

Pedagogical Competence of Teachers in Improving Arabic Language Learning Outcomes Based on Curriculum Integration

Suci Ramadhanti Febriani

UIN Imam Bonjol Padang

E-mail: suci.ramadhanti@uinib.ac.id

ABSTRACT

The pedagogical competence of teachers has an influence on the use of strategies and their ability to manage the learning system in the classroom. This encourages teachers to develop pedagogical competence in carrying out learning activities optimally. The implementation of curriculum integration from the Ministry of Religious Affairs and the Diniyyah Arabic Center (DAC) serves as a foundation for strengthening the pedagogical competence of teachers. Based on this, this study aims to identify the pedagogical competence of teachers based on the application of curriculum integration from the Ministry of Religious Affairs and the Diniyyah Arabic Center at Diniyyah Puteri Padang Panjang. This research employs a descriptive qualitative approach by identifying the implementation of teacher competence based on the integration of the Arabic language curriculum at Diniyyah Puteri Padang Panjang. The results show that the implementation of pedagogical competence in enhancing Arabic language learning outcomes is achieved through: (1) identifying learning objectives' priorities, (2) implementing the learning system in accordance with the sequence and needs of learners, (3) periodically evaluating the learning system. The findings of this research indicate that the pedagogical competence of teachers can encourage the improvement of Arabic language skills through curriculum integration at Diniyyah Puteri Padang Panjang.

Keywords: *Pedagogical Competence, Curriculum Integration, Arabic Language Learning*

INTRODUCTION

One of the key factors in the success of Arabic language learning is the teacher's effort to improve their competence. The teacher's role in the learning process becomes the main domain in facilitating student learning activities. As identified by Siti Hasnah & Hardianti (2022), the teacher's role is not only to transfer knowledge but also to internalize values, attitudes, and skills in a balanced manner. In an educational system, teachers act as the primary agents of change. This is in line with Law No. 14 of 2005, Article 1, which states: "A teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, both at the basic and secondary levels."

Competence is a combination of knowledge, skills, and their application in performing tasks in the field. This competence must be possessed, internalized, and mastered by teachers in carrying out

their professional duties. A professional and qualified teacher will be able to produce high-quality students. Among the essential competencies are personal, social, pedagogical, and professional competencies (Fatimah, 2020). These competencies serve as the foundation for selecting a learning system design for students, particularly in mastering pedagogical competence.

Pedagogical competence can be identified by how a teacher is able to design and implement classroom learning activities by taking into account the objectives, materials, strategies, and evaluation systems. Therefore, teachers as designers, managers, and implementers of learning are expected to create engaging learning environments and apply various learning strategies. This aims to enable students to learn in an active and interactive atmosphere (Vitanofa & Anwar, 2017; Widyantara & Rasna, 2020).

Efforts to improve teachers' pedagogical competence can be made across various levels of education, such as by enhancing competence through the use of interactive learning techniques (Ilyas, 2018). Students can be engaged through various active learning activities. In addition, pedagogical competence can also be improved through the use of diverse media (Hidayat, 2018). Pedagogical competence also reflects the role of the teacher as a learning agent in improving the quality of learning outcomes (Anwar, 2019; Raygan & Moradkhani, 2020). Various initiatives to enhance teacher competence serve as alternatives to developing their potential in designing and implementing optimal learning.

The specific pedagogical competencies of Arabic language teachers include designing lessons and evaluation systems, as well as mastering the subject matter (Setyawan, 2017). These efforts indicate a teacher's professionalism. Furthermore, Arabic language teaching management can be synergized both theoretically and practically (Wijaya, 2017). The improvement of Arabic language teachers' competence can also be carried out under the auspices of the MGMP (Subject Teachers Forum) for Arabic Language across Indonesia (Fuadah et al., 2019). Its implementation can be directed at addressing the problems faced by teachers, such as mastery of the material, media usage, and the selection of appropriate strategies and evaluations.

Previous studies have shown the success of teachers in improving their pedagogical competence, such as the description of Arabic language teachers' competencies in Madrasahs based on Law No. 14 of 2005 concerning Teachers and Lecturers (Nur, 2019); enhancement of teaching skills and competencies in Arabic language instruction (Taubah, 2019); and the influence of teacher competence

on students' interest in learning (Hijrah et al., 2022). Based on these findings, pedagogical competence refers to the ability to manage learning, including understanding students, planning and implementing learning, assessing learning, and developing students to actualize their potential.

