



Pedagogical Competences of Arabic Language Teachers at Madrasah Tsanawiyah in Pangkalpinang (Implementation and Obstacles)

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Abstract

During observations at Madrasah Tsanawiyah (MTs) in Pangkalpinang, We found that there were still many students who had poor Arabic language skills. It makes us interested to know the pedagogical competence of the teacher at the school and also the obstacles he encountered in optimizing the application of the pedagogic competence he possesses because there are some studies that say that the pedagogy of teachers influences the learning outcome, motivation, and interest in learning Arabic students. This research aims to find out how the teacher's pedagogical competence is implemented in the following learning process with the obstacles encountered by the teacher in implementing such pedagogic competence. This research used a qualitative approach with descriptive methods. For data collection, the methods of interviews, documents and observations were used. For data analysis, the techniques invented by Miles and Huberman consist of the process of data reduction, presentation of data, and drawing conclusions. The results of research showed that teachers at Madrasah Tsanawiyah (MTs) in Pangkalpinang already have good pedagogical competence. However, in optimizing the application of their pedagogical competences, teachers face various barriers from both students, schools, environments, and learning time. This research provides information to future researchers. We hope that there will be further research into solutions that can be offered to overcome barriers to learning Arabic that come from students, schools, environments and the learning time provided.

Keywords: Arabic Teachers, Competence, Pedagogic

ملخص

عند إجراء الملاحظات في المدرسة الثانوية في بانجكال فينانج، وجدوا الباحثون أنه لا يزال هناك العديد من الطلاب الذين لديهم مهارات منخفضة في اللغة العربية. وهذا ما جعلوا الباحثون مهتمة بمعرفة الكفاءة التربوية للمعلمين في المدرسة وكذلك العوائق التي واجهتهم في تحسين تطبيق كفاءتهم التربوية لأن هناك العديد من الدراسات التي تقول أن الكفاءة التربوية للمعلم تؤثر على نتائج تعلم الطلاب ودوافعهم واهتمامهم بالتعلم. يهدف هذا البحث إلى معرفة كيفية تطبيق الكفايات التربوية للمعلمين في عملية التعلم، والتعرف على المعوقات التي تواجه المعلمين في تنفيذ هذه الكفايات التربوية. استخدم هذا البحث المنهج النوعي مع الأساليب الوصفية. وفي الوقت نفسه، لجمع البيانات، تم استخدام أساليب المقابلة والتوثيق والملاحظة. وتحليل البيانات، تم استخدام التقنية التي اقترحها مايلز وهوبرمان، والتي تتكون من عملية تقليل البيانات، وعرض البيانات، واستخلاص النتائج. تظهر نتائج البحث أن المعلمين في المدرسة الثانوية في بانجكال فينانج يتمتعون بالفعل بكفاءة تربوية جيدة. ومع ذلك، في تحسين تطبيق كفاءتهم التربوية، يواجه المعلمون عقبات مختلفة من الطلاب والمدارس والبيئة ووقت التعلم. يوفر هذا البحث معلومات

للباحثين في المستقبل. وتأملوا الباحثون أن تكون هناك أبحاث تتناول بشكل أكبر الحلول التي يمكن تقديمها للتغلب على العقبات التي تعترض تعلم اللغة العربية والتي تنشأ من الطلاب والمدارس والبيئة ووقت التعلم المقدم.

الكلمات المفتاحية: الكفاءة، علم أصول التدريس، مدرس اللغة العربية

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Introduction

Teachers are the key to the success of learning, because they are the main actors who carry out the role of educating in education. Teachers have a role as renewal agents, facilitators, responsible for the learning outcomes of pupils, being good examples, enhancing their abilities and upholding the code of ethics as teachers.¹ Most people would agree that teachers are essential in giving pupils excellent learning opportunities and supporting their learning.² However, the role of students in maximizing their learning is also the responsibility of the students themselves because in learning Arabic, of course, students really need a lot of training to speak and memorize words so that there is no difficulty in studying Arabic. Students should also be active in learning.³ A researcher wrote that the proportionate weight that students' task values, ability self-concepts, learning objectives, and achievement motives—as opposed to intellect and past performance—have in determining their grades in various academic areas.⁴

A good teacher is not just someone with a high degree; rather, they are someone who can guide and lead students in the best method to make them competent and competitive. Therefore, throughout the teaching and learning process, a competent teacher should be able to elaborate on each of the core teaching competencies.⁵ Another criterion states that good teacher who able to achieve success in the education is a teacher who has four teacher competencies that we know as pedagogical competence, professional competence, social competence, and personality competence.⁶ According to Meutia, et al. one of the competencies that distinguishes teachers from other professional fields is pedagogical competence.⁷

¹ Imron, *Supervisi Pembelajaran Tingkat Satuan Pendidikan*, (Jakarta: Bumi Aksara, 2011), hlm. 3.

