teachers should integrate 4C skills in the core activities in the lesson plans.⁵⁰

However, based on the results of the documentation study, it was found that of the three Arabic language teachers' lesson plans, only teacher 3 integrated 4C skills in the core activities. 4C skills are aimed at providing opportunities for students to be more rational in giving judgments and building and making their decisions about everything through critical thinking. The students are also able to improve their thinking skills. Higher-order thinking skills help the students to solve problems and provide solutions to life challenges they will face in their life.⁵¹ Therefore, the integration of 4C skills in learning Arabic is something very important that must be taught by the teachers so that the students can have those skills as provisions to face their life in the future.

Then, regarding learning activities (opening, core, closing) carried out, the results of the academic supervision conducted by the principal are presented in the table below.

Table 7. The results of the academic supervision conducted by the principal of the Arabic language teachers in determining learning activities

Description of the Activity	Score Criteria		
	Teacher 1	Teacher 2	Teacher 3
Determining learning activities	2	2	3

Table 7 above shows that teacher 1 and teacher 2 in determining learning activities (opening, core, closing) in their lesson plan get a score of 2, while teacher 3 gets a score of 3. Then, the findings of this study showed that the competence of teacher 1 and teacher 2 in determining learning activities was not in accordance with the context of learning in the 21 century. However, in terms of determining learning activities in the lesson plan, teacher 1's lesson plan was appropriate because he integrated 4C skills in learning activities, especially in core activities.

⁵⁰ Septikasari, Resti, and Rendy Nugraha Frasandy. "Keterampilan 4C Abad 21 dalam Pembelajaran Pendidikan Dasar." *Jurnal Tarbiyah Al-Awlad* 8, no. 2 (2018): 112-122.

⁵¹ Crandall, Jodi. *Preparing Global Citizens for the 21st Century: The Role of CBI/CLIL*. University of Maryland, 2016.

Conclusion

This study explored the didactic competence of Arabic language teachers in planning teaching at the Islamic senior high school level. The research findings indicated that the preparation and planning of teaching were still not in accordance with the applicable regulations and guidelines, especially for teachers who have not been certified. This is due to the lack of teachers' understanding and experience in developing the syllabus and preparing the lesson plans. Therefore, the teacher's didactic competence in planning teaching needs to be bettered and improved especially by the teachers concerned through workshops and In-House Training (IHT), Subject Teacher Working Groups, and other supporting activities continuously. Then, this study focused on the teachers' didactic competence in the planning cycle, so further studies are needed on the teachers' didactic competence in the do-and-act cycle at every level of education. It is because teachers must go through a cycle of plan-do-check to know and measure the effectiveness of learning activities.

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