Pedagogical Competence Design: Arabic Teaching as a Foreign Language based on a Praxeological Approach

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A R T I C L E   I N F O

A B S T R A C T

Teaching Arabic as a foreign language in Madrasah Aliyah requires an effective teaching method design to ensure the success of the learning process. This study aims to discuss the causes of the low quality of students' Arabic learning in schools and the design of teacher pedagogical competence based on praxeology as a solution. This study was conducted using the Systematic Literature Review (SLR) method. This study used four databases, ScienceDirect, Taylor and Francis, John Wiley and Sons, and Emerald, to collect literature. Researchers also obtained some additional literature through SpringerLink and Google Scholar through snowballing. The findings in this study indicate that the constraints to learning Arabic experienced by students consist of three aspects: (1) epistemological constraints, (2) ontogenic constraints, and (3) didactic constraints. Therefore, the design of pedagogical competence based on the praxeological approach is presented as a solution by offering a way of teaching Arabic that focuses on the needs and problems students face in learning Arabic so that they can take more focused, targeted, and practical actions.

1. INTRODUCTION

In the Decree of the Minister of Religious Affairs Number 347 of 2022 concerning guidelines for implementing the independent curriculum at the school level, it is explained that the objectives of developing content standards in Arabic language *Madrasah Aliyah* include preparing students to have noble and moderate moral behaviour. Another important thing is that students have communication skills using Arabic (RI, 2022). However, no matter how good the results of the curriculum development based on student learning outcomes are, the success of its implementation is highly dependent on the competence of teachers in teaching (Prasetyono et al., 2020; Sanusi et al., 2020; Sauri et al., 2020).

In line with the research results of Ainin et al. (2021) and Sanusi et al. (2020), they emphasized that Arabic teachers with competence show their existence as professional teachers. Thus, the competence of Arabic teachers plays a role in improving student learning outcomes in schools. A professional teacher should have competence, academic qualifications, teacher certificates, physical and mental health, and the ability to achieve educational goals (Harden & Laidlaw, 2020; Payong, 2011; Skura, 2024). One of the competencies that Arabic teachers must have is pedagogical competence. Pedagogical competence is a teacher's competence that is directly related to the learning process, starting from planning, implementing, and evaluating learning (Atstsaury et al., 2024; Cevikbas et al., 2024; Kiryakova & Kozhuharova, 2024; Şahin et al., 2024). In addition, pedagogical competence has a direct positive effect on teacher performance and work commitment (Abboh et al., 2024; Siburian et al., 2024; Turlybekov et al., 2024).

Mulyasa (2007) emphasized that teacher pedagogical competence is full of teacher abilities in a) understanding educational insights or foundations, b) understanding student characteristics, c) developing curriculum or syllabus, d) designing learning, e) implementing educational and dialogical learning, f) utilizing learning technology; g) evaluating learning outcomes; h) developing students to actualize their various potentials. All of these indicators describe the abilities that teachers must have in planning, implementing, and evaluating learning.

However, based on research results from previous researchers, the most fundamental problem is the low enthusiasm of students in learning; this is partly due to the low awareness and competence of teachers in using innovative and creative learning methods, as well as their lack of use of information and communication technology (Jendli & Albarakati, 2024; Miqdadi et al., 2024; Mahdi, 2024; Sanusi et al., 2023). In addition, Arabic language teaching at the *Madrasah Aliyah* level also often tends to integrate cognitive, affective, and psychomotor aspects but only cognitive and psychomotor (Jailani et al., 2021; Wijaya et al., 2024). In other words, Arabic language teaching only focuses on linguistic aspects and language practice. The affective aspect is essential in Arabic language teaching (Andrian & Yul, 2023; Khaled & Anderson, 2024; Kustina et al., 2024). As a result, the learning objectives of Minister of Religion curriculum, such as students having noble and moderate moral behaviour, could be achieved more effectively.

Another thorny problem in teaching Arabic in schools is that teachers only focus on teaching in the classroom without systematically looking at the most crucial aspects that must be done first in teaching (Aniq et al., 2022; Nurbayan et al., 2023; Wesely, 2024). As a result, the methods teachers use in teaching do not match the actual problems students face in learning, so learning objectives could be achieved more effectively. Furthermore, previous researchers of the study of Arabic teachers pedagogical competence, such as Barokah et al. (2024) studied the competence of Arabic teachers in the aspect of educational management, Nira & Fauziah (2021) studied efforts to improve the pedagogical competence of lecturers in teaching Arabic, Anwar et al. (2023) studied the pedagogical competence of Arabic teachers in the pedagogical competence of teachers in planning, implementing, and evaluating learning. Wildan's (2019) research focuses on implementing Arabic teachers' pedagogical competence according to the indicators in the Regulation of the Minister of National Education Number 16 of 2007. Then, research conducted by Rahmiati et al. (2024) focuses on the pedagogical competence of Arabic teachers in implementing the independent learning curriculum in schools.

