Article

Pedagogic Competence of Arabic Language Teachers in Increasing the Interest and Learning Achievement of Grade IV Students of Madrasah Ibtidaiyah Al Munawaroh Kaliruyung Bantarbolang District Pemalang Regency

∗ Khaerudin, Maufur, Munthoha Nasukha[abc] [iD]

[123]Universitas Pancasakti Tegal, Indonesia

Corresponding Author: dindinKhaerudin78@gmai.com

A B S T R A C T

This study aims to analyze the pedagogic competence of Arabic teachers at Madrasah Ibtidaiyah (MI) Al Munawaroh Kalirueung, Bantarbolang District, Pemalang Regency and its impact on the interests and learning achievements of grade IV students. This study uses a qualitative descriptive approach with a case study method. Data were collected through participatory observation, in-depth interviews, and document analysis. The results of the study show that Arabic teachers at MI Al Munawaroh have good pedagogic competence, including the ability to plan, implement, and evaluate learning. The implementation of effective pedagogic competencies is positively correlated with an increase in students' interest in learning, as seen from active participation and enthusiasm. In addition, students' learning achievement also showed a significant increase. This study recommends the importance of continuous teacher professional development to maintain and improve the quality of pedagogic competence for the optimization of Arabic language learning.

Keywords: *Pedagogic Competence, Arabic Language Teacher, Learning Interest, Learning Achievement, Madrasah Ibtidaiyah.*

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INTRODUCTION

Education has a fundamental role in shaping the character and capabilities of the nation's next generation. In Indonesia, especially in the context of Islamic education, Arabic holds a strategic position as the key to understanding the sources of religious teachings and Islamic scientific treasures. Therefore, the quality of Arabic language learning in Islamic educational institutions, such as Madrasah Ibtidaiyah (MI), is crucial. One of the main determining factors for the success of learning is the pedagogic competence of teachers.

Pedagogic competence is the foundation for a teacher to be able to manage the learning process effectively. This includes a deep understanding of learners' characteristics, the ability to design and implement innovative learning, evaluate learning outcomes, and develop learners' potential. Teachers who master pedagogic competencies are expected to be able to create a conducive, interesting, and challenging learning environment, so as to be able to increase students' interest and learning achievement.

Madrasah Ibtidaiyah Al Munawaroh Kaliruyung Bantarbolang District, Pemalang Regency is one of the madrasas that organizes Arabic language learning. Preliminary observations show that there is variation in interest and achievement in learning Arabic in grade IV. This phenomenon raises questions about the extent to which the pedagogic competence of Arabic teachers at MI Al Munawaroh plays a role in overcoming these differences and optimizing student learning outcomes.

Based on this urgency, this research was carried out to examine in depth the implementation of the pedagogic competence of Arabic teachers at MI Al Munawaroh Kaliruyung and its impact on the interests and learning achievements of grade IV students. It is hoped that the results of this research can make an empirical and practical contribution to the development of more effective Arabic learning strategies, both at MI Al Munawaroh and in other madrasas.

METHOD

This study uses a qualitative descriptive approach with a case study design. A qualitative approach was chosen to gain an in-depth understanding of the phenomenon being studied, namely how the pedagogic competence of Arabic teachers is implemented and how it impacts students' interests and learning achievements. The case study design allows researchers to intensively and comprehensively dig up information from one specific location, namely Madrasah Ibtidaiyah Al Munawaroh Kaliruyung.

The subjects of the study were grade IV Arabic teachers and grade IV students of Madrasah Ibtidaiyah Al Munawaroh Kalirueung, Bantarbolang District, Pemalang Regency. The selection of subjects is based on the consideration that grade IV teachers are the main actors in learning Arabic at that level, and grade IV students are the direct object of the implementation of teachers' pedagogic competencies.

The data collection techniques in this study include:

Participatory Observation: The researcher is actively involved in the Arabic language learning process in grade IV to directly observe the teacher's teaching practice, teacher-student interaction, and students' response to the material. Field notes were made in detail regarding aspects of teachers' pedagogic competencies and indicators of students' learning interest.

