Assessing of Pedagogical Competency of Prospective Teachers in Teaching Arabic in Schools: Suitable or Not Suitable?

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Abstract

Pedagogical competency is the starting point for prospective Arabic language teachers to master the learning process. However, the prospective Arabic language has not yet fully mastered pedagogical competence. Through this research, researchers want to see the suitability of prospective Arabic language teachers by pedagogical competency standards by the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. This research used a mixed-method approach with participants from Indonesia and Malaysia. Researchers then compare the advantages and disadvantages according to predetermined standards. The research results show prospective Arabic language teachers in Indonesia and Malaysia can utilize digital-based learning media. However, prospective Arabic language teachers from Indonesia still need to gain the skills to use Arabic actively during the learning process. In contrast, prospective Arabic language teachers from Malaysia already have sufficient skills.

Keywords: *Arabic Language, Teacher, Pedagogical Competence, Learning.*

Introduction

In the era of globalization and increasingly close intercultural relations, understanding foreign languages is an urgent need. One language that is increasingly in demand is Arabic, whether for religious, cultural or professional purposes. To ensure that Arabic language learning is effective and of high quality, the role of the teacher has an irreplaceable role (Sanusi et al., 2020; Sauri et al., 2021). Teachers are essential to classroom learning (Sanusi et al., 2022). They are the front guard in implementing education (Sanjani, 2020), educating, guiding, and forming good morals for their students as a significant factor. They are essential in formal education because they are used as role models and self-identification.

Therefore, good learning must be supported by qualified and professional teachers. Professional teachers must have at least academic qualifications, competencies, teacher certificates, physical and mental health, and the ability to achieve national education goals (Latiana, 2019; Sanusi et al., 2022). This aligns with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. The competencies in question are pedagogical, personality, social and professional. As stated in the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

Teachers must have pedagogical competence in developing learning strategies that suit students' needs and characteristics (Kinanty & Ramadan, 2021; Wulandari & Hendriani, 2021). Pedagogical competency is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes (Kurniawan, 2021). Every teacher must possess this competency to succeed in learning and teaching activities at school.

In the context of learning Arabic at school, pedagogical competence is the main foundation for creating a productive and inspiring learning environment. Pedagogical competence refers to the teacher's ability to plan, manage and implement learning using various methods and approaches that suit students' needs (Ansori, 2022). Arabic teachers not only act as transmitters of information but also as facilitators of understanding and mastery of the Arabic language and culture. Therefore, implementing strong pedagogical

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competencies will help teachers design learning strategies that accommodate diverse student learning styles, motivate active involvement, and build deep understanding.

The results of research from Nurul Hijrah, Amran AR, and Ramli (2022) entitled "The Influence of Teacher Pedagogical Competence on Interest in Learning Arabic" show that teacher pedagogical competence influences students' interest in learning Arabic. The importance of pedagogical competence was also conveyed by Andi Taufiq Umar, Danny Ajar Baskoro and Rossy Pratiwy Sihombing (2022) with the title "Evaluation Analysis of Teacher Competency Test (UKG) Results with the CIPP Model in East Luwu Regency", the results of the research showed that subject teachers in the area those studied were still relatively low in pedagogical competence. Even if you look at the official website of the Center for Policy Analysis and Synchronization, Ministry of Education and Culture, less than 25% of regions in Indonesia have a pedagogical competency score of more than 55.

Seeing the low level of pedagogical competence from UKG data, which was carried out in 2015, in this research, the researchers wanted to conduct a study regarding the pedagogical competence of prospective teachers in teaching Arabic. This research is urgent to produce prospective Arabic language educators with the desired pedagogical competence. The study's results will provide data regarding the quality of prospective Arabic language teachers so that the next step can be to develop ideal strategies to improve the quality of prospective Arabic language teachers.

Literature Review

Teacher Competency Model

Professionalism comes from the word *profession*, which means work (Echols, 1996). Nur and Fatonah (2022) said that competence is a basis for knowing the quality and qualifications of a teacher. A teacher is a professional position requiring special teaching skills (Mukhid and Habibullah, 2020). Teachers are one component in the learning process, and they have a role in efforts to form potential human resources (HR) (Novita, Mellyzar, Herizal, 2021).