However, previous researchers have only focused on how to look at the general pedagogical competence of teachers and how to improve it through training. They should have discussed the indicators of pedagogical competence that teachers must first do when teaching Arabic. In addition, previous research results should have highlighted in depth the mismatch between teaching methods and the problems faced by students in the learning process. This results in a lack of relevant approaches to achieving practical learning goals because the methods applied are not necessarily in the context of student learning.

In contrast to previous studies, the novelty in this study is developing the pedagogical competence indicators for Arabic teachers who focus on the suitability of actions with the real needs of students in learning, which is in line with the theory of praxeology developed by Chevallard (2019, 2022). According to him, the role of teachers and students is vital. Because he is not only a conveyor of information but also a facilitator who helps students build their understanding. Chevallard also emphasizes the importance of reflection in the evaluation process for teachers and students to improve understanding and learning practices.

In addition, the knowledge and didactics of Arabic teachers can be described by the concept of praxeology, which consists of two components: praxis (practical block) and logos (theoretical block) (Bosch & Gascón, 2006; Rasmussen, 2016; Wijayanti & Winsløw, 2017). A practical block contains two components: a type of task or problem to be solved and a technique to solve the problem. Thus, discussing Arabic language knowledge and teacher didactics cannot be separated from the teacher's desire and ability to solve problems in Arabic language learning and the various techniques needed to solve learning problems. In solving Arabic language learning problems, the See, Act, and Judge cycle is one aspect of the praxeology approach pioneered by Chevallard to help educators develop better and more effective teaching practices.

In line with the research results of Sanusi et al. (2022) in teaching Arabic, teachers must apply a praxeology approach, which begins with diagnosing the problems students face

in learning. After that, the teacher determines the right actions to solve learning problems, including planning, implementing, and evaluating learning. After that, the teacher must also see the effectiveness of the actions taken for continuous improvement. Thus, applying a praxeology approach in teaching Arabic is relevant and essential to ensure that students acquire comprehensive language skills that can be applied in various real-life situations.

Given the importance of the praxeology approach in achieving Arabic learning goals in *Madrasah Aliyah*, there is a critical need for a pedagogical competence design based on this approach. This is because the development of such a design is an urgent requirement for teachers in teaching Arabic. Furthermore, the Regulation of the Minister of National Education Number 16 of 2007, which outlines teacher competency standards, does not specifically address pedagogical competency for Arabic teachers, highlighting the necessity of this research.

2. METHODS

Research Design

The research method used in this study is a Systematic Literature Review (SLR). SLR will be beneficial for synthesizing relevant research results so that the facts presented are more comprehensive and balanced. A systematic literature review answers specific research questions in a transparent and reproducible manner while attempting to add all published evidence on a particular topic and assess the quality of the evidence. SLR has six stages, as outlined in the following figure.
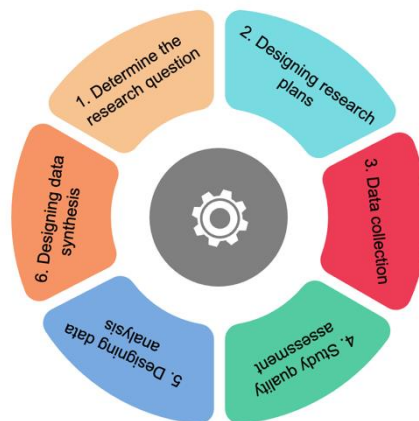

Figure 1. Stages of Systematic Literature Review

Figure 1 shows that the six stages of SLR include determining the research question, designing the research plane, data collection, study quality assessment, data analysis, and data synthesis.

2.1 Determine the research question

In this stage, the researcher formulates the problem that will be discussed in depth. This research question is made based on the needs of the selected topic, including:

RQ 1   :   What causes the low quality of Arabic language learning in schools?

RQ 2   :   How is the design of Arabic teachers' pedagogical competence based on praxeology?

2.2 Designing research plane

After determining the research question, the researcher used the Population, Interest, and Context (PICo) approach to help focus and clarify the research. In more detail, PICo is a framework that aims to clarify the research question, help form criteria for including relevant studies, and filter out irrelevant studies (Pollock & Berge, 2018). Several things must be considered in PICo, such as population (P), where population is an integral part of determining the scope of research and mapping the problems to be studied. After knowing the population or problem to be studied, the next step is to determine interest (I), where interest is the object of research that will later be studied and developed into a research question. To facilitate the scope of research from interest (I), which has been determined, the next step is to determine context (Co). Context (Co) helps limit interest so that the research question is within the objectives. The following is the PICo framework used by the researcher.

Table 1. PICo framework

P	I	Co
Population and Problem	**Interest**	**Context**
• The target population is an internationally reputable journal article that discusses the pedagogical competence of Arabic teachers • The problem that is focused on is the tendency of teachers to only deliver teacher material without first diagnosing the obstacles that students face in learning Arabic	• Causes of low quality of Arabic language learning for students in schools • Design of Arabic teacher pedagogical competencies based on praxeology and student learning outcomes	Arabic teacher pedagogical competency design based on praxeology

2.3 Data collection

After determining the research question to be used in the study, data collection is the next step in the systematic literature review research method. In data collection, an approach is needed to search for data sources. Each academic library or database is different, so it takes time to get the data we want through the library or database. The following is the data collection flow researchers do and its stages.