² Johannes König et al., "The Links between Pedagogical Competence, Instructional Quality, and Mathematics Achievement in the Lower Secondary Classroom," *Educational Studies in Mathematics* 107 (2021): 189–212. <https://link.springer.com/content/pdf/10.1007/s10649-020-10021-0.pdf>

³ Masrurotul Mahmudah et al., "Analysis of the Difficulties Learning Speaking Skills at Madrasah Tsanawiyah Students Riyadlatul Ulum Batanghari East Lampung," *Mantiq Tayr: Journal of Arabic Language*, 1, no. 1 (January 31, 2021): 39–58. DOI: <https://doi.org/10.25217/mantiqtayr.v1i1.1294>

⁴ Ricarda Steinmayr et al., "The Importance of Students' Motivation for Their Academic Achievement—Replicating and Extending Previous Findings," *Frontiers in Psychology* 10 (2019): 464340. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01730/full>

⁵ A Dara Dewi Mallarangan et al., "Analysis of the Influence of Continuous Training Development and Education on Professional Competence of Teachers in Public Schools," *Journal on Education* 6, no. 2 (2024): 13449–56. <https://www.jonedu.org/index.php/joe/article/view/5194>

⁶ M Hasan Mu'arif, "Pengaruh Kompetensi Pedagogik, Kompetensi Profesional, Kompetensi Kepribadian Dan Kompetensi Sosial Terhadap Kinerja Guru MA Darussalam Katimoho Kedamean Gresik," *Jurnal Manajerial Bisnis* 6, no. 3 (2023): 176–84. <http://www.jurnal.uwp.ac.id/pjs/index.php/mm/article/view/533>

⁷ Aulia Akbar, "Pentingnya Kompetensi Pedagogik Guru," *JPG: Jurnal Pendidikan Guru* 2, no. 1 (2021): 23–30. DOI: <https://doi.org/10.32832/jpg.v2i1.4099>

Pedagogical competence is closely related to the teacher's ability to understand students, design and implement learning, evaluate learning outcomes, and develop students in actualizing their potential.⁸ For this purpose, teachers are required to understand the essence of a curriculum in order to be able to interpret it critically and make it meaningful for the student so that it can perform its role well.⁹ A study suggests that differences in family background and education influence the student's written language style.¹⁰ For that, teachers are expected to be able to understand the way students learn well.

For those who want to work as teachers, pedagogical competency preparation is fundamental. According to earlier studies, learning exchanges are a sign of pedagogical skill. Pedagogical competence ensures that learners are the center of attention, that the service level is high, that the interactions between teachers and students are valuable, that the guidance patterns are constructive, and that the learning experiences allow students to reach their full potential. The ability of educators to shape social and collaborative learning is known as pedagogy or pedagogical talents.¹¹

Pedagogical sub-competence in accordance with PERMENDIKNAS includes several aspects, namely mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, mastering learning theories and principles of educational learning, developing curriculum related to the subjects taught, organizing educational learning, utilizing information and communication technology for learning purposes, facilitating the development of students' potential to actualize their various potentials, communicating effectively, empathetically, and politely with students, conducting assessment and evaluation of learning processes and outcomes, utilizing the results of assessment and evaluation for the benefit of learning and taking reflective action to improve learning quality.¹² Every teacher must understand these sub-competencies, so that they can maximize their duties as professional teachers. Such competency in education calls for the ability to explain concepts to students, plan and carry out the teaching process, assess the outcomes, and motivate students to realize their full range of potential.¹³

Based on the explanation above, it can be concluded that the pedagogical competence is the competence of teachers to regulate the learning process of teaching. Pedagogical competences can be defined as teachers who are able to guide their pupils in various things, review the topics to be given, make effective learning instruments, can motivate in order to develop their pupil

⁸ Ni Nyoman Perni, "Kompetensi Pedagogik Sebagai Indikator Guru Profesional," *Adi Widya: Jurnal Pendidikan Dasar* 4, no. 2 (2019): 175–83. <https://download.garuda.kemdikbud.go.id/article.php?article=1270041&val=16134&title=KOMPETENSI PEDAGOGIK SEBAGAI INDIKATOR GURU PROFESIONAL>

⁹ Emily Ross, "Teachers' Interpretation of Curriculum as a Window into 'Curriculum Potential,'" *The Curriculum Journal* 35, no. 1 (2024): 38–55. DOI: <https://doi.org/10.1002/curj.239>

