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Investigating Teachers' Professional Competence in Teaching Arabic as a Foreign Language in Secondary Schools: A Praxeology Perspective

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Abstract

In teaching Arabic, the professional competence of Arabic teachers (AT) is an aspect that today's teachers must possess. Moreover, teaching Arabic in the 21st century emphasizes the communication skills of educators when using a foreign language. Therefore, this study aims to investigate the professional competence of AT in terms of praxeology perspectives, which include three cycles: see cycle, the act cycle, and the judge cycle. This study uses a qualitative approach with a case study design. The study was conducted in three secondary schools (*Madrasah Aliyah*) in the Bandung Raya area, West Java. Participants in this study were nine AT. The study results showed that of the nine AT with a vision and mission of teaching based on multilingualism, only AT 1, AT 5, and AT 8. In the see cycle, three AT envisioned improving students' Arabic communication skills with a cultural approach, technology, and interactive methods. In diagnosing student difficulties, teachers used methods such as questions and answers, discussions, and conversation simulations, with the main challenges faced by students being a lack of vocabulary, sentence structure, and speaking anxiety. Then, in the act cycle, three AT showed variation in the application of learning methods and consistently used a multilingual approach. In addition, teachers explained the differences in Arabic and other foreign language structures and corrected students' mistakes in pronunciation and grammar. In the judge cycle, after an evaluation, three AT improved by adjusting teaching methods, such as increasing conversation exercises, adding project-based assignments, or utilizing learning technology.

Keywords: Arabic teachers; foreign language; multilingual; praxeology; professional competence

Introduction

Teaching Arabic in secondary schools requires special skills and in-depth knowledge from educators. In this context, the professional competence of teachers is one of the main determining factors in the success of Arabic language learning in schools (Anggraini et al., 2021; Miao & Wang, 2023; Sauri et al., 2021). This is because Arabic is not only studied as a religious language, but also as an international language that plays a vital role in various aspects of life, be it education, economics, or politics (Aflisia et al., 2022; Edidarmo et al., 2023; Mahfud et al., 2021). Therefore, the professional competence of AT is critical to ensuring that the learning process runs effectively and efficiently.

The professional competence of teachers includes various aspects such as the ability to diagnose student difficulties and adjust teaching methods according to student needs, mastery of subject matter, and multilingual abilities, where they must speak Arabic and other foreign

languages intensively in the learning process (Nurbayan et al., 2021; Sanusi et al., 2024; Tukimin et al., 2020). This is because one of the critical factors in students' ability to speak a foreign language is the teacher's multilingual ability.

Moreover, teaching Arabic as a foreign language in schools today requires teachers to focus on mastering the language and integrating linguistic knowledge with effective teaching practices (Abdullah et al., 2023; Sagala, 2023; Wahyuni et al., 2023). In other words, teachers with professional competence must create a multilingual environment that supports and motivates students and helps them overcome the difficulties associated with learning Arabic. One of the main challenges in teaching Arabic as a foreign language in schools is the difference between modern standard Arabic and different Arabic dialects (Albadawi & Yazan, 2024; Alharbi, 2022; Visonà & Plonsky, 2020). Students learning Arabic often have to deal with standard Arabic for academic and formal purposes, while dialects are used in everyday communication in Arab countries (Sherif et al., 2023; Towler, 2024). Teachers must be able to teach these differences in a way that makes it easy for students to understand and use Arabic in various contexts (Al Farisi et al., 2021; Al-Rawafi et al., 2021). This requires professional competence that includes not only knowledge of the language but also the skills to convey that knowledge in a way that is effective and relevant to students.

Research on the professional competence in five years, especially those focusing on micro aspects of professional competence, namely teachers' multilingual abilities, problems with teachers' professional competence in schools and strategies to improve them. In addition, previous research focused on teachers' professional competence according to the indicators set by the Regulation of the Minister of National Education Number 16 of 2007 and strategies to improve it. For example, the research of Sanusi et al. (2020) emphasizes the professional competence of AT in improving the quality of graduates at *Madrasah Aliyah*.

Another study, Nurbayan (2023), explores the multilingual didactic competence of teachers in learning Arabic in the classroom. Teacher competence in opening and presenting learning materials using Arabic and other foreign languages and explaining the differences and similarities of Arabic with other foreign languages in delivering (contrastive) materials is still in the low category. In addition, the research of Mallarangan et al. (2024) emphasizes training to improve teacher professional competence. Research by Ruhendi & Kosim (2022) on the competence and performance of AT participating in the Teacher Professional Education at the Education and Education Personnel Institute of the Syarif Hidayatullah State Islamic University Jakarta. Then, research by Hanifah et al. (2024) emphasizes improving the professional competence of AT through an online learning system in the teacher professional education program.

However, these studies generally focus on implementing multilingual-based learning and improving and enhancing AT professional competence through training, teacher professional education programs, and online learning. Previous studies have not looked deeply into how teachers' practical actions in the classroom contribute to learning effectiveness. The praxeology perspective offers a different approach, emphasizing how teachers use their competence practically in extracurricular activities.