A variety of sources are utilized in the process of collecting studies to answer

the research question. These include databases containing journals related to the research variables and with a good reputation. This study uses four databases, namely Sciencedirect, Taylor and Francis, John Wiley and Sons, and Emerald. Additional literature is also obtained from SpringerLink and Google Scholar through snowballing, ensuring a comprehensive review of the literature.

Before searching the databases mentioned above, the researcher first determines these keywords based on the research question to get accurate results, namely Arabic teaching, pedagogical competence, and praxeology in teaching. This is depicted more clearly in Figure 2.
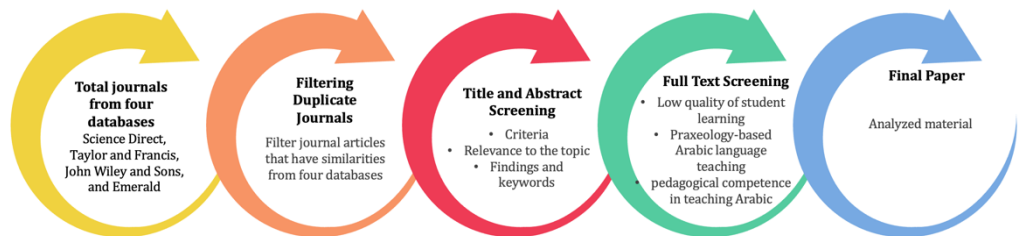

Figure 2. Data collection in SLR

From the results of applying search strings to four databases, namely Sciencedirect, Taylor and Francis, John Wiley and Sons, and Emerald, in the last five years, namely 2019-2024, 1,121 articles were obtained with details of Sciencedirect 327 articles, Taylor and Francis 282 articles, John Wiley and Sons 409 articles, and Emerald 103 articles. Then, the researcher carried out the deduplication and title and abstract screening stages using Mendeley software so that 50 journal articles were obtained through journal screening. Then, it was narrowed down again to 20 journal articles through full-text screening with predetermined criteria.

2.4 Study quality assessment

This stage is carried out to decide whether the data found is suitable or not to be used in SLR research, and at this stage, PICo is determined. Then, so that the articles obtained after searching are by the desired criteria, the next step will be carried out by Quality Assessment (QA) / Quality assessment contained in the article. The articles that have met the inclusion and exclusion criteria will be discussed in depth and must meet the following assessment criteria.

Table 2. Quality Assessment

QA	Questions
QA 1	Does the article discuss students' obstacles in learning a foreign language?
QA 2	Does the article explain teachers' pedagogical competence in teaching Arabic as a foreign language?
QA 3	Does the article contain research results on teaching a praxeological approach?
QA 4	Was the article published in 2019-2024?

QA 5	Is the article written in English?

2.5 Designing data syntesis

At this stage, researchers collaborate with the academic community, exploring several databases, studies, and journals to obtain the main problems and findings that focus on this research. This process is not just about individual work, but about contributing to and benefiting from the collective knowledge. Furthermore, researchers focus on documenting themes, similarities, and differences in studies and journals, further enriching the collective understanding. The data is then analyzed through three stages, each contributing to the shared pool of knowledge.

i. Writing important conclusions in each journal. In this phase, the writing will be descriptive in the form of conclusions. Evidence will be built from the existing final paper, and the research topic will be explained.

ii. The researcher compares the existing final papers to determine the differences and similarities in each journal used in the final paper. From these results, comparative data will be obtained.

iii. The next step is to make notes on each journal, providing advantages and disadvantages as well as opportunities for research.

3. RESULTS AND DISCUSSION

3.1 Results

In the first stage, from the article data of 1,121 articles from 2019-2024, it was found that they needed to meet the criteria for inclusion. In addition, researchers collected literature after going through several screening stages to find material relevant to the research issue. The final product consisted of 20 relevant literature articles found in four databases: ScienceDirect, Taylor and Francis, John Wiley and Sons, and Emerald, according to the five criteria determined in the study quality assessment. The results of the study quality assessment are explained in Table 3 as follows.

Table 3. List of Reviewed Articles

No	Articel's title and years	Quality Assessment					Decision
		QA 1	QA 2	QA 3	QA 4	QA 5	
1	The effects of multilingual pedagogies on language awareness: A longitudinal analysis of students' language portraits (2023)	✓	✓	✓	✓	✓	Accepted
2	Investigating Arabic language teaching materials based on Indonesian folklore: an ethnographic study on the folktale of "Bandung (2024)	✓	✓	✓	✓	✓	Accepted
3	Intention to use Internet of Things (IoT) in higher education online learning–the effect of technology readiness (2023)	✓	✓	✓	✓	✓	Accepted
4	Playing with words across visual humor in	✓	✓	✓	✓	✓	Accepted