¹⁰ Fitria Fitria et al., "Analisis Gaya Bahasa Pembelajaran Bahasa Arab Sebagai Bahasa Asing: Studi Kasus pada Alumni Pesantren dan Non Pesantren," *Mantiqu Tayr: Journal of Arabic Language* 4, no. 1 (2024): 313–34. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1.4074>

¹¹ Ratnawati Susanto, Reza Rachmadtullah, and Widarto Rachbini, "Technological and Pedagogical Models," *Journal of Ethnic and Cultural Studies* 7, no. 2 (2020): 1–14. <https://www.jstor.org/stable/48710080>

¹² Servista Bukit and Ekayanti Tarigan, "Kompetensi Pedagogik Guru dalam Membentuk Karakter Siswa Sekolah Dasar," *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama dan Kebudayaan Hindu* 13, no. 2 (2022): 110–20. DOI: <https://doi.org/10.36417/widyagenitri.v13i2.490>

¹³ Diky Wahyudi, M Nurul Humaidi, and Fahrudin Mukhlis, "Peran Kompetensi Pedagogik Guru Dalam Pembelajaran Sejarah Kebudayaan Islam," *Jurnal PAI Raden Fatah* 6, no. 1 (2024): 50–62. <https://jurnal.radenfatah.ac.id/index.php/pairf/article/view/19752>

competence.¹⁴ In addition, pedagogical competence also involves choosing appropriate learning methods in learning Arabic¹⁵ and language environment¹⁶ so that teachers can facilitate students' understanding and mastery of important aspects of Arabic, such as passwords, speech skills, grammar, reading, listening and writing.

Research related to teacher pedagogical competence has been done before. One of them, research that discusses the factors that affect the learning outcomes of Arabic language learners which shows the results that one of the factors that affect the learning outcomes of Arabic language learners is the pedagogical competence of Arabic language teachers. Furthermore, other studies show the results that the pedagogical competence of Arabic language teachers affects the motivation of Arabic language learners,¹⁷ the learning outcomes of Arabic language learners¹⁸ and the interest in learning Arabic language learners.¹⁹

However, the reality that occurs in Madrasah Tsanawiyah in Pangkalpinang, based on the results of interviews conducted with several teachers, they complained that the basic Arabic language skills of students, namely their Arabic reading and writing skills are very lacking. They said that this was due to the input of the learners themselves who did not have adequate basic Arabic language skills. The majority of students come from elementary schools that have not taught Arabic reading and writing skills. In addition, they also did not take religious schools such as the Qur'anic Education Park so that their ability to read and write the Qur'an is very lacking.²⁰

Mr. Zen as an Arabic teacher at MTs Darussalam added that the guardians of students where he teaches also lack attention to children in terms of learning such as supervising children in learning or paying attention to children's learning activities at home.²¹ This then makes children less disciplined and responsible for developing their own learning abilities. Seeing these problems, researchers are interested in questioning the pedagogical competence of Arabic language teachers in Madrasah Tsanawiyah in Pangkalpinang city in Arabic language learning.

There are several studies with the same theme, namely looking at the pedagogical competence of Arabic language teachers in schools, such as those conducted by Mustamin Fattah. In his research, he used data collection techniques of observation, questionnaires and also interviews to

¹⁴ R S Wulandari and W Hendriani, "Kompetensi Pedagogik Guru Sekolah Inklusi di Indonesia (Suatu Pendekatan Systematic Review)," Jurnal Kependidikan: 7, no. 1 (2021): 55. <https://ejournal.undikma.ac.id/index.php/jurnalkependidikan/article/view/3152>

¹⁵ Ahmad Nahidil Silmy et al., "Urgensi Metode Belajar Dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab)," Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (2024): 368–81. DOI: <https://doi.org/10.25217/mantiquatayr.v4i2.4423>

¹⁶ Nia Himatul Ulya, Chairani Astina, and Ashief El Qorny, "Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Aẓ-Zabrah Al-Gontory Purwokerto | Implementasi Bi'ah Lughawiyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Aẓ-Zabrah Al-Gontory Purwokerto," Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (2022): 174–84. DOI: <https://doi.org/10.25217/mantiquatayr.v2i2.2511>

¹⁷ Rina Yunarti, "Ta'tsir Kafaah Ta'limiyyah Mudarris Al-Lughah AL-'Arabiyyah 'ala Dawafi' at-Ta'allum Lada Ath-Thullab Fi Al-Madrasah Al-Mutawassithah Al-Islamiyya b Bi Ma'had Darul Hikmah Pekanbaru" (UIN Sulthan Syarif Qashim Riau, 2018). <http://repository.uin-suska.ac.id/id/eprint/63470>