Based on the previous studies, there remains a need for in-depth research on the implementation of pedagogical competence within the framework of curriculum integration in Madrasahs. Therefore, this study aims to analyze the implementation of Arabic language teachers' pedagogical competence in improving Arabic learning outcomes based on the integration of the national and local curriculum. Through this, the research is expected to provide theoretical and practical references for the implementation of pedagogical competence in multidisciplinary fields.

METHODS

This study employs a qualitative approach with a case study method. The research instruments include interview questions, observation sheets, and documentation. Therefore, data collection techniques are based on interviews, observations, and documentation. Data analysis is conducted using source triangulation. The study involved in-depth interviews with key informants, including the head of the madrasah, two Arabic language teachers, and the head of the Diniyyah Arabic Center (DAC). Observations were carried out on the curriculum integration-based learning system at Diniyyah Puteri Padang Panjang.

In addition, the researcher utilized documents such as a review of the Ministry of Religious Affairs curriculum, the Diniyyah Arabic Center (DAC) curriculum, lesson plans (RPP), and written sources such as books and scholarly articles published in journals relevant to the topic. The steps for analyzing the data follow four stages: data collection, data reduction, data display, and conclusion drawing, based on the theory by Miles & Huberman (1992).

RESULTS AND DISCUSSION

Arabic language instruction at Diniyyah Puteri Padang Panjang implements an integration of the Ministry of Religious Affairs curriculum and the Diniyyah Arabic Center curriculum. The Ministry of Religious Affairs curriculum serves as the national curriculum and functions as the standard reference for Arabic language instruction in all madrasahs, while the Diniyyah Arabic Center curriculum is a local curriculum applied specifically at this institution. Diniyyah Puteri Padang Panjang has implemented this integrated curriculum system since 2011. This integration is a distinctive feature of

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

the school and contributes to enhancing the pedagogical competence of Arabic language teachers. The pedagogical competence of teachers based on the integration of the Ministry of Religious Affairs and Diniyyah Arabic Center curricula can be described through the following points:

1. Identifying Priority Learning Objectives

The planning process for Arabic language instruction at Diniyyah Puteri is divided into two divisions: the Ministry of Religious Affairs program and the Diniyyah Arabic Center program. Both curricula require teachers to identify priority learning objectives. Essentially, the local curriculum serves as a support for the existing national curriculum. In formulating learning objectives, teachers are expected to refer to the demands of this curriculum integration. As one of the informants stated:

“Tujuan pembelajaran di diniyyah agar siswa mampu memiliki kompetensi bahasa arab secara lisan dan tertulis sehingga mereka mampu menggali sumber informasi dari berbagai media internasional. Tujuan pembelajaran juga mengacu pada keterampilan bahasa seperti menyimak, berbicara, membaca dan menulis.” (Informan 1st, 2022).

Through these objectives, teachers are able to identify the priority learning goals for Arabic language instruction. As one of the informants stated:

“Lebih banyak penguatan pada kompetensi membaca, karena bahasa arab menjadi alat menggali informasi dan sumber keilmuan” (Informan 2nd, 2022).

Based on this information, the priority of Arabic language learning objectives at Diniyyah Puteri is more oriented toward reading skills. This is grounded in the notion that Arabic is still primarily used as a tool to acquire knowledge through various reference sources.

In mapping out the priority objectives, the pedagogical competence of teachers is evident in the preparation of lesson plans that predominantly focus on reading skills. As observed in the learning objectives for qirā’ah in the Lesson Plan (Rencana Pelaksanaan Pembelajaran or RPP), the objectives include: (1) Students are able to read aloud written texts on the theme *الرياضة* clearly and accurately; (2) Students are able to translate texts on the theme *الرياضة* properly and correctly; (3) Students are able to answer questions related to the text on the theme *الرياضة*; and (4) Students are able to retell or express the content of the text on the theme *الرياضة*.

The prioritization of these objectives reflects an effort to strengthen students' ability to read and understand various texts both textually and contextually. The determination of learning priorities is also based on the students' needs. Similarly, the instructional system in the Diniyyah Arabic Center program emphasizes the understanding of Arabic grammar as a foundation for reading comprehension in Arabic.