This study differs from previous studies in several aspects. First, it uses a praxeology perspective that emphasizes teachers' practical actions in teaching based on the needs and difficulties experienced by students in learning Arabic. Second, it also emphasizes additional

competencies in the professional competence of AT, such as the ability to diagnose difficulties faced by students and the ability to teach Arabic multilingually (Sanusi et al., 2022).

The praxeology approach in this study is to look deeper into teachers' actions in real situations, identify factors that influence their decisions, and understand how they deal with challenges that arise in the Arabic language teaching process for periodic improvement. In other words, praxeology in Arabic language teaching emphasizes the importance of teachers diagnosing first before teaching or delivering material so that the actions to be taken are appropriate and on target with the needs of students in learning Arabic. Thus, this study investigates the professional competence of AT in schools using a praxeology perspective. This study will not only provide theoretical contributions in the field of Arabic language teaching but will also provide practical implications that are useful for teachers, policymakers, and curriculum development.

Method

Research Design

40 This study uses a qualitative approach with a case study design. This approach was chosen to gain in-depth knowledge about the pedagogical competence of AT in implementing a cultural approach to improve students' communication skills at the *Madrasah Aliyah*, which includes 12 steps as follows:

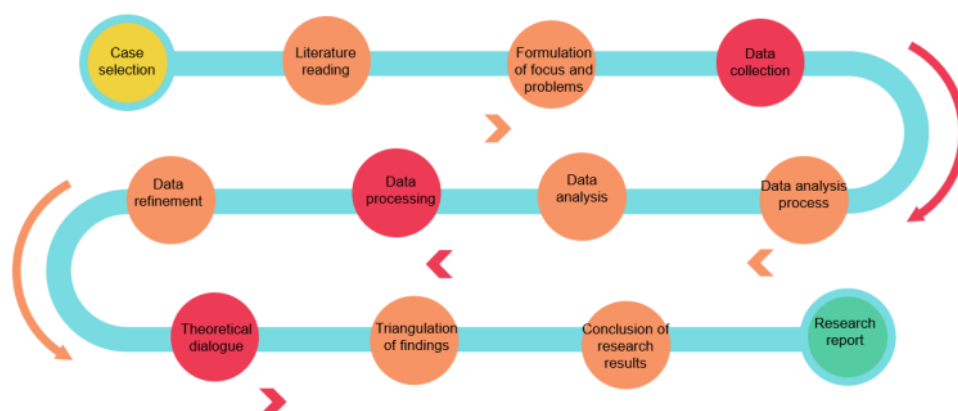


Figure 1. Case study flow (Rahardjo, 2017)

Based on figure 1, in the first stage of case selection, the researcher chooses a case to be studied related to the pedagogical competence of AT, one of which is implementing a cultural approach in classroom learning. The researcher focuses the object of this study on the professional competence of AT reviewed from a praxeology perspective.

The second step is literature reading, where the researcher collects as many reading references as possible related to the research theme. According to the research theme, they are reading materials in the form of relevant and up-to-date scientific articles in the last five years. Then, the researcher formulates the focus and problems in the third step. This study focuses on teachers' professional competence in teaching Arabic, which is reviewed from a praxeology

perspective and includes the see cycle, the act cycle, and the judge cycle. After that, the fourth step is data collection, where the researcher uses interviews, participant observation, and documentation studies. The fifth step is data refinement. In this step, the researcher looks at the data as a whole by paying attention to the research questions that have been formulated.

The sixth step is data processing after the researcher formulates the research question. This step is carried out after the data is considered perfect. Namely, the researcher processes the data, including checking the accuracy of the data, compiling the data, coding, grouping, and correcting unclear interview answers. This is done to help the analysis process. After that, the seventh step is to analyze the data regarding the results of interviews, observations, and documents related to the professional competence of teachers in teaching Arabic reviewed from a praxeology perspective, which includes the see cycle, act cycle, and judge cycle. In the eighth step in the data analysis process, the researcher reads the transcript as a whole to obtain general information and then combines the general messages to obtain specific messages.

Furthermore, the data is grouped according to the sequence of events, categories, and typologies. Then, the ninth step is to conduct a dialogue between research findings and the theories discussed in the literature review. In the 10th step, the researcher triangulates the findings (confirmability) by reporting the research results to the informants interviewed. In the 11th step, the researcher conveys theoretical implications and presents facts about the research questions. Researchers also develop theories related to research questions and convey new findings, whether concepts, formulas, models, or theories.

The last step is the twelfth step of making a research report. This report is a form of accountability for research activities written for the public interest. All of these stages are guidelines for investigating the professional competence of teachers in teaching Arabic reviewed from a praxeology perspective, including the see cycle, act cycle, and judge cycle.

Study Area and Participants

This research was conducted in *Madrasah Aliyah* in the Bandung Raya area. The researcher selected three *Madrasah Aliyah* with nine participants according to the criteria determined through purposive sampling.