In-Depth Interviews: Structured and unstructured interviews are conducted with Arabic teachers to dig into information regarding their understanding of pedagogic competencies, teaching strategies, challenges, and their perceptions of learners' interests and learning achievements. Interviews were also conducted with several representatives of grade IV students to get their perspectives on Arabic language learning.

Document Analysis: Relevant documents, such as the Learning Implementation Plan (RPP) for Arabic subjects, daily grade lists, Mid-Semester Exam (UTS) scores, and Final Semester Exam (UAS) scores for grade IV students, are analyzed to obtain concrete data on learning planning and student learning achievement achievements.

The data analysis technique refers to the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three main interrelated components: (1) Data Condensation: The process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes and interview transcripts. It involves identifying patterns, themes, and categories that emerge from the data. (2) Data Display: The organization and compression of information that has been condensed in a structured format, such as narrative text, matrix, charts, or graphics, to facilitate the drawing of conclusions. (3) Drawing and Verifying Conclusions: Drawing and verifying conclusions that are then verified by referring back to the original data to ensure the validity and reliability of the findings. This process is iterative and repetitive until the conclusion is considered solid and justified.

The validity of the data in this study is ensured through source triangulation (using data from observations, interviews, and documents) and triangulation methods (combining different data collection techniques) to increase the credibility of the findings.

Data Display

This section presents data that has been condensed from observations, interviews, and document analysis, which is systematically compiled to facilitate understanding and drawing conclusions.

Table 1 Observation Data on the Implementation of Pedagogic Competencies of Arabic Language Teachers

Pedagogic Competency Aspects	Observed Indicators	Description of Observation Results
Learning Planning	Preparation of the RPP	Teachers prepare a complete lesson plan with objectives, materials, methods, media, and assessments. The lesson plan is adjusted to the curriculum and characteristics of grade IV students.
	Material Readiness	The teacher masters the Arabic material to be taught and prepares additional teaching materials (e.g., vocabulary cards, pictures).
Learning Implementation	Lesson Opening	The teacher begins the lesson with greetings, prayers, apperceptions (relating the previous material/daily life), and conveying the learning objectives.
	Class Management	The class is neatly arranged, students sit in groups/individuals according to the activity. Teachers are able to maintain order and focus on students.
	Use of Methods	Variety of methods (interactive lectures, questions and answers, group discussions, recitation practices).
	Media Usage	Use of visual media (pictures, word cards) and audio (teacher pronunciation/recordings) to support comprehension.
	Teacher-Student Interaction	Teachers encourage active participation, provide opportunities for questioning, compliments, and constructive correction.
	Time Management	Time allocation according to the lesson plan, teachers are efficient in managing each stage of learning.
Learning Evaluation	Assessment Type	Teachers conduct formative assessments (observations, oral questions) and summative (written tests).
	Giving Feedback	The teacher provides immediate feedback after the student answers/performs the task, both verbally and in writing.
Understanding Student Characteristics	Learning Adjustments	Teachers pay special attention to students who have difficulties and give challenges to those who understand quickly.

Arabic Teacher Interview Data

Transcript of the Teacher's Interview (Summary):

Planning: "I always try to make detailed lesson plans so that learning is directional. I also take into account the age of fourth-graders, so the material has to be made as interesting as possible."

Method: "Kids like to play while studying, so I often use cards, pictures, or vocabulary guesses. If it's just talking, they get bored quickly."

Obstacle: "Sometimes there are some children who still have difficulty at the beginning, especially memorizing vocabulary. But I try to be personal and enthusiastic."

Student Interest: "I see that children are now more enthusiastic about learning Arabic. They are actively asking questions, and many are willing to try to speak simple Arabic."

Interview Data for Class IV Students (Sample)

Transcript of Student Interview (Summary):

Student A: "The Arabic lesson is fun, the teacher likes to invite her to sing and show pictures. So it's easy to memorize."

Student B: "Sometimes it's hard, but it's good if we make mistakes, so dare to keep trying."