Education is a pillar for the progress of a nation; through education, a country can produce quality human resources (Bhakti and Maryani, 2016). Therefore, teachers are a critical factor in success in creating quality education (Ahmad, 2016). Quality education starts with professional teachers. Seeing the importance of teacher professionalism, in May 2023, the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture launched an operational guide to the teacher competency model.

In the module from the Ministry of Education and Culture, the objectives of the module are explained in detail, including a) Become a tool for teachers to operate technical competencies to carry out their professional duties; b) Become a reference document for teachers in reflecting, measuring and evaluating competence in planning and developing student-centred learning. Teacher competency has been stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers. It defines competency as knowledge, skills, and behaviours teachers or lecturers must possess, internalise, and master in their duties. The law also states that teacher competence includes pedagogical, personal, social and professional competence.

Pedagogical Competence

According to Hall and Jones (1976), competence is a description of the appearance of a particular ability, which is a combination of knowledge and ability that can be observed and measured. Competence is a person's skill in carrying out an activity (Akbar, 2021). From these two statements, competence is expertise in a field of study.

In the educational context, competency is the role of a teacher who must have basic abilities, namely guiding and teaching (Sari & Setiawan, 2020). So, a teacher must be able to master and have the ability to plan, implement and evaluate learning effectively, and this ability is called pedagogical competence. As Henderson (2017) states, teacher competence is directly related to the learning process, starting from

planning, implementation, and evaluation, and is called pedagogical competence. Jannah (2020) also said that pedagogical competence is a teacher's skill competency in a field of study. It is fitting for a teacher to carry out his duties well and correctly (Tabi'in, 2016). This competency is what differentiates a teacher from other professions. Kevin Love (2008) gives an example of the difference between business and education; business will not care about customers or "business is business", in contrast to education, which requires a teacher to ensure that learning has achieved its goals.

In Indonesia, teacher skills in pedagogical competence have been regulated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, and this regulation describes teacher pedagogical competence in the following table:

Table 1. Teacher Pedagogical Competence

Pedagogical Competence	
No	**Instruments**
1	Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects.
2	Mastering learning theories and educational learning principles.
3	Develop a curriculum related to the field of development being taught.
4	Organizing educational development activities.
5	Utilizing information and communication technology for the benefit of carrying out educational development activities.
6	Facilitate the development of students' potential to actualize their various potentials.
7	Communicate effectively, empathetically and politely with students.
8	Carrying out assessments and evaluations of learning processes and outcomes.
9	Utilizing the results of assessments and evaluations for learning purposes.
10	Reflective take action to improve the quality of learning.

Based on this table, it can be seen that pedagogical competence is the ability of educators to understand students' abilities, design and implement learning, evaluate learning and develop students. Pedagogical competence pays special attention to individual student differences, because basically each student has his or her own uniqueness, such as: level of intelligence, creativity, physical condition and cognitive development.

Teaching Arabic

Foreign language learning is a teaching activity carried out by teachers so that students can receive foreign language material well and achieve foreign language learning goals (Himam and Raswan, 2017). Basically, in foreign language learning, students are expected to be able to master four skills, including listening skills, speaking skills, reading skills and writing skills (Baroroh and Rahmawati, 2020). This is also the standard for achieving foreign language learning, especially Arabic.

Arabic has its existence in Indonesian society. The country with the largest Muslim population in the world makes Arabic easy to accept and even learn by the community. This is evidenced by the many formal and non-formal institutions that hold Arabic language learning. However, until now, Arabic language learning has not shown satisfactory results due to several factors such as curriculum, teachers, teaching materials, and so on (Syaifullah and Izzah, 2019). In addition, Supriadi, Akla, and Sutarjo (2020) also mentioned two problems in teaching Arabic: linguistic and non-linguistic problems.

Other problems arise from the curriculum and teaching media, as well as from Arabic language instructors and teachers. Ariyanti and Syarifah (2021) stated that teachers must be more varied in delivering material, especially in translating words; teachers usually only convey translations without understanding students.

Teachers are essential in creating a pleasant learning atmosphere and motivating students to learn Arabic because teachers are one of the main elements in learning communication.