Table 1. Identity of AT in Three *Madrasah Aliyah*

School List	Total number of teachers (N)	Gender		Teaching Experience		Educational background		
		Male	Female	> 10	< 10	Bachelor	Master	Doctor
<i>Madrasah Aliyah A</i>	3	2	1		3	1	1	1
<i>Madrasah Aliyah B</i>	3	2	1	1	2	2	1	-
<i>Madrasah Aliyah C</i>	3	3			3	1	2	-
Total	9							

2
In more detail, the criteria determined in this study consist of two aspects: institutional and teacher identity. The requirements related to the institutional aspect include: a) the *Madrasah Aliyah* has an excellent program in the field of Arabic, b) the *Madrasah Aliyah* has AT who are civil servants and have been certified, c) the *Madrasah Aliyah* has AT who comply with Government Regulation Number 19 of 2005 concerning National Education Standards, d) many graduates from the three schools are accepted at state universities. In addition, the criteria related to teacher identity include: a) the existence of multilingualism-based Arabic language teaching, b) teachers have experience teaching Arabic in schools for at least five years. The criteria determined are aimed at revealing the professional competence of teachers in teaching Arabic. They are reviewed from a praxeology perspective, which includes the see cycle, the act cycle, and the judge cycle.

Data Collection Method

In obtaining valid and comprehensive data, several data collection techniques were used, namely:

- a) In-depth Interview: Nine AT were interviewed to explore information about the indicators of professional competence from a praxeology perspective, the teaching methods used, and their experiences in implementing Arabic language teaching methods.
- b) Participatory observation: Observations were conducted in the classroom during the learning process to directly observe teachers' application of teaching methods and professional competence in the context of praxeology.
- c) Documentation: The researchers collected and analyzed relevant documents such as syllabus, Learning Implementation Plan, and assessment records. These documents provided insights into the extent to which teachers' professional competence is integrated into the teaching process.

8 Data Analysis

The data analysis technique used in this study is qualitative descriptive analysis with the following stages:

- a) Data collection: Data is collected from interviews, observations, and documentation. Data obtained from various sources are recorded and stored as interview transcripts, field notes, and copies of documents.
- b) Data reduction: The collected data is systematically sorted based on relevant categories, such as pedagogical competence, professional competence, social competence, and teacher personality competence in teaching Arabic. This systematic approach ensures the study's rigour and reliability.
- c) Data presentation: After the data is reduced, the data is presented in the form of a narrative description that shows how the professional competence of AT in these *Madrasah Aliyah* is seen in daily practice.
- d) Drawing conclusions: Based on the findings of the analyzed data, conclusions are drawn. This conclusion reflects how the professional competence of AT plays a role in the teaching process and the extent to which the perspective of praxisology applies these competencies.

This study uses triangulation techniques to ensure the validity and reliability of the data, combining the results of interviews, observations, and documentation. In this way, researchers can obtain a more complete and valid picture of the professional competence of AT.

Results

The professional competence of AT based on the praxeology approach refers to the concept that learning must focus on students' language problems. After the teacher can diagnose the most crucial problems in language, he is required to take targeted and appropriate actions. Praxeology in teaching Arabic consists of three primary cycles: see, act, and judge.

Professional Competence of AT in the See Cycle

In the see cycle, there are two indicators: (1) the teacher has a vision and mission in teaching Arabic, and (2) the teacher diagnoses the difficulties experienced by students in communicating using Arabic and other foreign languages.

1. Teachers have a vision and mission in teaching Arabic

Based on the interview results, only AT 1 in *Madrasah Aliyah A*, AT 5 in *Madrasah Aliyah B*, and AT 8 in *Madrasah Aliyah C* conveyed a vision and mission in teaching Arabic related to communication skills. The vision and mission of AT 1, AT 5, and AT 8 are as follows.

AT 1

My vision in teaching Arabic is to enable students to communicate fluently in a foreign language, especially Arabic, and have a deep understanding of Arabic culture that supports global communication skills in the 21st century. With the mission to achieve this vision, I always apply a cultural approach to learning foreign languages and develop interactive and project-based learning methods to improve students' communication skills. In addition, I always encourage students to dare to communicate using Arabic in everyday life through practical activities, such as debates, speeches, singing Arabic, and role-playing.

AT 2

My vision in teaching Arabic is to produce students who are proficient in communicating in Arabic actively and productively and can adapt to the needs of the modern world. Therefore, the mission that I have done is to integrate technology into language teaching, such as using language applications and digital media, to help students learn Arabic and other languages more efficiently—emphasizing the importance of speaking and listening skills in Arabic language teaching through the use of Arabic in the learning process as the language of instruction.

AT 3

In teaching Arabic, my vision is to form students who not only understand Arabic theoretically but are also able to use Arabic in the context of cross-cultural and global communication. My mission in teaching language is to apply a communication-based learning approach (communicative approach) that prioritizes student interaction in Arabic. Increasing the practice of speaking Arabic through group discussions, role plays, and speech exercises so that students are more confident communicating.

2. The teacher diagnoses the difficulties experienced by students in communicating

Then the second indicator is the teacher diagnosing the difficulties experienced by students in communicating using Arabic and other foreign languages. Based on the results of the interview show that AT in the three *Madrasah Aliyah* have different ways of diagnosing students' difficulties in communicating with Arabic and other foreign languages using direct questions and answers in class or outside class, group discussions, simulations, conversations,

oral and written tests, formative evaluations. ¹ The results of interviews with AT in *Madrasah Aliyah A* are as follows.