¹⁸ Yeni Anisa, "Pengaruh Kompetensi Pedagogik Guru Terhadap Hasil Belajar Bahasa Arab Siswa Di Mts Muhammadiyah 01 Pekanbaru" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2022). <http://repository.uin-suska.ac.id/id/eprint/63470>

¹⁹ Nurul Hijrah and A R Amran, "Pengaruh Kompetensi Pedagogik Guru Terhadap Minat Belajar Bahasa Arab," Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab 4, no. 2 (2022): 49–56. DOI: <http://dx.doi.org/10.47435/naskhi.v4i2.1213>

²⁰ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, April 5, 2021, at 10.00 WIB.

²¹ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Monday, April 5, 2021, at 13.30 WIB.

collect data related to the pedagogical competence of Arabic language teachers. Data collection used self-observation forms by Arabic language teachers. With the use of these methods, the resulting category level of pedagogical competence of Arabic language teachers in Samarinda city is at the "good" level.²² Other studies focus on how the role of teachers' pedagogical competence in increasing students' motivation to learn Arabic.²³ In addition, there are also those who examine the pedagogical competence of Arabic language teachers by focusing on whether teachers have met the criteria as teachers who have pedagogical competence in accordance with the indicators of teacher pedagogical competence in Permendiknas No. 16 of 2007.²⁴ According to pedagogical competence of teachers in MAN 1 Bandar Lampung, Saiful Anwar said that teachers have good planning skills, but in Arabic learning, teachers are not using the media to the maximum.²⁵

Seeing the importance of teachers' pedagogical competence, some researchers also continued their research on how to improve teachers' pedagogical competence. Anifa Alfia Nur mentioned that efforts that can be made by educational institutions in improving teachers' pedagogical competence are by holding workshops, teacher training, supervision, school meetings, giving awards and motivating teachers to make scientific papers.²⁶ Rusdiana Junaid added that the implementation of workshops can improve teachers' pedagogical competence as she has done in Community Service activities.²⁷

There are several other studies that discuss pedagogical competence. One of the researches written by Yeti Komalasari which takes the focus of the problem on the determination of the profile of pedagogical competence of the lecturer. In their research, they used quantitative descriptive methods where the collection of data used was through observation, quosioner and documentation.²⁸ Other research carried out by Ummu Saidah also took the same focus related to the pedagogical competence of Arabic language teachers in Madrasah in Bengkulu. Their research has a different place with what the researchers do. In addition, the researchers in this study also looked at how barriers were found by teachers in implementing the pedagogical competence they had.²⁹ Further research was conducted by Nurul Hasanah Fajaria and friends who investigated the pedagogical competence of the lecturer. As for the method of data collection used, it is the survey

²² Mustamin Fattah, "Kompetensi Pedagogik Guru Bahasa Arab Madrasah Aliyah Se Kota Samarinda," *Fenomena* 5, no. 1 (2013): 72. DOI: <https://doi.org/10.21093/fj.v5i1.228>

²³ Yeni Anisa, "Pengaruh Kompetensi Pedagogik Guru Terhadap Hasil Belajar Bahasa Arab Siswa di MTs Muhammadiyah 01 Pekanbaru," Skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, (2022). <http://repository.uin-suska.ac.id/id/eprint/63470>

²⁴ Faridatul Ainiyah, "Kompetensi Pedagogik Guru dalam Peningkatan Motivasi Belajar Bahasa Arab Siswa di Madrasah Ibtidaiyah Darussalam Kecamatan Subah Jawa Tengah" (UIN Sunan Kalijaga, 2014). https://digilib.uin-suka.ac.id/id/eprint/15122/1/1220410081_bab-i_iv-atau-v_daftar-pustaka%281%29.pdf

²⁵ Saiful Anwar, Umi Hijriyyah, and Muhamad Rizki Murtadho, "Arabic Teacher Pedagogic Competence in Managing Learning at Madrasah Aliyah Negeri 1 Bandar Lampung | Al Kafa'ah At Tarbawiyyah Li Mu'alim Al Lughob Al 'Arobiyyah Fii Idaaroti At Ta'Lim Bimadrosah Al 'Aaliyah Al Islamiyyah Al Hukuumiyyah Al Ulaa Bandar La," *Mantiqutayr: Journal of Arabic Language* 3, no. 1 (2023): 36–52. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.3783>

²⁶ Anifa Alfia Nur, "Meningkatkan Kompetensi Pedagogik Guru di SD Yayasan Mutiara Gambut," *Jurnal Bahana Manajemen Pendidikan* 2, no. 1 (2020): 20., <https://ejournal.unp.ac.id/index.php/bahana/article/view/3735>