Method

This research uses a combination of approaches or what is usually called mixed methods. The mixed method is a combination of qualitative and quantitative approaches. This approach was chosen because the researcher will collect and analyze based on the two types of data that will be obtained, which will then be combined and interpreted, as in the following picture:

Figure 1. Convergent Parallel Design

Quantitative data was collected to examine the general description of the pedagogical competence of prospective Arabic teachers. In contrast, qualitative data was collected to describe teacher responses regarding pedagogical competence and how prospective teachers can improve their pedagogical competence. Qualitative data will also explain how educational agencies or institutions are trying to improve the competency of prospective Arabic language teachers.

In this research, researchers took samples from 30 prospective Arabic language teachers carrying out Field Introduction Practice (PPL) activities and 20 lecturers or tutor teachers. All samples were taken from Indonesia and Malaysia and included the following details:

Table 2. Participants

Country	Number of Students	Number of Lecturers	Language
Indonesia	15	10	Indonesian
Malaysia	15	10	Malay
N	30	20	

Sampling was carried out using a purposive non-random sampling technique because the characteristics or samples to be used were already known based on the research's characteristics, nature and objectives. Research instruments are tools used to collect data. In this research, researchers used the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies as a qualitative instrument. Meanwhile, qualitative instruments will be collected using: a) Collecting documents in the form of Learning Implementation Plans (RPP), learning tools used such as books and Power Point. Apart from that, researchers also collected documentation of activities during the learning process and other supporting documents such as curriculum documents and student learning outcomes; b) Interviews were conducted directly/face to face between the researcher and the subjects studied, namely prospective Arabic language teachers and lecturers/teachers.

Data analysis is a technique for analyzing data that has been obtained so that it is easy to understand and comprehend. The data obtained is the result of research between qualitative and quantitative approaches called mixed methods. The analysis process is carried out as follows:

Qualitative Data Analysis

Qualitative data analysis was carried out to explore the problems experienced. In this research, the issue that occurs is the pedagogical competence of prospective Arabic language teachers. Qualitative data was obtained from documentation studies and interviews. In collecting data through documentation studies, researchers have collected independent curriculum-based teaching modules, the learning media used and student learning outcomes. Meanwhile, through interviews, researchers have asked teaching lecturers/service teachers questions regarding the pedagogical competence of prospective teachers, the suitability of the PPL program to the needs of prospective teachers, and the implementation of learning by prospective teachers in the classroom.

There are three main steps in analyzing qualitative data, namely, data reduction, data display, and drawing conclusions. The description of the data analysis steps is as follows: 1) Data reduction. Data reduction is the process of selecting, simplifying and focusing data into one record that will be displayed; 2) *Display* Data. Data display is a way of assembling the data that has been collected so that it will make it easier for researchers to conclude; 3) Conclusions. Concluding is the final stage of qualitative data analysis. At this stage, the data that has been assembled will be clearly configured according to the research flow or objectives.

Quantitative Data Analysis

Quantitative data analysis is carried out to test a theory and then compare variables. In this research, the variable that can be measured is the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Meanwhile, the subjects are prospective Arabic language teachers, according to Table 2.

At the analysis stage, researchers will carry out a series of assessment processes in accordance with qualification standards. Then, it will be clear whether the prospective Arabic language teacher is suitable or not. Researchers will use a 1-4 scale with the following details: Scale 1= Strongly Not Suitable (SNS), scale 2= Not Suitable (NS), scale 3= Suitable (S), and scale 4= Strongly Suitable (SS). Then, the data on prospective Arabic language teachers from Indonesia will be compared with the data on prospective Arabic language teachers from Malaysia so that the advantages and disadvantages of both data will be seen.

Results and Discussion

Pedagogical Competencies of Prospective Arabic Language Teachers

In forming competent and professional Arabic language teacher candidates, it is appropriate for educational institutions to improve the abilities of prospective teachers in every aspect of the competencies they should have. One of the steps taken to test prospective teachers' readiness to teach is through the Field Introduction Practice (PPL) program. The PPL program is a program for prospective teachers, who will be assigned to schools and teach subjects according to their field.