AT 1

I usually pay attention to how students try to form sentences in speaking Arabic when Q&A learning takes place in class. If they stop too often or get stuck when looking for the right word, it is a sign that they need more vocabulary or that their understanding of sentence structures needs to be stronger. In Arabic, students often have difficulty with word order and grammatical structures, while in English, the challenge is more in using the correct tenses. I also noticed the use of words that were not in context; for example, students translated directly from their mother tongue without considering the syntactic rules of Arabic or English.

AT 2

When students try to express something in Arabic in group discussions, their difficulties are usually seen from the slowness in choosing the right words and errors in sentence structure, especially in determining word order and using adjectives. Many students use sentence patterns from their mother tongue that are not in the structure of Arabic.

AT 3

I always observe how often students use their mother tongue when speaking Arabic in class and outside class during breaks. If they use their mother tongue as a 'helper in communicating,' it shows that they are not yet entirely comfortable with the language being learned. I also noticed their error patterns in sentence structure, such as how they placed the subject, verb, and object. In Arabic, the use of verb tenses is often a significant difficulty.

¹ The three AT agreed that the main difficulties of students in expressing something in Arabic and other foreign languages were caused by limited vocabulary, lack of understanding of sentence structure, and the tendency to translate directly from the mother tongue. However, of the three AT, only AT 1, who had a doctoral background, practised other foreign languages, such as English, during the learning process in grade eleven (XI). According to him, teaching English even briefly in the context of learning Arabic can provide several significant benefits, such as strengthening the understanding of language structure. Because Arabic and English have different language structures, such as the use of tenses in English and the position of verbs in Arabic sentences.

In addition, AT 1 also added that by reviewing several aspects in English, students can more easily understand basic concepts in language learning in general, including how to manage verbs, nouns, and grammar in Arabic. This can help them understand the differences and similarities between the two languages more quickly. Moreover, it can significantly improve students' multilingual competence, a valuable skill in the 21st century. The ability to communicate using more than one foreign language is not just important; it's a necessity. If students only learn Arabic, they may be limited in terms of international communication. However, if they also master English, they will have broader language skills, which will be crucial in communicating with people from various cultural backgrounds.

Meanwhile, in *Madrasah Aliyah B*, the way to diagnose students' difficulties in communicating using Arabic or other foreign languages is by direct observation through

questions and answers during the learning process in class and formative evaluation, as the results of interviews with Arabic language teachers show.

AT 4

I usually observe students' ability to construct sentences and choose the correct vocabulary in conversational materials. One of the main signs of difficulty is when students seem hesitant or stop in the middle of a sentence when trying to speak. On the other hand, also pay attention to phonological aspects, such as difficulty pronouncing certain letters, especially letters not in the student's mother tongue, such as 'ف', 'ع', and 'ح'.

AT 5

I evaluate at the beginning of the meeting through direct conversations with students using Arabic and English. I ask students to explain in Arabic, such as telling their identity and daily experiences. However, in communicating in Arabic, students cannot express it due to lack of vocabulary and an inability to connect ideas. Uniquely, when students are asked to introduce their identity in English, they are more fluent than in Arabic. The reason is that they are more accustomed to hearing and using English on social media. On the other hand, I also observe that students often experience anxiety when asked to speak Arabic in public.

AT 6

Usually, I conduct direct Q&As during class, and I can see students who have difficulty choosing the right words or who often use mother tongue words when speaking Arabic. In addition, I also frequently hear students using sentences that are not by the context of the language used by native speakers, for example, when students ask permission to go to the toilet during the lesson using the phrase أستاذن إلى الحمام (asta'dzin ila al-hammam), which should use an interrogative sentence, هل يمكنني أن أذهب إلى الحمام (Hal yumkinuni an adzhaba ila al-hammam).

Students' communication difficulties in Arabic and other foreign languages are caused by a lack of vocabulary, proper pronunciation, and speaking anxiety. Then, in *Madrasah Aliyah B*, only five teachers have a master's education background who insert English into the Arabic language learning process. Furthermore, in *Madrasah Aliyah C*, in diagnosing students' difficulties in communicating with Arabic and other foreign languages, they use conversation exercises, discussions, and oral and written tests. However, all agree that a practical approach, such as conversation simulation, results from interviews with AT at *Madrasah Aliyah C*.

AT 7

I do it by giving conversation exercises followed by group discussions. This is where I can see which students are having difficulties and in which areas. I also often use direct question-and-answer techniques to identify whether students are having problems with comprehension or are simply nervous. If the problem lies in sentence structure, I will ask them to write first and then speak. That way, I can see whether the problem is with comprehension or pronunciation.

AT 8

I often use oral and written tests as a diagnostic tool. When students speak, I note their pronunciation, grammar usage, and vocabulary mistakes. In addition, I sometimes insert

the differences and similarities between Indonesian and English in Arabic language learning. However, sometimes students' mistakes are usually more towards pronunciation in English, mainly when they are not used to a particular accent or intonation. In Arabic, mistakes are more common in pronunciation, sentence structure, and lack of confidence in speaking. I also do listening tests to evaluate their understanding of fast-paced conversations, especially in Arabic.

AT 9

I focus on conversation simulations involving everyday life scenarios. In each simulation, I noted where students seemed to struggle – whether it was grammar, pronunciation, or vocabulary. I also observed small class discussions where students had to speak without a text. This way, I could quickly identify struggling students and provide individual support through correction or additional practice.