²⁷ M R Junaid, Rusdiana dan Baharuddin, "Peningkatan Kompetensi Pedagogik Guru Melalui PKM Lesson Study," *To Maega: Jurnal Pengabdian Masyarakat* 3, no. 2 (2020): 25. DOI: <http://dx.doi.org/10.35914/tomaega.v3i2.413>

²⁸ Yeti Komalasari et al., "Lecturers' Pedagogic Competence Profile of Politeknik Penerbangan Palembang," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 8, no. 1 (2023): 40–49. DOI: <https://doi.org/10.31851/jmksp.v8i1.9901>

²⁹ Ummu Saidah, Saidna Zulfiqar Bin-Tahir, and Nuril Mufidah, "Arabic Teachers' Competence: A Case of Madrasah Schools in Maluku," *Ijaz Arabi Journal of Arabic Learning* 1, no. 2 (2018): 45. DOI: <https://doi.org/10.18860/ijazarabi.v1i2.5584>

method and uses descriptive analysis.³⁰ The difference between Fajaria's research and what the researchers are going to do lies in the subject of the research and the methods used, so the research that the author does is different from the one that has been done by Fajarías. Other research focuses on the pedagogical competence of teachers on inclusive education. This research is clearly different from what researchers do where researchers focus on regular teachers.³¹ The last, research that conduct by Umi Rusilowati that find that regulation-certified teachers could not be regarded as competent or professional educators, as evidenced by their lack of understanding of the regulations governing certification as well as their lack of creativity, linearity, contextual awareness, and personality. The results demonstrated the significance of socialization and mentoring, education and training, reciprocity, and supervision and evaluation.³²

Based on some of the above studies, researchers see that research related to the pedagogical competence of Arabic language teachers is still limited to research with the theme of the influence of teachers' pedagogical competence on learning outcomes, motivation, and interest in learning, and research that discusses how the pedagogical competence of Arabic language teachers based on indicators of teacher pedagogical competence in Permendiknas no. 16 of 2007. For this reason, this study discusses the pedagogical competence of Arabic language teachers at MTs Pangkalpinang and also the obstacles of Arabic language teachers in optimizing their pedagogical competence.

Method

This research uses a qualitative approach with descriptive methods. The qualitative approach emphasizes meaning, reasoning, definition of a particular situation (in a particular context).³³ While the descriptive method is a method in research on a group of people, an object, condition, system of thought, or certain events in the present.³⁴ The use of this descriptive method is because the results of this study will describe systematically, factually and accurately about the facts, characteristics and relationships between the phenomena studied.

This research was conducted at Madrasah Tsanawiyah in Pangkalpinang city, namely MTs Darussalam and MTs N 1 Pangkalpinang. The data sources used in this research are primary data sources consisting of informants who were interviewed, namely Arabic language teachers, Principal and several students; and secondary data sources in the form of documentation that can support primary data sources to find answers to this research. The data collection of this study was carried out using interview techniques, where researchers conducted interviews directly with the parties involved, namely, Arabic language teachers, Waka Curriculum and Head of Madrasah and students. This technique is used to explore data related to pedagogical competence possessed by Arabic language teachers. In addition, researchers also used documentation and observation techniques as additional techniques to support research data generated through interview techniques.

³⁰ Nurul Hasanah. dkk Fajaria, "The Importance of Pedagogical Competence on Developing Lecturers Professional Career: An Evaluative Research," *Akademika: Jurnal Teknologi Pendidikan* 12, no. 02 (2023): 467–78. DOI: <https://doi.org/10.34005/akademika.v12i02.3161>

³¹ Mumpuniarti. dkk, "Teacher's Pedagogy Competence and Challenges in Implementing Inclusive Learning in Slow Learner," *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan* 39, no. 1 (2020): 217–29. DOI: <http://dx.doi.org/10.21831/cp.v39i1.28807>

³² Umi Rusilowati and Wahyudi Wahyudi, "The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies," in 2nd Social and Humaniora Research Symposium (SoRes 2019) (Atlantis Press, 2020): 446–51. DOI: <https://doi.org/10.2991/assehr.k.200225.095>

³³ Rukin, *Metodologi Penelitian Kualitatif*, (Surabaya: Yayasan Ahmar Cendekia Indonesia, 2019), hlm. 10.

³⁴ Ajat Rukajat, *Pendekatan Penelitian Kuantitatif*, (Sleman: Deepublish, 2018), hlm. 1.