Pedagogical competence is essential for a prospective teacher because it focuses on teaching activities and student guidance. Based on the results of the researcher's observations regarding the pedagogical competency standards for prospective Arabic teachers in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007, attached in the following table:

Table 3. Percentage of Pedagogical Competency Indicators for Prospective Arabic Language Teachers (Indonesia)

No	Competency Indicators	Percentage			
		SNS	NS	S	SS

No	Competency Indicators	SNS	NS	S	SS
1	Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects.			7	8
				46%	54%
2	Mastering learning theories and educational learning principles.			10	5
				67%	33%
3	Develop a curriculum related to the field of development being taught.			10	5
				67%	33%
4	Organizing educational development activities			8	7
				54%	46%
5	Utilizing information and communication technology for the benefit of carrying out educational development activities.			13	2
				87%	13%
6	Facilitate the development of students' potential to actualize their various potentials.		10	5	
			67%	33%	
7	Communicate effectively, empathetically and politely with students.			10	5
				67%	33%
8	Carrying out assessments and evaluations of learning processes and outcomes			15	0
				100%	0%
9	Utilizing the results of assessments and evaluations for learning purposes.			13	2
				87%	13%
10	Reflective take action to improve the quality of learning.		11	4	
			73%	27%	

Table 4. Percentage of Pedagogical Competency Indicators for Prospective Arabic Language Teachers (Malaysia)

No	Competency Indicators	Percentage			
		SNS	NS	S	SS
1	Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects.			11	4
				73%	27%
2	Mastering learning theories and educational learning principles.			14	1
				93%	7%

3	Develop a curriculum related to the field of development being taught.			14	1
				93%	7%
4	Organizing educational development activities			12	3
				80%	20%
5	Utilizing information and communication technology for the benefit of carrying out educational development activities.			13	2
				87%	13%
6	Facilitate the development of students' potential to actualize their various potentials.			13	2
				87%	13%
7	Communicate effectively, empathetically and politely with students.			14	1
				93%	7%
8	Carrying out assessments and evaluations of learning processes and outcomes			15	0
				100%	0%
9	Utilizing the results of assessments and evaluations for learning purposes.			13	2
				87%	13%
10	Reflective take action to improve the quality of learning.			13	2
				87%	13%

Qualifications of Arabic Language Teacher Candidates

A teacher's suitability in terms of pedagogical competence is a critical factor that contributes to the success of the learning process. Teachers who are highly qualified in pedagogical competence are able to understand students' learning needs, design and implement appropriate learning strategies and effectively manage their classes. In the context of teaching Arabic, this feasibility becomes increasingly crucial because Arabic has unique and complex linguistic characteristics. However, based on the research results, researchers found areas for improvement possessed by prospective Arabic teachers, such as the ability to teach using Arabic and the ability to improve student learning outcomes.

Teachers' mastery of the ability to speak a foreign language when teaching reflects their level of professionalism as educators (Mufidah & Humam, 2021; Wahyuni et al., 2023). In addition, teachers who have competence in a foreign language demonstrate the ability to overcome obstacles and face challenges in the teaching process (Sauri et al., 2021). This also reflects their professional maturity. The teacher's ability to speak Arabic or other foreign languages when starting lessons and delivering material can also improve the quality of more authentic teaching.

These skills are listed in the pedagogical competency table in the phrase "Facilitate the development of students' potential to actualize the various potentials they have". In the context of teaching Arabic, one of the vital competency standards is the teacher's ability to communicate and convey lesson material in Arabic.

This is what researchers need to find more from prospective Arabic language teachers in Indonesia, as in Table 1, in contrast to prospective Arabic language teachers in Malaysia who carry out learning using Arabic.

Supervisor 12

Skills in teaching in Arabic are additional abilities that need to be developed simultaneously with understanding learning theories. This is because students need to engage in effective communication in Arabic to achieve the desired language competency. Therefore, developing teaching skills in Arabic is also an integral part of the preparation of prospective Arabic language teachers.

Civil Service Teacher 8

Prospective Arabic teachers may have strong skills in learning theories, although they may not yet be fully skilled in teaching using a foreign language, such as Arabic.