From the interviews with the three AT at *Madrasah Aliyah C*, only AT 8 applies multilingualism in Arabic language learning. According to AT 8, students who are taught in a multilingual context tend to be more creative and flexible in solving problems because they are used to moving from one language to another with different logical structures. In addition, by interacting in various languages, students will be more trained in analyzing, comparing, and choosing the proper language structure in certain situations, which improves critical thinking skills.

Professional Competence of Arabic Language Teachers in the Act Cycle

In the act cycle there are four indicators of professional competence of AT, namely (1) Teachers speak using Arabic and other foreign languages intensively when opening learning, presenting material, and closing learning, (2) Teachers explain the differences and similarities between Arabic and other foreign languages in delivering material (contrastive), (3) Teachers correct students' language errors in expressing sentences in Arabic or other foreign languages, and (4) Teachers evaluate learning in accordance with the objectives of learning Arabic that have been set.

1. Teachers speak using Arabic and other foreign languages

Based on the results of observations at *Madrasah Aliyah A*, only AT 1 consistently intersperses Arabic and English in every learning session even though the dominant language used is Indonesian; this is so that students understand what the teacher is saying better.

In practice, in the initial activity, after AT 1 greets, prays, and asks how the students are using Arabic and English, AT 1 also speaks Arabic in the core learning activity; "*Al-yawm sanata'allam aqsam al-fi'liyyah fi al-'Arabiyyah. Hādhihi al-jumlah al-fi'liyyah tabda' bi-fi'l wa al-fa'il wa ba'dahuma al-maf'ūl bihi.*" (Today we will learn about verbal sentences in Arabic. These verbal sentences begin with a verb, subject, then object).

Meanwhile, of the three AT in *Madrasah Aliyah B*, only AT5 is more consistent in using Indonesian, Arabic, and English in implementing learning, both from the initial, core, and closing activities. In practice, in the initial activities after AT5 asked about the material that had been studied in the previous week using Arabic *ما هي المواد التي درسناها في الأسبوع الماضي؟* The students answered using Arabic *الدرس السادس: الطعام والشراب*.

In contrast to *Madrasah Aliyah C*, of the three AT, namely AT 6, AT 7, and AT 8, the most consistent teacher is only AT 8, who applies multilingual-based Arabic language learning, where

he opens the lesson with an Arabic greeting such as "*Assalamu'alaikum, kaifa halukum?*" followed by an opening sentence in English, "Let's begin our Arabic lesson today." When presenting material in class X, AT 8 also intersperses Arabic explanations with English to explain certain concepts, such as pronouns (ضمير) in Arabic and pronouns (pronouns) in English. When closing the lesson, AT 8 returns to using Arabic, such as saying "*Syukran jaziilan*" followed by a closing in English, "*See you in the next week*".

2. The teacher explains the differences and similarities between Arabic and other foreign languages in delivering material (contrastive)

When AT1 gave an example of Arabic verbal sentences in the discussion of chapter four about aqşam al-fi'li, he explained the differences between the two examples from Arabic and English. "In Arabic, unlike English, the verb comes first, then the subject and object follow. For example: '*kataba Ahmad al-kitab*', meaning 'Ahmad wrote the book.' In English, we would say 'Ahmad wrote the book,' with 'Ahmad' as the subject at the beginning, but in Arabic, the verb comes first." (In Arabic, unlike English, the verb comes first, then the subject and object follow). However, when students started to get confused in understanding this concept, AT 1 used Indonesian to make it easier for them to understand.

Meanwhile, in *Madrasah Aliyah B*, AT 5 asked about the material that had been studied in the previous week using Arabic, then the students answered using Arabic, namely: *الدرس السادس*. After that, AT 5 continued to the following material in chapter IV, namely teaching students how to make interrogative sentences related to the theme *الطعام والشراب* contained in the Arabic language book of the Ministry of Religion page 81 for grade ten (X) using Arabic and English. For example, on that page, there is one word and one phrase: *تريد / كوب الشئ*. AT 5 makes an interrogative sentence and its answer in Arabic and English and explains the differences while saying:

Table 1. Materials for class X *maharah kalam*

What do you want?	ماذا تريد؟
I'd like a cup of tea, please!	أريد كوبا من الشئ، لو سمحت!

In addition, AT 5 also instructed students to listen to conversational content on YouTube for the use of questions in Arabic and English. Meanwhile, AT 8, who teaches at *Madrasah Aliyah C*, provided a contrastive explanation between sentence structures in Arabic and English. For example, when explaining subject pronouns, AT 8 mentioned that in Arabic, there are different pronouns for gender (هي، هو)، as well as in English, there are different pronouns to indicate male or female gender (he and she). This is very different from the pronouns in Indonesian, where the pronoun to indicate male or female gender is only one pronoun, namely the word "dia".

3. Teachers correct students' language errors in expressing Arabic or other foreign language sentences

After AT 1 at *Madrasah Aliyah A* delivered material for 40 minutes about the division of verbs in Arabic to students; he then instructed them to practice it through Arabic conversation. In the process of practising Arabic conversation, when students used verbal sentences incorrectly in Arabic, AT 1 immediately corrected them along with the pronunciation according to the nature of the letters in Arabic while he gave a complete correct example.