This research design starts from the interview process with Arabic language teachers at MTs Pangkalpinang city, the principal and deputy head of curriculum. Furthermore, observations and interviews with several students were conducted. In addition to these two methods, several documents such as lesson plans and teaching materials prepared by teachers for learning activities were also analyzed. To analyze the data that has been collected, researchers take several steps proposed by Miles and Huberman, namely the data reduction process to select the necessary data by classifying it into certain patterns, presenting data in the form of compiling data to get conclusions and drawing conclusions from the data.³⁵ Meanwhile, to test the validity of the data, source and document triangulation techniques were used.

Result and Discussion

A. Pedagogical competence of Arabic language teachers in Madrasah Tsanawiyah (MTs) in the city of Pangkalpinang

The pedagogical competence of Arabic language teachers in Pangkalpinang city in several indicators can be explained as follows:

1. Mastery of students' characteristics

In general, Arabic teachers in MTs Pangkalpinang have the ability to understand the characteristics of students quite well. This is evidenced by the data that researchers obtained when interviewing them, where they can explain how the characteristics of the students they teach. They are also quite familiar with the diverse Arabic learning abilities of the students they teach, which requires them to be creative in determining Arabic learning materials and methods.

One of our interviewees said that the percentage of students who have the ability to learn Arabic is around 50%.³⁶ This is caused by many factors, among which and the main problem is related to the input of students who come from public schools and have never received sufficient religious education. Their lack of experience in religious education means that they do not have adequate Arabic literacy skills. Meanwhile, Arabic literacy is a basic skill that must be possessed by students in learning Arabic.

Mrs. Astaty further explained that what causes them to have a lack of ability in learning Arabic is because they do not have basic skills, and they also do not have the desire to try to overcome this. In addition, she said the lack of encouragement from parents is also a factor in the students' weak basic ability to learn Arabic. Similarly, Mr. Zen Izzudin, an Arabic teacher at MTs Darussalam Pangkalpinang, said that students' Arabic reading and writing skills are still lacking. He added that another factor that causes students' weak ability to read and write the Qur'an is caused by the lack of attention and encouragement to learn to read and write the Qur'an from parents. He emphasized that sometimes parents only expect schools to make their children learn, but they forget that family and society also have a very important role.³⁷

Based on these problems, teachers try to apply various methods and strategies in teaching Arabic, where they say that the methods and materials they choose in the learning process are based

³⁵ Helaluddin Hengki Wijaya, *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik*, (Jakarta: Sekolah Tinggi Theologia Jaffray, 2019), hlm. 16.

³⁶ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

³⁷ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Tuesday, October 26, 2021, at 10.00 WIB.

on the abilities of the learners. Not infrequently, they have to repeat the material that has been taught before so that students are able to understand Arabic lessons.

Looking at these answers, it can be concluded that teachers understand the characteristics of the students they teach. This is evidenced by the teachers' ability to explain the characteristics of students and how they follow up in carrying out learning.

2. Mastery of learning theories and educational learning principles

In terms of mastery of learning theories and learning principles, it is characterized by the way teachers choose the material taught to students. One teacher mentioned that the selection of material in class adjusts to the ability of students, because sometimes they are not able to understand the material according to the book.³⁸ Another teacher also said that she focuses more on adding vocabulary. According to him, if the predetermined materials are forced to be taught in class, students will find it difficult and cannot understand the material.³⁹

Based on these statements, we can judge that in selecting materials, teachers adjust to the abilities of students, even though it sometimes requires them to put aside the material that should be taught in accordance with the 2013 curriculum and the neatly arranged lesson plans.

Furthermore, in the learning process, teachers apply various strategies to provoke students' activeness, such as increasing the number of exercises (drill) to students so that they are active in participating in learning, or teachers ask students to memorize mufrodat and immediately give scores. In addition, teachers also ask students to practice conversation (muhadatsah) in front of the class so that inevitably they are active in class.⁴⁰ In addition, there are also teachers who still use the lecture method first. If they do not understand, then other methods are used so that they can understand the material given.⁴¹

Based on the above statement, we can see that teachers have been able to choose various methods that are suitable to be applied in the learning process according to the situation and conditions of the students, not necessarily exactly the same as what has been prepared in the lesson plan, but can be developed and modified without setting aside the special characteristics of the 2013 curriculum.

3. Ability to develop curriculum

Professional teachers should have a role in curriculum development. Oemar Hamalik states that teachers have many roles in curriculum development such as in administrative management, counseling and curriculum development. In addition, teachers also have a role in curriculum development that is centralized, decentralized, or central-central.⁴²

The ability of Arabic language teachers in developing the curriculum is characterized by their ability to fulfill the obligation to make lesson plans and various learning tools. This is also driven by their status as certified teachers so that curriculum development into various learning tools must be done.

