



Teacher Pedagogic Competence for Improving Arabic Language Learning Outcomes Based on Curriculum Integration

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Abstrak

Kompetensi pedagogik pengajar memiliki pengaruh dalam penggunaan strategi maupun kemampuannya dalam mengelola sistem pembelajaran di kelas. Hal itu mendorong upaya pengajar untuk memiliki kompetensi pedagogik dalam menjalankan aktivitas pembelajaran secara optimal. Penerapan integrasi kurikulum Kementerian Agama dan Diniyyah Arabic Center (DAC) menjadi landasan bagi penguatan kompetensi pedagogik pengajar. Atas dasar itu, penelitian ini bertujuan untuk mengidentifikasi kompetensi pedagogik pengajar berbasis penerapan integrasi kurikulum Kementerian Agama dan Diniyyah Arabic Center di Diniyyah Puteri Padang Panjang. Penelitian ini berbasis pendekatan kualitatif deskriptif dengan mengidentifikasi implementasi kompetensi pengajar berbasis integrasi kurikulum pembelajaran bahasa Arab di Diniyyah Puteri Padang Panjang. Hasil penelitian menunjukkan bahwa implementasi kompetensi pedagogik pengajar dalam meningkatkan hasil belajar bahasa Arab diperoleh melalui proses berikut; (1) mengidentifikasi prioritas tujuan pembelajaran, (2) melaksanakan sistem pembelajaran sesuai dengan urutan dan kebutuhan pembelajar, (3) mengevaluasi sistem pembelajaran secara berkala. Temuan penelitian ini menunjukkan bahwa kompetensi pedagogik pengajar mampu mendorong peningkatan keterampilan bahasa Arab berbasis integrasi kurikulum di Diniyyah Puteri Padang Panjang.

Kata kunci: Kompetensi Pedagogik, Integrasi Kurikulum, Pembelajaran Bahasa Arab

Abstract

The teacher's pedagogical competence influences the use of strategies and the ability to manage the learning system in the classroom. This encourages teachers' efforts to have pedagogical competence in carrying out learning activities optimally. Integrating the Ministry of Religion and the Diniyyah Arabic Center (DAC) curriculum is the basis for strengthening teachers' pedagogical competence. On that basis, this study aims to identify the pedagogic competence of teachers based on integrating the Ministry of Religion curriculum and the Diniyyah Arabic Center curriculum (DAC) at Diniyyah Puteri Padang Panjang. This research is based on a descriptive qualitative approach by identifying the implementation of teaching competencies based on integrating the Arabic language curriculum at Diniyyah Puteri Padang Panjang. The results showed that the implementation of the teacher's pedagogic competence in improving Arabic learning outcomes was obtained through: (1) identifying priority learning objectives, (2) implementing a learning system according to the order and needs of the learner, and (3) evaluating the learning system periodically. The findings indicate that the pedagogic competence of teachers can encourage an increase in Arabic language skills based on curriculum integration at Diniyyah Puteri Padang Panjang.

Keywords: Pedagogic Competence, Curriculum Integration, Learning Arabic

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INTRODUCTION

One success factor in learning Arabic is the teacher's efforts to improve their competence. The role of the teacher in the learning process becomes a domain for implementing student learning activities. As Siti Hasnah & Hardianti (2022) identified, the teacher's role is transforming knowledge and internalizing values, attitudes, and skills in a balanced way. In an education system, the teacher is the principal change agent. This is in line with Undang-Undang No. 14 Tahun 2005 Pasal 1 that "*Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, basic education and secondary education*" (Undang-Undang No.14, 2005).

Competence is a combination of knowledge, ability, and application in carrying out tasks in the workplace. In their professional duties, these competencies must be owned, internalized, and mastered by teachers. Professional and qualified teachers will be able to produce quality students in the nation as well. Among the competencies that need to be possessed are personality, social, pedagogical, and professional competencies (Fatimah, 2020). These competencies are the basis for selecting learning system designs for students, especially in mastering pedagogic competencies.

Pedagogic competence can be identified by how teachers can design and implement classroom learning activities by considering objectives, materials, strategies, and evaluation systems. Thus the teacher, as a designer, manager, and implementer of learning, is expected to create exciting conditions and implement various learning strategies. It aims to enable students to learn in a playful and interactive atmosphere (Vitanofa & Anwar, 2017; Widiantara & Rasna, 2020).

Efforts to increase teachers' pedagogical competence can be increased for various levels of education, as there is an increase in pedagogical competence in interactive learning techniques (Ilyas, 2018). Basic Student elaborated through various active activities. Besides that, teacher pedagogical competence can be increased through the use of a variety of media (Hidayat, 2018). Pedagogic competence also shows that learning agents improve the quality of learning outcomes (Anwar, 2019; Raygan & Moradkhani, 2020). Various efforts to increase teacher competence are alternatives to develop their potential in designing and implementing optimal learning.