Arabic teachers are expected to be able to use Arabic effectively in the learning process so that students can understand and master the language well. The teacher's ability to speak, read and write in Arabic is critical in helping students develop their Arabic language skills. In the context of these regulations, "facilitating the development of students' potential" includes the ability of Arabic teachers to use Arabic as a teaching medium to help their students actualize their potential in mastering Arabic. This is in accordance with competency standards and the objectives of teaching Arabic in Indonesia. Nevertheless, prospective Arabic teachers currently have excellent abilities in using digital-based learning media. In the era of 21st-century education, teachers must adopt innovative teaching methods to prepare students with four core skills, namely critical thinking and problem-solving, communication, collaboration and creativity (4C), as well as having abilities in the fields of information, communication and technology. (ICT) (Haryani et al., 2021; Susetyarini et al., 2022; Stanley, 2021). In the context of the skills needed in the 21st century, communication skills are critical to compete at the global level. Global change requires the ability to speak and communicate in a foreign language, especially in the verbal-linguistic dimension (Hermawan et al., 2022).

So, it is not surprising that the use of technology in learning is one of the ten pedagogical competency standards. Based on Tables 1 and 2, both data show positive results from prospective Arabic teachers in utilizing digital-based learning media, whether visual, audio or audio-visual. The use of technology in teaching Arabic is not a problem for prospective teachers, because most prospective Arabic teachers are active users of social media and can follow trends in the world of education well. This is in line with the results of interviews with supervisors and tutor teachers.

Supervisor 4

My PPL students are very enthusiastic about utilizing digital-based learning media. They actively use various digital resources such as Arabic learning apps, websites, learning videos, and social platforms to support their teaching. This is a positive thing because digital-based learning media can provide a variety of learning materials and tools that can enrich their learning experience.

Civil Service Teacher 7

My PPL students have demonstrated extraordinary abilities in utilizing digital-based learning media. They are active users of social media and have brought these skills into the context of Arabic language education. With their background as social media users, these students are familiar with various digital tools and platforms, which naturally supports the use of digital-based learning media.

From the two answers given, it can be concluded that prospective Arabic teachers are currently highly ready to utilize digital-based learning media. They are familiar with social media and bring these digital skills into the context of Arabic language education. This means they have an advantage in communicating,

collaborating and sharing information digitally, which can be used to create a more interactive and dynamic learning environment for their students. However, certain technical or device obstacles may still be a challenge.

Lecturer 6

Of course, when using digital-based learning media, students sometimes face several obstacles. Some obstacles that may arise include limited access to paid websites and the quality of digital materials.

Civil Service Teacher 10

The quality of digital material is also an important factor. Although students are skilled in using various digital tools, it is important to ensure that the learning materials they use are of high quality. We need to ensure that the digital resources available are relevant, accurate and support learning objectives. Teaching students the skills to evaluate and select quality digital resources is an important step in supporting effective teaching.

The two interview results regarding obstacles revealed two key aspects: limited access and quality of digital materials. Even though prospective Arabic language teachers have good digital skills, there are challenges related to restricted access to accounts that still need to be paid for. Therefore, efforts need to be made to ensure that all students have equal access to the necessary digital resources.

Apart from that, the quality of digital learning materials is also an essential factor. Efforts are needed to ensure that available digital resources are relevant and accurate and support learning objectives. Encouraging students to become intelligent assessors of digital resources is an essential step in improving the quality of their use of digital-based learning media. Overall, prospective Arabic language teacher students have great potential to become reliable educators in this digital era. By paying attention to access limitations and ensuring the quality of digital materials, they can utilize their digital skills more effectively to improve Arabic language teaching and prepare students to face the educational challenges of the 21st century.

Conclusion

Pedagogical competence is an essential foundation for prospective Arabic language teachers in their efforts to teach and educate students to achieve the learning goals that have been set. In the context of foreign language learning, the main focus is the development of the four language skills, namely listening, speaking, reading and writing. The research results show that prospective Arabic teachers currently have sufficient ability to utilize digital-based learning media. However, there are still obstacles, such as problems with access and quality of digital materials. However, the study also compared the abilities of prospective Arabic teachers in Indonesia with those in Malaysia, where differences were found. Prospective Arabic language teachers in Indonesia still need to work on actively using Arabic in the learning process. In contrast, prospective Arabic language teachers in Malaysia have been able to integrate Arabic into the learning process actively. Therefore, Arabic language teachers in Indonesia need to continue to improve their ability to use Arabic effectively in learning. Teachers' ability to speak, read, and write in Arabic is an essential key to helping their students develop Arabic language skills. Thus, special attention needs to be paid to developing teachers' abilities in aspects of the Arabic language so that they can become more effective educators in facilitating quality Arabic language learning for their students.

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