³⁸ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

³⁹ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Tuesday, October 26, 2021, at 10.00.

⁴⁰ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

⁴¹ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Tuesday, October 26, 2021, at 10.00 WIB.

⁴² Ira Fatmawati, "Peran Guru Dalam Pengembangan Kurikulum dan Pembelajaran," *Revorma: Jurnal Pendidikan dan Pemikiran* 1, no. 1 (2021): 20–37. DOI: <https://doi.org/10.62825/revorma.v1i1.4>

One teacher revealed that she had to prepare lesson plans because of her position as a certified teacher through the impassing program.⁴³ Furthermore, another teacher explained that the preparation of lesson plans they made was based on the applicable curriculum, namely the 2013 curriculum and the syllabus that had been prepared by the government.⁴⁴

Based on this statement, it indicates that they have prepared the lesson plans as they should be in accordance with the 2013 curriculum.

Furthermore, teachers said that they used the lesson plan as a guideline in implementing learning. Likewise, the material presented will be adjusted to the 2013 curriculum textbook or LKS. However, if students cannot understand the material that has been determined in the lesson plan, the teacher tries to use the drill method or memorize vocabulary.⁴⁵

Mrs. Astaty also said that in preparing lesson plans, she uses books published by KEMENAG based on the 2013 curriculum in the form of e-books, LKS, and dictionaries. In addition, she also uses the syllabus as the basis for determining learning objectives and indicators. He also added that he also made the ability of students in determining learning objectives.⁴⁶

Based on these data, it can be concluded that Arabic teachers have good abilities in developing the 2013 curriculum in various learning tools.

4. Ability to implement educational learning

In carrying out learning, as stated in the data above, teachers always pay attention to the abilities of students. Such as the selection of material that is adjusted to the textbook first. However, sometimes teachers also adjust to the abilities of students, because sometimes they are unable to understand the material in accordance with the book.⁴⁷ Ust Zen also added that the techniques used in learning are adjusted to the ability of students to understand Arabic.⁴⁸

In addition, teachers also try to be creative in determining suitable teaching methods to be applied by adjusting the situation and conditions of students during class hours. From the explanation above, we can see that in teaching lessons to students, teachers make every effort so that students understand the material provided. Teachers are very concerned about the level of ability of students, not having to pursue targets from the lesson plans that have been made. According to the author, this is a form of responsibility of the teachers to instill knowledge to students.

5. Ability to develop learners' potential

The teacher's ability to develop students' potential is characterized by the teacher's ability to provide attention and learning to all students without exception. This ability begins with how the teacher identifies the ability of students in learning Arabic.

Related to this, teachers identify the talents, interests and potential of students through observing the abilities of each student in the learning process. This is as described above regarding how teachers recognize students.

⁴³ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Tuesday, October 26, 2021, at 10.00 WIB.

⁴⁴ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

⁴⁵ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

⁴⁶ Interview with Astaty, (Arabic teacher at MTs N 1 Pangkalpinang), Wednesday, October 27, 2021, at 09.30 WIB.

⁴⁷ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

⁴⁸ Interview with Zen Izzudin, (Arabic teacher at MTs Darussalam, Pangkalpinang), Tuesday, October 26, 2021, at 10.00 WIB.

In addition, teachers also try to provide material according to the abilities of students. The material that has been determined in the 2013 curriculum is taught in the simplest way possible to adjust the ability of students to understand the subject matter. However, teachers still try to provoke the creativity and activeness of students.⁴⁹

The same thing is also done by Mrs. Astatik and Mr. Zen. They do not force students to absolutely follow the learning activities as demanded in the 2013 curriculum, this is due to the ability of students who are not ready to follow learning with a high level of difficulty.

Based on the explanation above, we can see that the teachers have been able to develop the potential of students according to their respective abilities.

6. Ability to communicate with students

The teacher's ability to communicate with students here includes how the teacher communicates to find out the students' understanding of the teaching material, asks questions in the learning process, and takes action on what happens in the teaching and learning process. In this case, the ability of teachers at MTsN 1 Pangkalpinang and MTs Darussalam shows good results. We can see this from how teachers take action in delivering material, determining learning methods and techniques, and managing the learning process.

In terms of material selection, for example, in addition to referring to textbooks that have been adapted to the 2013 curriculum, teachers also adjust to the understanding and abilities of students. For this reason, teachers usually choose activities to introduce mufrodat to students and ask them to memorize mufrodat. This is usually done when the teacher sees learners encounter difficulties when given rather difficult material.