Specifications for teaching Arabic pedagogic competencies include designing learning and its evaluation system, also the ability to master the material (Setyawan, 2017). This effort can show the professionalism of teaching. In addition, the management of learning Arabic can be synergized theoretically and practically (Wijaya, 2017). Efforts to increase the competency of Arabic language teachers can also be carried out under the auspices of the Arabic Language MGMP (Subject Teacher Deliberation) Forum throughout Indonesia (Fuadah et al., 2019). Its implementation can be directed at solving the problems teachers face in mastering the material, mastering the media, and choosing the right strategy and evaluation.

Several previous studies have shown the success of teachers in improving their pedagogical competence, such as a description of the competence of Arabic language teachers in Madrasah based on Undang-Undang No 14 (2005) that concerning teachers and lecturers (Nur, 2019), increasing skills and competence in teaching Arabic (Taubah, 2019) and the influence of teacher competence on students' interest in learning (Hijrah et al., 2022). On that basis, pedagogic competence is the ability to manage learning which includes

understanding students, designing and implementing learning, evaluating learning, and developing students to actualize their various potentials.

Based on several previous studies, in-depth studies are still needed regarding implementing pedagogical competencies within Madrasah's curriculum integration framework. Curriculum integration allows students to understand various environmental problems with various views. Besides, implementing curriculum integration provides opportunities for students to gain learning experiences with the unity of the national and local curriculum (Habiburrahim et al., 2022). The impact of implementing curriculum integration requires teachers to have creativity and innovation in implementing learning (Febriani et al., 2023; Maskud, 2020). However, the design of the local curriculum also provides flexibility for developing student learning processes (Solikhah & Purnomo, 2022). The learning conditions in the classroom will be different from the strategies applied in the classroom environment, such as dormitories and language environments (Mahmudi et al., 2019). Previous research revealed that the situation in the school environment could increase students' learning output in foreign languages (Hidayah, 2020). For example, by procuring language environment rules and having native speakers as communication media in the learning environment. The demand for teacher competence in implementing Arabic language learning based on curriculum integration provides opportunities for teachers to improve their competence in guiding students to maximize their language potential.

Based on several previous research, this study aims to analyze the implementation of Arabic language teaching pedagogical competencies in improving Arabic learning outcomes based on integrating national and local curricula. Through this situation, this research can be used as a theoretical and practical reference in implementing pedagogical competence in multidisciplinary science. This research is expected to be a guideline for implementing curriculum integration by improving teachers' pedagogical competence in implementing Arabic learning.

METHOD

This study uses a qualitative approach design with a case study method. The research instrument was in the form of interview questions, observation sheets, and documentation. Data collection techniques are based on interview techniques, observation, and documentation. Data analysis technique based on triangulation of data sources. The research interviewed informants using in-depth interview techniques with the head of the madrasah, two Arabic teachers, and the head of the Diniyyah Arabic Center (DAC). At the same time, the observation was carried out on a curriculum integration-based learning system at Diniyyah Puteri Padang Panjang. In addition, researchers used documents in the form of studies on the curriculum of the Ministry of Religion, Curriculum Diniyyah Arabic Center (DAC), Learning Implementation Plans (RPP), and written sources such as books and scientific articles published in journals by coherent discussions. The steps in analyzing the data can be seen through four stages; data collection, data reduction, data presentation, and conclusion based on the theory of Miles & Huberman (1992).

RESULT AND DISCUSSION

Arabic learning at Diniyyah Puteri Padang Panjang implements the integration of the curriculum of the Ministry of Religion and the Diniyyah Arabic Center. The curriculum of the Ministry of Religion is the national curriculum as a reference for the Arabic language learning curriculum in every madrasah. In contrast, the Diniyyah Arabic Center curriculum is the local curriculum implemented in this madrasah. As for Diniyah Puteri Padang Panjang, it

has implemented a curriculum integration system since 2011. This is the specialty of this school which adds to the potential for the pedagogical competence of teaching Arabic. The pedagogic competence of teachers based on the integration of the curriculum of the Ministry of Religion and the Arabic center's diniyyah can be described in the following points.

1. Identify priority learning objectives

The planning process for learning Arabic at Diniyyah Puteri is divided into the Ministry of Religion Curriculum program and the Diniyyah Arabic Center program. Both of these curricula require teachers to identify priority learning objectives. The local curriculum becomes a support for the existing curriculum. In formulating learning objectives, teachers can refer to the demands of this curriculum integration. As one informant revealed that:

"The aim of learning at diniyyah is so that students can have Arabic language competence both orally and in writing so that they can explore sources of information from various international media. Learning objectives also refer to language skills such as listening, speaking, reading, and writing." (Informant 1st, 2022).