	an Iranian EFL context with Arab students: Pedagogical translanguaging for enhancement of multicultural spaces in language education (2024)						
5	Digital echoes of heritage: toward a culturally balanced pedagogy in technology-enhanced bilingual education (2024)	✓	✓	✓	✓	✓	Accepted
6	Prerequisites for teachers' technology use in formative assessment practices: A systematic review (2023)	✓	✓	✓	✓	✓	Accepted
7	Global competence and teacher education programmes. A European perspective (2022)	✓	✓	✓	✓	✓	Accepted
8	The Impact of Information and Communication Technology on the Teaching and Learning of Arabic in Nigeria (2022)	✓	✓	✓	✓	✓	Accepted
9	Teaching Arabic to children and youth in the United States: between love and indictment (2023)	✓	✓	✓	✓	✓	Accepted
10	The development of L2 interactional competence in Arabic: The case of multiple requests (2022)	✓	✓	✓	✓	✓	Accepted
11	Meeting the needs of students in higher education multigenerational classrooms: what can educators do? (2024)	✓	✓	✓	✓	✓	Accepted
12	How epistemic reflexivity enables teacher educators' teaching *for* diversity: Exploring a pedagogical framework for critical thinking (2023)	✓	✓	✓	✓	✓	Accepted
13	Culturally Sustaining Instruction for Arabic-Speaking English Learners (2020)	✓	✓	✓	✓	✓	Accepted
14	Saudi Teachers' Self-Efficacy in Implementing the Arabic Language Integrative Curriculum (2022)	✓	✓	✓	✓	✓	Accepted
15	Foreign Language Learning Characteristics of Deaf and Severely Hard-of-Hearing Students (2020)	✓	✓	✓	✓	✓	Accepted
16	Foreign language learning in a specialized institution: Opportunities and challenges (2023)	✓	✓	✓	✓	✓	Accepted
17	Higher Education Students' Engagement and Factors That Constrain Students' Activeness in Learning Arabic Language (2023)	✓	✓	✓	✓	✓	Accepted
18	Pedagogical challenges and practices in	✓	✓	✓	✓	✓	Accepted

	multicultural classrooms: a praxeological study (2022)						
19	The acquisition of nominal gender agreement: praxeology analysis of Arabic second language text book "Silsilah Al-Lisaan" (2023)	✓	✓	✓	✓	✓	Accepted
20	Research on nonroutine problems: A hybrid didactical design for overcoming student learning obstacles (2024)	✓	✓	✓	✓	✓	Accepted

However, in addition to the 20 articles written above, the researcher also obtained additional literature that met some quality assessment criteria through SpringerLink and Google Scholar.

3.2 Discussion

3.2.1 The problem of low quality of Arabic language learning for students in schools

Learning Arabic in schools is often a significant challenge for many Arabic and non-Arabic students worldwide. Although Arabic is one of the most essential languages globally, in historical, cultural, religious, and economic contexts, the quality of Arabic language learning in schools often shows less than satisfactory results (Rushdi & Abdullah, 2023). In other words, the low quality of Arabic language learning can hinder students' ability to master this language effectively.

Students' success in learning Arabic can be seen based on the language skills they have mastered (Fkhururazi et al., 2023). However, based on research results, students' success in learning Arabic in *Madrasah Aliyah*, in particular, has not shown significant results because there are various obstacles to learning. Learning constraints can be categorized into three namely (1) epistemological constraints, namely students' inability to understand learning material; (2) ontogenic constraints, namely students' mental unpreparedness before learning; and (3) didactic constraints, namely constraints caused by the process of transferring knowledge from teachers to students (Larasati et al., 2019).

More clearly, the three constraints to learning Arabic faced by students are explained as follows.

1. Epistemological constraints

Epistemological constraints refer to difficulties in understanding or mastering learning materials due to limitations in knowledge or the way students construct their understanding of the learning topic. In Arabic language learning, epistemological constraints can result in students' inability to understand and use language materials effectively (Syihabuddin et al., 2023).

In Arabic language learning, many students grapple with understanding complex Arabic grammatical structures, such as the verb conjugation system and the use of nominal cases. This struggle often leads to confusion in applying grammar rules correctly. Moreover, the presence of unfamiliar Arabic

vocabulary, or words that are similar to the student's mother tongue, can cause significant difficulties in understanding and using vocabulary (Uni, 2024). The lack of a clear understanding of the context can further compound these issues.

Another formidable obstacle for students in learning Arabic is the intricate grammar structure. Arabic boasts a complex grammar system, including various forms of verb conjugation, use of cases (i'raab), and changes in word form that can be bewildering for new learners (Usman, 2024). The unique sentence structure further adds to the complexity.

The Arabic alphabet, which consists of 28 letters and a right-to-left writing system, can challenge students who do not want to become more familiar with it. Writing letters that change shape depending on their position in the word can also be confusing. Then, Arabic vocabulary is often very different from the language that *Madrasah Aliyah* students have mastered, especially if students come from a public school background and have never studied Arabic (Rahmi et al., 2024). Vocabulary with many synonyms or nuances of meaning can also make it difficult for students to understand.

Epistemological constraints that occur in students in learning Arabic not only affect their understanding of academic materials but can also impact their motivation and engagement in the learning process (Al Farisi et al., 2024). When students cannot understand the material clearly, they feel frustrated, lose interest, and eventually avoid the topic. This creates a cycle in which lack of understanding further worsens academic performance and reduces the chances of success in their studies.