The process of determining learning objectives is one form of teacher competence within the domain of pedagogical competence. This indicates that while the reference for learning plans and their steps is based on the Ministry of Religious Affairs curriculum, the additional time allocated for Arabic learning is managed under the autonomous division of the Diniyyah Arabic Center. This process demonstrates curriculum integration, where the prioritized learning objectives focus on reading and speaking skills. These priorities highlight the role of teachers' pedagogical competence in planning and formulating objectives that are relevant to the implementation of the integrated curriculum. Moreover, the ability of teachers to formulate learning objectives directly influences the level of students' learning success.

2. Implementing Arabic Language Instruction

In the implementation of instruction, the teacher's pedagogical competence is reflected in how they select appropriate learning activities and carry them out in a systematic sequence. During the teaching process, teachers apply a blended learning system, combining classical and interactive methods for students. Under the Ministry of Religious Affairs curriculum, learning tends to be teacher-centered, with teachers primarily delivering instructional content. In contrast, active and creative Arabic language learning activities are more prominent within the Diniyyah Arabic Center curriculum. This pedagogical competence requires teachers to elaborate engaging learning activities such as morning Arabic sessions, singing, word guessing games, and reading aloud, as illustrated in the following instructional activities.

The teacher begins the class by greeting students and leading a prayer, followed by checking attendance, student attire, classroom cleanliness, and adjusting the seating arrangement to suit the learning activity. The teacher motivates students by initiating simple Arabic communication, such as asking how they are doing in Arabic, and introduces the day's lesson by presenting the basic

competencies and achievement indicators. The teacher also connects the new material to the previous lesson and provides a general overview of the content.

In the core learning activities, the teacher plays an audio recording of a passage related to the theme الرياضة (sports). After listening, students ask about unfamiliar vocabulary from the text, and their peers respond to these questions. Students then take turns reading the passage aloud from the textbook. In groups, students search for the meaning of the passage, discuss how to read it correctly, and work together on translating the text. Each group then presents their findings to the class in turn.

The teacher and students then summarize the lesson together. The teacher provides a brief reflection on the day's activities and offers feedback on the learning process and outcomes. The teacher also informs the class about the next lesson and closes the session with a prayer and farewell greeting. A structured instructional process that follows a planned sequence is a clear demonstration of the teacher's pedagogical competence. These learning activities are still largely classical in nature. However, students' language expression can be further encouraged through competitions and language celebrations, as described below.



Figure 1. Arabic Language Day Celebration Activities

3. Evaluating Arabic Language Instruction

The teacher's pedagogical competence is also reflected in the form of evaluation conducted, such as the design of assessments aimed at enhancing students' language proficiency, the application of authentic assessment systems, and the teacher's ability to optimize students' potential by encouraging them to create vocabulary in the form of songs and dialogues. These are then showcased in major events such as *Nashat al-Akbar*.



Figure 2. Annual Evaluation of Arabic Language Learning

The authentic assessment system developed by the teacher refers to three domains: cognitive, affective, and psychomotor skills. Therefore, the teacher must identify evaluation strategies for each aspect of the students' abilities. The ability of Arabic language teachers to implement this integrated curriculum reflects their professionalism. The evaluation process is carried out in four stages: daily, weekly, monthly, and annual assessments. In conducting evaluations, teachers assess students' cognitive, affective, and psychomotor skills in a balanced manner. During weekly evaluations, teachers collaborate with dormitory supervisors to assess students' oral use of the Arabic language in the dormitory environment. As one of the informants explained:

“Evaluasi dikoordinasikan dengan pengajar di asrama, seperti berapa persen siswa menggunakan bahasa Arab sebagai bahasa komunikasi di lingkungan asrama, selain itu koordinasi dengan pengajar di diniyyah Arabic center sebagai upaya meningkatkan keterampilan siswa dalam berbicara bahasa arab.” (Informan 1st, 2022).

Based on this statement, coordination between units can be integrated through the implementation of an integrated Arabic language curriculum. Monthly evaluations are conducted by measuring the percentage of Arabic language use as a means of daily communication within the madrasah environment. Meanwhile, annual evaluations take the form of mid-semester and end-of-semester examinations. The processes of planning, implementing, and evaluating learning activities play a vital role in the teacher's pedagogical competence, ensuring that learning objectives are assessed accurately and validly.