Likewise, in terms of determining the method, the teacher tries to adjust the method to the conditions and situation of the learners at that time.⁵⁰ Based on this explanation, we can conclude that teachers at MTs Pangkalpinang already have good communication skills with students.

7. Ability to carry out assessment and evaluation

Evaluation in the 2013 curriculum covers three domains, namely affective, cognitive and psychomotor domains. The ability of Arabic language teachers in madrasahs in Pangkalpinang to carry out assessment and evaluation is as follows. To find out the students' Arabic learning outcomes, teachers often do it periodically at each meeting when students practice doing questions, memorizing mufrodat, practicing muhadathah.⁵¹

This is also the case with what Mrs. Astatik does, where learning evaluations are carried out regularly. This is in accordance with the 2013 curriculum which requires teachers to provide periodic assessments per basic competency or per material. So, in addition to evaluating students' cognitive abilities, the learning process can also directly assess the psychomotor abilities of students. In addition, written assessments are carried out by teachers according to the schedule set by the school by conducting written exams. As for evaluating the affective abilities of students, it is done by looking at the attitude of students in the learning process and outside the classroom. The results of

⁴⁹ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

⁵⁰ Interview with Astatik, (Arabic teacher at MTs N 1 Pangkalpinang), Wednesday, October 27, 2021, at 09.30 WIB.

⁵¹ Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

the assessment will be reported further to the homeroom teacher and also at the end of the semester.⁵²

From this answer, we can see that the assessment of the affective domain of students is carried out continuously based on the attitudes shown by students in the learning process. Furthermore, he explained that they already have instruments or indicators used to assess the students' attitudes. These indicators include aspects of honesty, confidence, gratitude, responsibility, cooperation and discipline.

B. Arabic Language Teachers' Obstacles in Optimizing Their Pedagogical Competence

Based on the data obtained, researchers see that Arabic language teachers at MTs Pangkalpinang already have good pedagogical competence. However, in reality there are still many students who have weaknesses in Arabic lessons. This is certainly an obstacle for teachers in optimizing the pedagogical competence of Arabic language teachers.

1. Inhibiting factors from students

The inhibiting factor for Arabic teachers in optimizing their pedagogical competence is also caused by factors originating from students. The distinctive characteristics of Arabic such as different letters, and the pronunciation of letters that are also different from Indonesian make it difficult for students to learn Arabic. This is an important problem to solve. Inputs to the school are not strictly screened regarding their ability to read and write Arabic. Moreover, those who do not have good Arabic reading and writing skills are not taken care of by providing additional lessons in reading and writing the Qur'an either by the school or their parents. This then becomes an obstacle for teachers in optimizing their ability to carry out educational learning or develop the potential of students.

In addition, it is also an obstacle for teachers in implementing the curriculum properly. This is because teachers have to adjust learning materials at a lower level than the material that should be in accordance with the learning abilities of students.

2. Other inhibiting factors

In addition to inhibiting factors from students, optimizing the application of pedagogical competence of Arabic language teachers is hampered by the facilities and infrastructure owned by the school. To train language skills, of course, requires adequate language laboratory facilities. Meanwhile, the school under study does not yet have a laboratory.

In addition, school support in paying attention to the basic skills that must be possessed by students, especially in Arabic reading and writing, is still lacking. This is indicated by the absence of school efforts to organize extracurricular lessons or activities to help improve Arabic reading and writing skills. This ability is very important because in Madrasah Tsanawiyah various religious subjects are taught which certainly include Arabic language material. Furthermore, environmental factors are also one of the obstacles for teachers in optimizing their pedagogical competence.

In addition, another inhibiting factor is the time factor. At the time of the research, the school was reducing learning time. This then becomes one of the obstacles for teachers to optimize the application of their pedagogical competence.

⁵² Interview with Melly, (Arabic teacher at MTs N 1 Pangkalpinang), Monday, October 25, 2021, at 09.00 WIB.

Conclusion

Based on the results of the above research, it can be concluded that Arabic teachers in Madrasah Tsanawiyah already have good pedagogical competence that covers mastering the characteristics of learners and developing their potential, learning theories and learning principles that educate, the ability to develop curricula and implement them, as well as evaluating learning. However, on the other hand, researchers get data that the Arabic language skills of students at the school are still very lacking. At the same time, the author also obtained data that teachers have difficulty optimizing their pedagogical competence due to obstacles that arise from students, schools, the environment and learning time.

Thus, it is recommended for future researchers to be able to further research related to efforts that can be made to minimize the inhibiting factors for teachers in optimizing their pedagogical competence, so that students' Arabic language learning ability can be improved.

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