Thus, the reasons why students are unable to understand Arabic material are often related to their learning experiences, including the basic strengths of the Arabic language they have. To address this problem, it is important to ensure that students' learning experiences support the development of their overall language skills. This includes providing relevant learning materials, interactive and practical teaching methods, and adequate support to help students build confidence and motivation in learning Arabic.

Therefore, learning experiences play a crucial role in determining how well students can understand Arabic material. Inadequate or ineffective learning experiences can be one of the main reasons why students have difficulty understanding Arabic.

2. Ontogenic constraints

In the Arabic language learning process, ontogenic constraints, a significant yet often overlooked aspect, refer to students' mental or psychological unpreparedness before they start learning. This mental unpreparedness can cover various aspects, ranging from motivation and self-confidence to emotional and cognitive readiness (Negm, 2023).

Students often need more motivation to learn Arabic if they see the relevance

or direct benefits of the language in their lives. When students are not motivated, they tend to put in less effort and give up quickly. If students do not have a personal interest in Arabic or the related culture, they feel less interested in engaging in learning. This low interest can hinder their active involvement and understanding of the material (Ghajarieh et al., 2024).

In addition, in terms of self-confidence, students who feel insecure often fear making mistakes, especially in speaking and writing in Arabic. The inability to overcome this fear can hinder their active class participation. Lack of confidence in their ability to learn Arabic can discourage students from taking risks and trying new things, which reduces their opportunities to learn and develop (Jonsdottir et al., 2022).

Furthermore, emotional and cognitive readiness is when students who feel stressed or uncomfortable with the learning environment or the material being taught have difficulty overcoming these emotional constraints (Sukarma et al., 2024). Moreover, students who need more adequate learning experiences or have not developed practical learning skills face difficulties initiating and maintaining Arabic language learning. This cognitive unpreparedness can affect their ability to understand new concepts in Arabic.

Thus, ontogenic constraints can hinder the effectiveness of learning and the achievement of Arabic language learning goals. As educators and researchers, it is our responsibility to address these issues related to ontogenic aspects. We must ensure that students' learning experiences support the development of language skills as a whole. This includes providing relevant learning materials, interactive and practical teaching methods, and adequate support to help students build confidence and motivation in learning Arabic.

3. Didactic constraints

Didactic constraints refer to challenges that arise in transferring knowledge from teachers to students in the context of learning (Carbonara, 2023). In Arabic language learning, these constraints can hinder teaching effectiveness and students' understanding of the material. Didactic constraints often include difficulties in teaching methods, use of teaching materials, and interactions between teachers and students.

Didactic constraints in Arabic language teaching are inseparable from the inappropriateness of the teaching methods used by teachers, the quality and suitability of teaching materials, and difficulties in communication and interaction (Alfayez, 2022).

Many Arabic teachers use teaching methods that are not in accordance with students' needs and learning styles. Their learning approaches are too theoretical without adequate practice, making it difficult for students to understand and apply Arabic language materials. In addition, the use of monotonous or limited teaching methods in variation can reduce the effectiveness of knowledge transfer

(Csizér & Kontra, 2020). Students do not get enough diverse learning experiences that can help them understand the material better.

Furthermore, teaching materials that are not updated or irrelevant to current developments in Arabic can hinder student understanding. Outdated materials do not reflect actual language usage or current communication practices. Limitations in teaching resources, such as inadequate textbooks, software, or visual aids, can affect students' ability to understand and practice learning materials effectively (Miller & Crowther, 2024).

Constraints to communication between teachers and students, such as unclear explanations or lack of constructive feedback, can hinder student understanding. Students who cannot understand the teacher's explanation or do not receive adequate feedback have difficulty mastering the material (Louie & Sierschynski, 2020). Then, the lack of active interaction in the classroom, such as discussions or group activities, can reduce students' opportunities to engage with the material and their peers actively. Minimal interaction can hinder a more dynamic and effective learning process (Lunn Brownlee et al., 2022).

Basen on the three constraints in learning Arabic, didactic constraints are the most crucial issue. This is because it directly relates to how knowledge is transferred from teacher to student. In other words, didactic constraints focus on the knowledge transfer process, which is the core of learning. Without effective teaching methods, appropriate teaching materials, and productive interactions, students cannot absorb or understand information well. If the teaching process does not go well, students will not be able to overcome epistemological constraints (understanding of the material) or ontogenic constraints (mental readiness) (Schnell-Peskin et al., 2024).

Therefore, for Arabic language learning to be of quality and achieve the predetermined learning objectives, teachers, as the main actors, must have a clear foundation in teaching Arabic. Teachers urgently need to design pedagogical competencies based on praxeology when teaching Arabic. In addition, the design of pedagogical competencies based on praxeology requires teachers to identify student problems first in the learning process so that they can be directed in teaching according to the problems experienced by students. In addition, by applying a praxeology approach, teachers can evaluate how they teach so that if deficiencies are found in teaching, they are required to make continuous improvements.