Through these objectives, teachers can identify priority objectives for learning Arabic. as one informant revealed that:

"More strengthening of reading competence, because Arabic is a tool to explore information and scientific sources" (Informant 2nd, 2022).

Based on this information, the priority goals of learning Arabic at Diniyyah Puteri are more directed at reading skills. This is based on the fact that Arabic is still a tool for seeking knowledge through various sources.

In mapping priority goals, the pedagogic competence of teachers can be shown in the preparation of lesson plans which are more dominant in reading skills. As the results of document observation of qira'ah learning objectives in the Learning Implementation Plan (RPP) are as follows; (1) Students can read aloud the written discourse with the theme *الرياضة* properly and correctly; (2) Students can translate discourse, with themes *الرياضة* properly and correctly; (3) Answer questions related to discourse with the theme *الرياضة*; (4) Students can tell the contents of the discourse with the theme *الرياضة*.

The priority of learning objectives is reflected in strengthening students to read and understand various texts textually and contextually. The determination of priority goals leads to the needs of students. Likewise, the learning system in the Diniyyah Arabic Center program shows a strengthening of the understanding of Arabic language rules as material for understanding Arabic reading.

Determining learning objectives is a form of teacher competence in pedagogical competence. This indicates that the reference to the learning plan and its steps is based on the curriculum of the Ministry of Religion. However, the additional time allocation for learning Arabic is under the auspices of the autonomous division of the Diniyyah Arabic Center. This process shows the integration of the curriculum whose output is the priority learning objectives are speaking and reading text skills. The priority of this goal identifies the role of the teacher's pedagogical competence in planning and formulating goals relevant to the implementation of curriculum integration. Pedagogic competence in the form of the ability of the teacher to formulate goals will affect the level of success of learning in students.

2. Implementation of learning Arabic

In implementing learning, the teacher's pedagogic competence leads to how the teacher can determine appropriate learning activities and implement them systematically. In implementing learning, the teacher leads to a hybrid learning system, which includes learning using classical and interactive systems for students. The learning system under the curriculum of the Ministry of Religion is teacher-centered. The teachers tend to provide teaching

materials to students, so active and creative Arabic learning activities are included in the Diniyyah Arabic Center curriculum. This pedagogic competence requires teachers to elaborate fun learning activities, such as morning language strategies, singing, charades, and reading aloud as the following learning activities.

The teacher says greetings and prays together. After that, the teacher checks student attendance, neatness of student dress, class cleanliness, and seating position adjusted to learning activities. There are motivating students by starting (communicating Arabic vocabulary, for example, asking how students are today) and conveying information about the subject matter to be studied, including essential competencies and achievement indicators. The teacher relates the learning material to the previous material and conveys an overview of the material's content.

In the main activity, the teacher listens to the reading of the discourse that is heard related to the theme of الرياضة, after that students ask for new vocabulary that has not been understood contained in the discourse text. Other students respond to their friend's questions. Students read the discourse text contained in textbooks aloud alternately. Students search for the meaning of discourse in groups. Students discuss reading good and correct discourse in groups, discuss translations of discourse in groups, and present the results of group discussions in front of the class alternately.

The teacher and students discuss the conclusions of the lesson. The teacher gives simple reflections on the activities, provides feedback on the process and learning outcomes, and conveys the learning plan at the next meeting; the teacher closes the lesson by praying and greeting. A systematic learning process by the planned learning sequence implements the teacher's pedagogic competence. This learning activity is still classical. The language expression of students can be expressed through competition activities and language celebrations as follows.



Figure 1. Arabic Language Day Celebration Activities

3. Evaluating learning Arabic

Teacher competence pedagogically is also reflected in the form of an evaluation carried out, such as evaluation designs to increase language insight for students, authentic assessment systems, and teachers can optimize student potential by creating vocabulary in the form of songs and conversations that are displayed through significant events such as *Nasyaat al-Akbar*.



Figure 2. Annual Evaluation of Learning Arabic

The authentic assessment system developed by the teacher refers to three parts, namely cognitive, affective, and psychomotor abilities. The teacher needs to identify the evaluation of each student's abilities. The Arabic language teacher's ability to implement this curriculum integration shows the teacher's professionalism. The form of evaluation is carried out in four stages, namely daily, weekly, monthly, and yearly evaluations. In carrying out the evaluation, the instructor measures the students' cognitive, affective, and psychomotor abilities in a balanced way. In the weekly evaluation, the teacher identifies and discusses with the dormitory supervisor the use of spoken language in the dormitory environment. As one informant explained:

"Evaluations were coordinated with teachers in the hostel, such as how many percent of students use Arabic as the language of communication in the dormitory environment, in addition to coordination with teachers at the diniyyah Arabic center as an effort to improve student's skills in speaking Arabic." (Informant 1st, 2022).