While in *Madrasah Aliyah B*, students were asked to follow AT 5 in pronouncing the sentences in Table 1. However, in practice, there were still students who made mistakes in pronouncing the letter ش in the word الشئ with the letter س. In such conditions, AT 5 immediately corrected them and asked students to repeat the word until its pronunciation was correct. This is done to encourage students to communicate in a correct foreign language so they do not feel anxious and afraid of making mistakes when communicating using Arabic or English.

To strengthen the phonological aspects of students, he uses YouTube media to learn how Arabs pronounce the *hijaiyah* letters correctly. Unlike AT 1 and AT 5, in *Madrasah Aliyah C*, during the speaking practice session with teacher 8, several students made mistakes in using verbs in the plural form. AT 8 immediately gave corrections, for example when a student mispronounced "*hum yaktubu*", the teacher corrected him with the sentence "*hum yaktubun*".

4. Teachers conduct learning evaluations by the Arabic language learning objectives that have been set

At the end of the lesson, AT 1 also conducted a learning evaluation through random questions and answers to determine the extent of students' understanding of the material that had been taught. While AT 5 delivered the maharam kalam material, he also evaluated at the end of the lesson, where students practised exercises in groups in the maharah kalam material. In line with this evaluation, based on the results of the interview with AT 5, the primary purpose of the review in the *maharah kalam* material was to measure the extent of students' practical understanding of the material that had been taught.

In contrast to AT 8, he gave an oral evaluation test at the end of the lesson, where students were asked to form sentences using the newly learned verbs. In addition, the teacher also gave a digital-based quiz (quizz) related to the use of pronouns in Arabic that had been taught previously. This evaluation is based on the learning objectives that target speaking skills and understanding of the Arabic language structure.

Professional Competence of Arabic Language Teachers in the Judge Cycle

In the judge cycle, there are two indicators: (1) Teachers review the achievement of Arabic language learning objectives after conducting a learning evaluation, and (2) Teachers make improvements so that Arabic language learning becomes more effective and efficient.

1. Teachers review the achievement of Arabic language learning objectives after conducting a learning evaluation

Based on the results of observations, AT 1 held an open discussion with students after the formative exam. The teacher asked students about the parts of the lesson that were difficult and easy to understand. The interview with AT 1 confirms this; he said, "I always evaluate the results of the formative and summative exams to see if the learning objectives have been achieved, especially in terms of Arabic speaking and writing skills." In addition, the evaluation document made by AT 1 shows an in-depth analysis of student exam results, with special notes on student weaknesses in grammar.

In contrast to AT 5, he uses the formative evaluation results to discuss mistakes often made by students, such as incorrect verbs. AT 5 said, "I always review the results of the summative exam but focus more on the formative exam as a reference for improving the learning process." The learning evaluation report shows that AT 5 reviews the results of the summative exams by making progress notes for each student. Meanwhile, AT 8 analyzes the

test results directly in class, providing personal feedback to students about areas of improvement. "I review every summative exam result carefully, especially the reading and understanding Arabic texts," said AT 8. AT 8 keeps evaluation records in achievement tables that compare formative and summative evaluations.

2. Teachers make improvements to make Arabic language learning more effective and efficient

If the teaching method used before the learning evaluation was ineffective in improving students' communication skills, then AT 1 changed the teaching method by increasing Arabic conversation exercises after finding that students needed to improve their skills. As the results of the interview with AT 1 "I often adjust the teaching method according to the evaluation results. For example, if many students have difficulty understanding grammar, I focus on that for several meetings," said AT 1. This is clarified by the document in the module modified by AT 1, which shows a greater emphasis on interactive exercises to improve speaking skills.

Meanwhile, AT 5 started the learning session with a brief review of the material students had not mastered, followed by a group practice session. AT 5's method is an improvement from the previous teaching method, as he stated, "I always make improvements, such as adding more technology-based project-based assignments to engage students more actively." AT 5 keeps records of changes to the learning plan that show modifications to increase project-based learning activities.

Unlike AT 8, he uses technology, such as language learning applications, to help students understand grammar concepts better. This is in line with the results of the interview with AT 8: "I added technology in the classroom because I saw students were more motivated and understood the material better." The module document of AT 8 also reflects the change in learning methods from lectures to technology-based learning and group discussions.

Discussions

Professional Competence of Arabic Language Teachers in the See Cycle

Based on the results of interviews with teachers who teach multilingual Arabic from three *Madrasah Aliyah* (AT 1, AT 5, and AT 8), there are variations in the vision, mission, and strategies they use to diagnose and overcome students' difficulties in learning Arabic.

The vision and mission expressed by the interviewed teachers reflect their orientation towards the importance of communication skills in Arabic in the global era. The existence of a teacher's vision and mission in achieving learning objectives shows their seriousness and desire to improve the quality of Arabic language learning in the 21st century (Bergmark & Hansson, 2021; Perkasa et al., 2023; Utomo, 2018). This aligns with the opinion of Mincu et al. (2024) that vision and mission help teachers determine the desired outcomes of the Arabic language learning process. Vision allows teachers to imagine how their students will develop, for example, into globally competent Arabic communicators. Meanwhile, the mission includes specific strategies teachers will use to achieve these goals, such as interactive methods, culture-based projects, or technology integration (Aung & Hallinger, 2023). With a vision and mission, Arabic language learning is mechanical and has a long-term orientation focusing on developing students' communication skills.