3.2.2 Pedagogical competence of Arabic teachers based on a praxeology approach

The pedagogical competency indicators in the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies should be more specific. They must be explained in detail, especially for Arabic teachers in *Madrasah Aliyah*, because Arabic has unique characteristics and challenges requiring a particular approach. Therefore, a detailed

explanation of each indicator is needed, especially in the context of Arabic language teaching, so that the pedagogical competency indicators of Arabic teachers can cover all learning aspects relevant to the needs of Arabic language teaching. With a praxeology approach consisting of three cycles: see, act, and judge, Arabic teachers competency indicators can be designed more specifically and functionally.

a) See Cycle: At this stage, teachers are expected to be able to conduct in-depth observations of classroom conditions, students' basic abilities, and contextually needed Arabic language learning. Teachers identify problems, challenges, and opportunities in the classroom to design more relevant learning.

b) Act Cycle: At this stage, teachers implement teaching strategies that have been planned based on initial observations. For example, teachers use interactive methods with Arabic language learning objectives, such as direct conversations or simulations. Teachers act practically, allowing students to practice Arabic texts actively.

c) Judge Cycle: After the teaching action, the teacher evaluates its effectiveness. This evaluation includes assessing the learning process and its results, such as an increase in students' understanding of the material or their communication skills. Based on the results of this evaluation, teachers can reflect on improving strategies in the next cycle.

Pentingnya indikator kompetensi pedagogik berbasis pendekatan praksiologi agar guru bahasa Arab dapat lebih dinamis dan responsif terhadap kondisi kelas, sehingga proses pengajaran menjadi lebih terarah, bermakna, dan efektif dalam mencapai tujuan pembelajaran. Melalui praksiologi, guru tidak hanya berfokus pada pencapaian hasil tetapi juga pada proses dan keterlibatan siswa secara aktif dalam belajar bahasa Arab. Adapun indikator kompetensi pedagogik guru berbasis pendekatan praksiologi sebagai berikut.

Table 4. Pedagogical Competence Indicators of Arabic Teachers Based on Praxeology

Teacher Competence	Praxeology cycle	Indicators
Pedagogical competence of Arabic teachers	See	Have a vision and mission in teaching Arabic related to the objectives of learning Arabic
		Mastering the characteristics of learning from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects
	Act	Developing a curriculum related to the subjects taugh
		Mastering learning theories and principles of educational learning

		Organizing educational learning
		Utilizing information and communication technology for learning purposes
		Facilitating the development of learning potential to actualize various potentials that are owned
		Communicating effectively, empathetically, and politely.
		Organizing assessment and evaluation of the learning process and results
	Judge	Conducting reflective actions to improve the quality of learning and professionalism sustainably

Table 4 explains that the indicators of Arabic teachers pedagogical competence based on praxeology focus on the see, act, and judge cycle. The indicators in Table 4 are explained in detail below.

1. See cycle

The indicators of pedagogical competence based on the praxeology approach in the see cycle consist of two indicators that focus on initial preparation and teachers' in-depth understanding of students' needs. This cycle emphasizes the importance of Arabic teachers in designing and preparing the learning process with a clear vision and mission and understanding student characteristics to plan practical and relevant learning.

a. Having a vision and mission in teaching Arabic that is by the objectives of learning Arabic

The vision and mission of teaching Arabic are the foundation that provides direction and motivation for teachers in designing and implementing learning activities (Mohideen & Rasheed, 2024; Kamorudeen, 2021). The vision describes what you want to achieve long-term, while the mission explains how. In teaching Arabic, the vision and mission must align with the objectives of learning Arabic, which usually include language skills (listening, speaking, reading, and writing) and an understanding of the cultural and religious aspects of the language.

A teacher must have a deep understanding of what is being taught (content) and how to teach it (pedagogy) (Shulman, 1987). The vision and mission of teaching Arabic make it easier for teachers to choose appropriate materials and methods, strengthening language skills and building students' contextual understanding of Arabic.

A competent teacher can integrate knowledge of content and teaching

methods effectively. In teaching Arabic, a clear vision and mission help teachers choose learning methods that focus on language skills and moral and spiritual values. By having a clear vision and mission, Arabic teachers can help students see the practical benefits of learning Arabic, which impacts increasing student interest and participation.

b. Mastering learning characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects

Understanding students' learning characteristics is essential to the see cycle because it allows teachers to design learning that suits students' individual and group needs. Specifically, in the see cycle, Arabic teachers must observe students' learning characteristics so that they can understand the aspects that exist in students, namely:

1) Physical aspects: These include students' physical abilities and health conditions, such as visual and auditory abilities, which affect how they receive material.

2) Moral and spiritual aspects: Understanding students' moral and spiritual values is very important in teaching Arabic, especially if the learning context is related to religious texts.

3) Social and cultural aspects: Describing students' cultural background and ability to interact socially, Arabic teacers need to understand how students' culture can affect how they learn language and communicate.

4) Emotional aspects: Emotional conditions affect students' learning motivation. Teachers need to create a supportive environment so that students feel comfortable and motivated to learn.

5) Intellectual aspect: Students' intellectual level affects the speed and method of their learning, so teachers must adjust their teaching methods to match their abilities.