Based on this statement, inter-unit coordination can be integrated by integrating the Arabic language curriculum. The monthly evaluation is measured by the percentage of the use of Arabic as a means of daily communication within the madrasah environment. At the same time, the annual evaluation is in the form of midterm and final semester exams. The process of planning, implementing, and evaluating evaluation activities has a vital role in the pedagogic competence of teachers so that the achievement of objectives can be measured validly.

Pedagogic competence is an essential foundation for teachers. This is due to the ability of teachers to design, implement and evaluate learning systems optimally. As for the role of the teacher, pedagogical competence can increase student learning motivation due to the accuracy in choosing methods and media and achieving maximum goals. It is supported by Ilhami's statement (2020) that there is a strong relationship between students' perceptions of teacher professionalism in terms of pedagogical competence on motivation to learn Arabic. This is supported by research by Hijrah et al. (2022) that the teacher's pedagogical competence significantly affects an interest in learning Arabic. Tursunovich (2023) also describe professional communication in a foreign language for teacher, such as updating the knowledge and development of abilities to choose verbal and non-verbal means in case of communicative failure. In addition, teachers' ability to master knowledge is also supported by their literacy, so pedagogic competence dramatically contributes to the achievement of student learning output. Calafato (2023) revealed that the reading habits of the teacher and creativity statistically significantly predicted their literary competence.

Based on the findings of this study, it shows that the pedagogic competence of teachers based on curriculum integration gave birth to various learning strategies based on curriculum integration and referring to the objectives of learning Arabic. as there are priority goals in Diniyyah Puteri to improve speaking and reading skills which are more dominant than listening and writing skills. This is an effort to foster language so students can continue their tertiary education abroad. The need for this goal also leads to conformity with global needs, namely Arabic is not only an intermediary language for obtaining sources of Islamic knowledge but also a language of communication in daily activities.

These learning objectives are supported by the pedagogic ability of the teacher in planning the achievement of learning objectives based on the curriculum of the Ministry of Religion and the Arabic diniyah center. The teacher's pedagogical competence shows the ability to design meaningful learning. Previous research findings also show that teaching competencies, such as pedagogic competence in designing online-based Arabic language learning, can be developed according to needs.

Although the teacher's pedagogical competence in the ability to design and develop lesson plans needs to be adjusted to curriculum standards, such as national learning objectives and Arabic learning objectives, the ability to choose strategies according to students' psychological conditions must be adjusted. Meanwhile, Siti Hasnah & Hardianti (2022) identified that the pedagogic competence of teachers who have good pedagogic competence could achieve optimal learning goals. The teacher emphasizes planning and implementing teaching so that systematic teaching can be achieved systematically. So the learning process is also influenced by the pedagogic competence of the teacher (Nur, 2019).

Improved Arabic language skills can be seen in graduates who can speak Arabic orally, so the output of learning Arabic in mastering language competence can be seen in the following figure.



Figure 3. The output of Arabic learning activities

The output of learning Arabic based on curriculum integration can be seen in Figure 3. This is a form of interaction with native speakers in the Middle East. As for the implementation, there are obstacles faced by the teacher. One of the obstacles teachers face is time management and adjusting the right strategy. This is caused by applying Arabic in the learning process and in the dormitory environment, which shows language reinforcement.

In addition to pedagogical elements, teachers need to be prepared for future classrooms and equipped with the skills and competencies to teach in culturally diverse contexts, collaborate across disciplines, and use technology innovatively (Hauck et al., 2020). So teachers need to look for not monotonous strategies with the proper learning variations. In

addition, some of the obstacles faced were the different backgrounds of students, for example, from public school and religious backgrounds. On that basis, the other findings also support that prospective teachers must be able to teach effectively in multicultural classrooms and develop dispositions of global competence in their future students (Parmigiani et al., 2022). Adjusting student competencies requires teachers to have the capacity to improve appropriate strategies.

CONCLUSION

This study shows that the pedagogic competence of Arabic language teachers at Diniyyah Puteri Padang Panjang is implemented through curriculum integration in the following activities; (1) identify priority learning objectives, (2) implement a learning system according to the order and needs of the learner, (3) evaluate the learning system periodically. This study's findings indicate that teachers' pedagogic competence can encourage an increase in Arabic language skills based on curriculum integration at Diniyyah Puteri Padang Panjang. The implications of this research can identify teacher pedagogic competencies based on implementing national and local curricula so that teachers can maximize their potential in their pedagogic competencies, such as mastery of the latest strategies integrated with technology. This research is still limited to the scope of teaching competence, namely pedagogic elements. Hence, the study recommended that schools integrate teaching materials with the Ministry of Religious Affairs curriculum to improve four language skills.

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