AT 1, AT 5, and AT 8 consistently emphasized the importance of in-depth and cross-cultural communication skills, which aligns with the Communicative Language Teaching (CLT) approach.

CLT theory emphasizes that language should be taught as a means of communication, not just as a rigid grammatical structure (Harmer, 1991; Savignon, 1997; Sukavatee & Khlaisang, 2023). In their vision and mission, the teachers showed awareness of the role of Arabic as a global communication tool, especially in the 21st century, characterized by high mobility and intercultural interaction.

AT 1 emphasized a culture-based approach and interactive learning methods, which support the theory of Intercultural Communicative Competence (Cuartas Álvarez; 2020; Byram, 1997; Megawati et al., 2020), where language learning involves understanding the target culture and utilizing context-rich interactions. AT 5 and AT 8 emphasized technology integration and a project-based approach to improve students' speaking skills, which supports the literature on using technology in foreign language learning (Panagiotidis et al., 2023; Shadiev & Yang, 2020). Technology integration also helps students be more efficient in mastering the language, as practised by AT 5 with digital applications and media.

Furthermore, diagnosing the difficulties experienced by students is an essential matter that AT must do. This is because each student has different language abilities, and diagnosing difficulties helps teachers understand the specific needs of students. Some students may have difficulty with grammar, while others have difficulty with pronunciation or vocabulary. By diagnosing these difficulties, AT can adjust more appropriate and effective learning methods for each student and provide more focused support. In addition, according to (Stanja et al., 2023), diagnosing student difficulties allows teachers to choose and apply the most effective learning strategies.

AT 1, AT 5, and AT 8 diagnose students' difficulties in communicating using Arabic and other foreign languages, showing differences in methods between them. However, most teachers agree that students' difficulties are mainly caused by limited vocabulary, sentence structure errors, and the tendency to translate directly from their mother tongue. This is based on research results Alkhatib et al. (2020), Masood et al. (2020), and Spahiu & Kryeziu (2021), which explain that students' errors in learning a second language often come from interference from their first language.

AT 1 and AT 5 used direct observation methods during classroom interactions and group discussions, which refer to formative assessment (Chan & Yau, 2021), where evaluations are carried out continuously to monitor student development. AT 1 added a multilingual approach by utilizing English in the context of Arabic language learning. This shows the application of multilingual, which helps students understand different language structures through cross-language comparisons (Bosma et al., 2023). In *Madrasah Aliyah B* and *Madrasah Aliyah C*, the diagnostic method focuses more on formative evaluation, conversation exercises, and simulations. Diagnosis through direct interaction shows that students often experience anxiety in speaking Arabic in public, according to the theory of foreign language anxiety (Hu et al., 2024; Horwitz et al., 1986). AT 8 emphasized the importance of a multilingual approach in helping students improve their language competence. This approach has been shown to help students be more flexible in understanding and using various language structures.

Professional Competence of Arabic Language Teachers in the Act Cycle

The intensive use of Arabic and other foreign languages (such as English) at every learning stage is an essential indicator of the professional competence of Arabic language teachers. AT 1 at

Madrasah Aliyah A consistently intersperses Arabic and English in learning. At the same time, AT 5 at *Madrasah Aliyah B* and AT 8 at *Madrasah Aliyah C* show a more systematic approach to combining Arabic, English, and Indonesian. This approach aligns with the theory of Multilingualism (Cenoz & Gorter, 2020), where teachers can use more than one language to strengthen mastery of the target language (Arabic) and introduce students to multilingual contexts. Using multiple languages in the learning context also helps students map different language concepts and facilitates more profound understanding. Previous studies have also shown that using multiple languages in the classroom can improve students' overall language competence. Research by Cummins (2007) supports this approach, where teaching that combines students' native language with the target language helps accelerate understanding and communication skills. In addition, using various languages to explain learning materials shows his ability to master the material.

The role of the formative assessment theory in continuous evaluation then, the contrastive explanation between Arabic and other foreign languages is the second important indicator of the professional competence of Arabic language teachers. AT 1, AT 5, and AT 8 used this approach to explain the differences in grammatical structure between Arabic and English. For example, the differences in the arrangement of subjects, verbs, and objects are explained by comparing the grammar of the two languages. This approach is based on the Contrastive Analysis Hypothesis (CAH) theory proposed by Lado (1957). CAH states that errors in learning a second language occur due to structural differences between the first language and the target language. By explaining the differences and similarities, teachers help students avoid language errors caused by interference from the first language.

Another study by Swan (1997) also supports the contrastive method, where explanations that show differences and similarities between languages can accelerate the process of learning a second language by clarifying aspects that are often difficult for students. In addition, the teacher's ability to directly correct students' language errors and provide appropriate corrections is very important to ensure a correct understanding of Arabic and other foreign languages. Based on the results of the study, AT 1, AT 5, and AT 8 showed good ability to provide direct and specific feedback on students' errors in language use. This is related to the error correction theory in language learning, where effective correction is one way to correct student errors and accelerate learning. Ellis (2009) showed that direct and explicit feedback in the form of verbal correction can help students improve their language skills faster than if errors are left uncorrected.