Understanding these characteristics is in line with Gardner's (1983) theory of Multiple Intelligences, which emphasizes that each student has different intelligences, including linguistic, interpersonal, and intrapersonal intelligences relevant to language teaching. Thus, understanding student characteristics emphasizes that students' cognitive development is greatly influenced by their stage of intellectual development, so teachers need to consider this stage of development when teaching Arabic.

2. Act cycle

At this stage, the Arabic teacher implements the knowledge and lesson plan in the classroom, monitoring and adjusting actions directly to achieve the desired goals in Arabic language learning.

a. Developing a curriculum related to the subjects taught

Curriculum development in Arabic language teaching aims to design learning plans based on student needs and the ultimate goal of learning Arabic. Arabic teachers must be able to create a curriculum that covers basic skills such as reading, writing, listening, and speaking and integrates relevant cultural and spiritual values. In line with the opinion of Lave & Wenger (1991) that learning occurs through social context and interaction. Teachers must develop a curriculum that allows students to learn through natural and contextual interactions. According to Fullan (2007), the success of curriculum implementation depends on the teacher's adaptation to the classroom situation and the ability to adjust the curriculum to natural conditions in the field.

b. Mastering Learning Theory and Principles of Educational Learning

To determine the most appropriate learning method, Arabic teachers must understand various learning theories that underlie effective learning processes, such as behaviourism, cognitivism, and constructivism. Teaching Arabic requires an approach that combines context-based learning, interaction, and direct experience. Arabic teachers must be able to choose an approach that suits the characteristics of students; in teaching Arabic, this competency includes several relevant learning theories and principles. For example, in Arabic, constructivism encourages teachers to create an interactive environment and actively allow students to participate through discussion, dialogue, or simulation. Teachers can use project-based learning or real-life situation-based tasks to engage students in direct language use. In teaching Arabic, this approach allows students to engage directly with the language, understand the context, and develop communication skills through exploration and interaction (Piaget, 1977).

c. Organizing Educational Learning

Educational learning in the context of Arabic means creating a classroom atmosphere that supports the development of language skills and moral, ethical, and cultural values. Arabic teachers must apply strategies supporting active learning and integrating positive values into the teaching and learning process. At this stage, it also emphasizes the ability of Arabic teachers to create a learning process that focuses on developing language skills and forming student character (Wahba et al., 2014). Thus, educational learning involves student-centred, interactive, and contextual methods so that students not only understand Arabic as a means of communication but also as a means of learning cultural, moral and spiritual values.

d. Utilizing information and communication technology for learning purposes

In the digital era, technology is very important to increase

interactivity and accessibility in Arabic language learning. Arabic teachers can utilize various digital learning platforms, interactive applications, or audiovisual media to enrich students' learning experiences (Osman & Mahmoud, 2022) and maintain student engagement.

In the context of Arabic language teaching, the use of Information and Communication Technology (ICT) includes the following aspects:

1) Use of interactive media for vocabulary and grammar development

ICT allows interactive applications such as Duolingo, Quizlet, or Kahoot! for independent or group Arabic vocabulary and grammar practice. This interactive media allows students to learn in a more exciting and practice-oriented way. For example, applications that allow students to practice everyday vocabulary with games or quizzes improve their memory and strengthen their understanding of Arabic grammar. Interactive media can reduce cognitive load, making it easier for students to understand learning materials (Sweller, 1988). Structured interactive media helps Arabic language learners master the material more efficiently.

2) Creating a collaborative learning environment through online learning platforms

Online platforms such as Google Classroom, Microsoft Teams, or Edmodo allow Arabic teachers to hold class discussions, upload learning materials, and manage assignments. These online learning environments facilitate communication between teachers and students and enhance student collaboration. In addition, teachers can also encourage cooperation with group assignments completed online, such as presentations on Arabic cultural themes or discussions of classical Arabic texts. Learning can occur through social interaction and collaboration (Bandura, 1977). In teaching Arabic, collaboration through online platforms allows students to learn from their peers and share their understanding more widely.

3) Using multimedia to strengthen listening and speaking skills

Using multimedia such as video, audio, and podcasts in teaching Arabic helps improve students' listening and speaking skills. Teachers can use video conversations, cultural clips, or recordings of native Arabic speakers to provide examples of correct and contextual pronunciation. This is useful in teaching accent, intonation, and authentic everyday Arabic usage. In addition, the use of images and sound simultaneously can also improve students' understanding and memory (Paivio, 1986).

In the context of teaching Arabic, multimedia that combines sound and visuals helps students understand vocabulary and everyday expressions more quickly.

e. Facilitate the development of learning potential to actualize various potentials

Arabic teachers need to create space for students to develop various potentials, both in language, social, emotional, and intellectual. Each student has a different learning style, interests, and talents. Therefore, competent teachers must apply strategies that allow each student to develop their various potentials optimally (Pashler et al., 2008).