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
 Faculty of Teacher Training and Education
 Universitas Islam Negeri Alauddin Makassar
 South Sulawesi-Indonesia

Pedagogical competence is a fundamental foundation for teachers, as it encompasses their ability to design, implement, and evaluate the learning system effectively. The role of a teacher's pedagogical competence can also increase students' motivation to learn, as it relates to the accuracy in selecting appropriate methods, media, and achieving optimal learning goals. This is supported by Ilhami (2020), who stated that there is a strong correlation between students' perceptions of teacher professionalism particularly pedagogical competence and their motivation to learn Arabic. This is further reinforced by the study of Hijrah et al. (2022), which found that teachers' pedagogical competence significantly influences students' interest in learning Arabic.

Findings from this study indicate that pedagogical competence grounded in curriculum integration gives rise to various integrated instructional strategies aligned with the goals of Arabic language learning. At Diniyyah Puteri, the prioritization of learning objectives focuses more on enhancing speaking and reading skills than listening and writing. This is part of a broader language development effort aimed at preparing students to pursue higher education abroad. The focus of these learning objectives also aligns with global needs, where Arabic functions not only as a medium for accessing Islamic knowledge but also as a language of daily communication.

These learning objectives are supported by the teachers' pedagogical competence in planning achievement targets based on both the national curriculum from the Ministry of Religious Affairs and the local curriculum from the Diniyyah Arabic Center. Pedagogical competence demonstrates the teacher's ability to design meaningful instruction. Previous research has also shown that teacher competence can be developed according to specific needs, such as pedagogical competence in designing online-based Arabic language instruction (Solong, 2020).

Although teachers' pedagogical competence in designing and developing lesson plans must be aligned with curriculum standards ranging from national learning objectives to Arabic-specific objectives (Fatimah, 2020) the ability to choose strategies must also consider students' psychological conditions (Setiyawan, 2018). Furthermore, Siti Hasnah & Hardianti (2022) identified that teachers with strong pedagogical competence are more likely to achieve optimal learning goals. As educators, teachers are expected to prioritize planning and implementing instruction in a structured manner to ensure a systematic learning process (Zulfahmi et al., 2018; From, 2017). Thus, the learning process is significantly influenced by the teacher's pedagogical competence (Nur, 2019).

CONCLUSION

This study shows that the pedagogical competence of Arabic language teachers at Diniyyah Puteri Padang Panjang is applied through curriculum integration, which is reflected in several activities: (1) identifying the priority learning objectives, (2) implementing the instructional system in accordance with the sequence and learners' needs, and (3) regularly evaluating the instructional system. The findings of this research indicate that teachers' pedagogical competence contributes to the improvement of Arabic language skills based on curriculum integration at Diniyyah Puteri Padang Panjang. However, this study is limited to the scope of teacher competence in the pedagogical domain. Therefore, the researcher recommends that future studies analyze teacher competence in relation to other integrated fields of knowledge.

REFERENCES

- Anwar, B. (2019). Kompetensi Pedagogik sebagai Agen Pembelajaran. *Shaut Al Arabiyyah*, 6(2), 114. <https://doi.org/10.24252/saa.v6i2.7129>
- B.Miles, M., & Huberman, M. (1992). *Analisis Data Kualitatif*. UI Press.
- Fatimah, T. (2020). Kompetensi Guru Bahasa Arab Dalam Mengimplementasikan Kurikulum 2013. *Guru Tua : Jurnal Pendidikan Dan Pembelajaran*, 3(2), 33–40. <https://doi.org/10.31970/gurutua.v3i2.55>
- From, J. (2017). Pedagogical Digital Competence—Between Values, Knowledge and Skills. *Higher Education Studies*, 7(2), 43. <https://doi.org/10.5539/hes.v7n2p43>
- Fuadah, N., Nashiba, S., & Arifa, Z. (2019). Upaya Peningkatan Kompetensi Guru Bahasa Arab Melalui Forum Mgmp Bahasa Arab Se-Indonesia. *Arabia*, 11(2), 1. <https://doi.org/10.21043/arabia.v11i2.5213>
- Hidayat, W. D. (2018). Kompetensi Pedagogik Guru Dalam Menggunakan Media Pembelajaran Di Madrasah Ibtidaiyah (Studi Kasus Di MIN Jejeran). *Ulumuddin : Jurnal Ilmu-Ilmu Keislaman*, 8(1), 35–48. <https://doi.org/10.47200/ulumuddin.v8i1.172>
- Hijrah, N., AR, A., & Ramli. (2022). Pengaruh Kompetensi Pedagogik Guru Terhadap Minat Belajar. *NASKHI*, 4(2), 279–285. <https://doi.org/10.47435/naskhi.v4i2.1213>
- Ilhami, Z. (2020). Persepsi Siswa Tentang Profesionalisme Guru Ditinjau Dari Kompetensi Pedagogik Terhadap Motivasi Belajar Bahasa Arab. *Studi Arab*, 11(2), 115–128. <https://doi.org/10.35891/sa.v11i2.2464>