A previous study by Lightbown & Spada (1999) also found that direct correction of students' language errors can improve their understanding of the target language structure and prevent repeated errors. Apart from the above statement, learning evaluation is also another important indicator that describes the professional competence of teachers. AT 1, AT 5, and AT 8 used various types of evaluations, ranging from oral evaluations to written tests, to measure the extent to which Arabic language learning objectives had been achieved. This evaluation includes speaking skills, understanding sentence structures, and the application of verbs and pronouns in Arabic.

The formative assessment theory by Black & Wiliam (2006) underlies the importance of continuous evaluation in the learning process. This theory stresses the need for ongoing assessment to provide teachers with information about student progress and allows them to adjust their teaching approaches according to student needs. Proper assessment can identify areas of student

weakness and provide teachers with an opportunity to intervene before students face more formal summative assessments. Another study by Hattie & Timperley (2007) also supports the use of formative assessment in language classes, as it allows students to receive immediate and constructive feedback, which ultimately improves their understanding of the learning material. Thus, effective error correction in language learning, primarily through direct and explicit feedback, can improve students' language skills.

Arabic Language Teacher Professional Competence in the Judge Cycle

Based on the results of observations, interviews, and documentation studies in three *Madrasah Aliyah*, it can be seen that each teacher (AT 1, AT 5, and AT 8) shows a different approach in reviewing and improving the Arabic language learning process. AT 1, AT 5, and AT 8 show various approaches to examining the achievement of learning objectives. AT 1 involves students in an open discussion after the formative test to understand the complex and accessible parts for students to understand. This approach reflects the importance of formative assessment (Black & Wiliam, 1998), which emphasizes ongoing evaluation to understand students' needs and adjust teaching. AT 1 also analyzes the test results in depth to improve students' deficiencies, especially in grammar.

AT 5 emphasizes using formative evaluation to assess errors that students often make, especially in using verbs. Formative evaluation is used here to monitor student progress and identify areas for improvement. This supports the Assessment for Learning (AfL) theory, which aims to improve the learning process through continuous evaluation relevant to students' needs. Meanwhile, teacher 8 provides personal feedback to students after analyzing the test results. This personal feedback is by the Feedback Loop approach in learning, where feedback is immediately given to students to correct mistakes and improve their understanding. Feedback given directly and specifically can improve learning outcomes (Aslam & Khan, 2020). Overall, the evaluations conducted by these three teachers underline the importance of formative and summative evaluations in measuring the achievement of learning objectives and in the teacher's reflective process to improve learning in the future.

Then, improving learning methods based on evaluation results is also a critical competency teachers possess. AT 1, after finding students' difficulties in speaking skills, increased conversation exercises in learning. This change in method supports the action research model, where teachers actively make changes and experiments to improve the quality of teaching based on evaluation results (Kemmis & McTaggart, 1988). AT 5 uses the Project-Based Learning (PBL) approach as one form of improvement by adding more project-based tasks involving technology. Thus, this method allows students to be more actively involved in the learning process.

AT 8 applies technology in learning to help students understand Arabic language concepts better. The use of applications and technology in language teaching aligns with the theory of Technology-Enhanced Learning (TEL), which emphasizes that integrating technology can increase students' motivation and their understanding of the material. Zhao (2003) suggests that technology provides opportunities for students to learn more flexibly and effectively, especially in facilitating language learning. In addition, documents and records of changes kept by teachers also show that they actively evaluate the effectiveness of the changes implemented, in line with the principle of reflective teaching (Schön, 1983), where teachers reflect on their teaching practices to improve the quality of teaching and student learning outcomes continuously.

Conclusion

This study highlights the professional competence of AT, which was reviewed from a praxeology perspective that includes the see, act, and judge cycles. In the see cycle, this study shows variations in AT's vision, mission, and strategies to improve students' foreign language communication skills in Arabic language learning. Of the nine Arabic language teachers in three *Madrasah Aliyah*, only AT 1, AT 5, and AT 8 emphasized the importance of in-depth communication skills, cross-cultural understanding, and technology integration in the Arabic language learning process to improve students' communication skills. Then, the diagnosis of student difficulties by AT 1, AT 5, and AT 8 helped them determine the right actions in the learning process. In the act cycle, getting used to speaking a foreign language, using innovative technology-based teaching methods, and continuous constructive feedback by AT 1, AT 5, and AT 8 proved effective in helping students overcome language errors and achieve learning goals. The evaluations carried out by AT 1, AT 5, and AT 8 were also both verbally and in writing, showing the critical role of evaluation in improving the quality of learning and student competence. In addition, using technology as a tool in Arabic language learning increases students' motivation and understanding of the material. Then in the judge cycle, AT 1, AT 5, and AT 8 actively evaluate and improve their teaching methods to improve the achievement of learning objectives. In the evaluation aspect, teachers review the results of formative and summative tests in-depth and provide direct feedback to students. Then, in improving learning methods, teachers also innovate based on the evaluation results. This study recommends that further researchers explore the specific influence of various technology platforms in improving students' Arabic language skills, especially in interactive and project-based contexts.

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