By paying attention to differences in learning styles and student uniqueness, teachers can adjust approaches and materials that support the development of student potential. For example, students with high linguistic intelligence will find it easier to absorb vocabulary and grammar through reading and writing exercises. In contrast, students with musical intelligence can learn more effectively through Arabic songs or rhythms. Teachers can design various activities, such as games, group presentations, and dialogue exercises, to support the various intelligence potentials of students. Thus, in Arabic language teaching, the focus is on the role of the teacher in helping students achieve their maximum potential, both in language skills and in personality and social aspects.

f. Communicate effectively, empathetically, and politely

Practical, empathetic, and polite communication skills are essential in teaching Arabic, especially considering the solid cultural elements in this language. Arabic teachers need to communicate in a way that respects students' feelings and cultural backgrounds and provide constructive feedback. In addition, in the context of teaching Arabic, good communication between teachers and students helps transfer language knowledge and supports the formation of students' positive attitudes towards the language. Communicating empathetically and politely allows teachers to build good relationships with students, create a comfortable learning environment, and increase students' motivation to learn Arabic (El-shiekh & Elsheikh, 2024).

Teachers also need to use language appropriate to students' level of understanding, avoid overly technical terms, and provide concrete examples to help students understand the material. Clear verbal communication, including intonation and word stress, also supports students in mastering listening and speaking skills (Sanusi & Albantani, 2021). In addition, teachers should also show respect for all students, avoid harsh criticism, and provide feedback positively and constructively. This will help students develop a positive attitude towards the Arabic language and culture and appreciate its cultural diversity.

g. Conducting assessment and evaluation of the learning process and outcomes

Practical assessment in Arabic language teaching includes evaluating

reading, writing, listening, and speaking skills. Teachers need to use various assessment methods, such as oral exams, quizzes, and group projects, to measure learning achievement comprehensively and provide constructive feedback.

Assessment and evaluation are integral to learning, including in Arabic language teaching. Assessment is defined as an activity to measure the extent to which students achieve the learning objectives that have been set. At the same time, evaluation is a more comprehensive assessment process, including data collection and analysis, to make decisions about the effectiveness of the learning process (Mardapi, 2012). Assessment has several main functions in Arabic language learning, namely:

1) Diagnostic function: To determine students' initial abilities in Arabic, such as their ability to recognize letters, vocabulary, and basic understanding of Arabic grammar.

2) Formative function: Formative assessment is carried out periodically to monitor student development during the learning process, which allows teachers to provide appropriate feedback and guidance. This assessment is useful for helping students overcome difficulties in learning more complex language skills (Brown, 2004).

3) Summative function: At the end of the learning process, the goal is to measure students' success in achieving the overall Arabic language learning objectives (Brookhart & Nitko, 2011). With this function, the assessment is expected to provide a complete picture of students' abilities and become the basis for designing follow-up teaching and learning processes.

3. Judge cycle

The pedagogical competency indicators based on the praxeology approach in the judge cycle in the context of Arabic language teaching emphasize the importance of continuous reflection to improve the quality of learning and teacher professionalism. This cycle emphasizes critical evaluation of what has been implemented in the learning process, including assessment of successes and shortcomings and preparing plans for future improvements.

Reflection in the context of Arabic language teaching is a process of analysis and evaluation by teachers of learning activities that have been carried out (Ruhendi & Kosim, 2022). The purpose of reflection is to understand the extent to which learning objectives have been achieved, identify obstacles or difficulties faced by students, and find more effective strategies for further learning (Hmelo-Silver, 2004). Continuous reflection helps teachers improve the quality of their teaching and professionalism so that the learning process becomes more relevant and efficient and meets students' needs.

In reflection, Arabic teachers must consider the following aspects:

a. Success and effectiveness of the Method: Assess whether the method is efficacious in improving students' understanding of Arabic.
b. Difficulties students face: Identifying areas where students may experience obstacles, such as grammar, vocabulary, or speaking skills.
c. The role of technology and media: Evaluating the effectiveness of integrating technology and learning media, whether they have helped to strengthen students' Arabic language skills or need to be optimized.
d. Feedback from students: Collecting direct feedback can help teachers better understand students' needs and find ways to support them more effectively.

This reflection must be done periodically through discussions with colleagues or observing student responses and progress. In this way, teachers can continue to improve the quality of their teaching and maintain their professionalism as educators who are adaptive to changes and developments in language teaching.

4. CONCLUSION

The design of pedagogical competencies based on a praxeological approach in teaching Arabic as a foreign language focuses on implementing effective and responsive practices to students' needs in *Madrasah Aliyah*. With the integration of appropriate evaluation and continuous improvement, teachers can create better learning experiences and ensure optimal learning outcomes. This approach not only improves the quality of teaching but also supports students' holistic and sustainable development. In addition, the design of pedagogical competencies based on praxeology for Arabic teachers supports their professional development and improves the effectiveness of teaching and student learning outcomes. This approach strengthens students' understanding and ability of Arabic and prepares them to use the language in real-world contexts. A praxeological approach can create a more relevant, dynamic, and valuable learning experience, thus maximizing students' potential to learn Arabic. This study only focuses on pedagogical competencies based on praxeology, so further studies are needed on designing professional competencies for Arabic teachers. Because both are very important and complement each other when teaching Arabic. Pedagogical competence focuses on applying practical teaching theory and practice, while professional competence emphasizes in-depth knowledge of teaching materials, self-development, and professional ethics.

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