- Ilyas, A. (2018). Dosen Bahasa Arab dan Kompetensinya dalam Mengaktualisasikan Teknik Pembelajaran Interaktif. *Al-Bayan*, 10(1), 86–102.
- Nur, H. (2019). Deskripsi Kompetensi Guru Bahasa Arab di Madrasah Aliyah Ja-Alhaq Kota Bengkulu Berdasarkan Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen. *At-Ta'lim*, 18(2), 299–316.
- Raygan, A., & Moradkhani, S. (2020). Factors influencing technology integration in an EFL context: investigating EFL teachers' attitudes, TPACK level, and educational climate. *Computer Assisted Language Learning*, 0(0), 1–22. <https://doi.org/10.1080/09588221.2020.1839106>
- Setiyawan, A. (2018). Problematika Keragaman Latar Belakang Pendidikan Mahasiswa dan Kebijakan Program Pembelajaran Bahasa Arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 5(2), 195–213.
- Setyawan, C. E. (2017). Kompetensi Pedagogik Guru Bahasa Arab Dalam Merancang dan Melaksanakan Ealuasi Pembelajaran di Madrasah Aliyah Negeri (MAN) Yogyakarta. *At-Ta'dib*, 12(1), 143. <https://doi.org/10.21111/at-tadib.v12i1.865>
- Siti Hasnah, & Hardianti. (2022). Analisis Kompetensi Pedagogik Guru Terhadap Penggunaan Media Pembelajaran Bahasa Arab Kelas VIII di MTs Al-Khairat Wosu Kabupaten Morowali. *Albariq: Jurnal Pendidikan Bahasa Arab*, 2(2), 55–74. <https://doi.org/10.24239/albariq.v2i2.23>
- Solong, N. P. (2020). Kompetensi Pedagogik Guru dalam Pengembangan Kurikulum Masa Pembelajaran Online. *Al-Minhaj: Jurnal Pendidikan Islam*, 4(1), 12–20.
- Taubah, M. (2019). Maharah dan Kafa'ah Dalam Pembelajaran Bahasa Arab. *Studi Arab*, 10(1), 31–38. <https://doi.org/10.35891/sa.v10i1.1765>
- Vitanofa, A., & Anwar, K. (2017). The Effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik. *Journal of English Teaching, Literature, and Applied Linguistics*, 1(2), 37–49. <http://journal.umg.ac.id/index.php/jetlal/article/view/318>
- Widyantara, I., & Rasna, I. (2020). Penggunaan Media Youtube Sebelum dan Saat Pandemi Covid-19 dalam Pembelajaran Keterampilan Berbahasa Peserta Didik. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 9(2), 113–122.
- Wijaya, M. (2017). Manajemen Pembelajaran Bahasa Arab Sinergi Teori Dan Praktek. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 1(1), 1–18. <https://doi.org/10.33650/al-tanzim.v1i1.24>
- Zulfahmi, Z., Hidatullah, I., & Raudhatinur, M. (2018). Pengaruh Kompetensi Pedagogik Guru Terhadap Pembelajaran PAI di Madrasah Aliyah Swasta (MAS) Tgk. Chiek Oemar Diyan. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 3(2), 28–42. [https://doi.org/10.25299/althariqah.2018.vol3\(2\).2278](https://doi.org/10.25299/althariqah.2018.vol3(2).2278)