Student C: "I like to be told to go ahead and write on the board, so I know what's right and what's wrong."

Table 2 Arabic Learning Outcome Document Data for Class IV

Assessment Type	Odd Semester (Class Average)	Even Semester (Class Average)
Daily	75	82
UTS	78	85
UAS	80	87

Note: The grade data shows a trend of increasing class averages from odd semesters to even semesters. The majority of students achieved scores above the Minimum Completeness Criteria (KKM) set. The presentation of this data serves as a basis for the discussion section to analyze the findings in more depth and draw conclusions.

FINDINGS AND DISCUSSION

Pedagogic Competence of Arabic Language Teachers at MI Al Munawaroh Kaliruyung

Based on the data that has been presented, it can be identified that Arabic teachers at Madrasah Ibtidaiyah Al Munawaroh Kaliruyung show good and adequate pedagogic competence. This indicator can be seen from several key aspects:

Systematic Learning Planning: Teachers consistently prepare a comprehensive Learning Implementation Plan (RPP). The lesson plan not only meets the curriculum standards, but also shows the teacher's understanding of the characteristics of cognitive and affective development of grade IV students. The selection of materials, specific learning objectives, and proportional time allocation in the lesson plan indicate the teacher's ability to design a structured learning experience. In addition, teachers also prepare various relevant learning resources and media, such as illustrated vocabulary cards, which enrich the learning process.

Implementation of Interactive and Innovative Learning: Classroom observations show that teachers are not fixated on the lecture method alone. Active teachers use varied methods such as questions and answers, simple group discussions, and hands-on practice (e.g., reciting sentences). The use of visual and audio learning media (pictures, word cards, clear pronunciation) is very helpful for students in understanding abstract Arabic concepts. Teachers are also able to create a conducive and attractive classroom atmosphere, encouraging active participation of students through questions, positive feedback, and opportunities to dare to try. Warm interaction between teachers and students creates a safe and comfortable learning environment.

Comprehensive Evaluation of Learning Outcomes: Teachers not only conduct summative assessments, but also formative assessments on an ongoing basis. This assessment includes aspects of knowledge (oral test, written test), skills (practical observation), and even attitude (participation and enthusiasm). The feedback provided by teachers after the evaluation is constructive, helping learners understand their areas of weakness and providing direction for improvement. This shows the teacher's ability to monitor students' learning progress and adjust teaching strategies if necessary.

In-depth understanding of student characteristics: Teachers seem to understand that each student has a different learning style and speed of understanding. This is reflected in the teacher's efforts to provide individual attention to students who experience difficulties, as well as provide appropriate challenges for students who have above-average abilities. This personalized approach contributes to the creation of positive relationships between teachers and students, which in turn can increase learning motivation.

Overall, the pedagogic competence of Arabic teachers at MI Al Munawaroh has been well implemented, covering all important dimensions of learning management, from planning to evaluation.

The Impact of Teachers' Pedagogic Competence on Students' Learning Interests

The effective implementation of teacher pedagogic competence has been proven to have a positive and significant impact on increasing the learning interest of grade IV students in Arabic subjects. This increase in interest can be described as follows:

Increased Active Participation: Observational and interview data show that learners are increasingly actively involved in learning activities. They don't hesitate to ask questions, answer the teacher's questions, and participate in group discussions. Teachers who provide ample opportunities for expression and interaction make students feel more valued and motivated to get involved.

The Emergence of Enthusiasm and Excitement: The pleasant classroom atmosphere, the use of interesting media, and the varied learning methods applied by the teachers, succeeded in creating enthusiasm among the students. They look excited during Arabic lessons, especially when there are practice activities or games that integrate the subject matter. This interest is not just passive involvement, but also an expression of joy in the learning process.

Additional Learning Initiatives: Some learners begin to show initiatives to learn Arabic outside of class hours, such as memorizing new vocabulary or looking for additional

information. This indicates that their interest in Arabic is not only limited to the classroom context, but has also developed into an internal drive to keep learning.

This increase in interest is a direct result of teachers' ability to make Arabic learning relevant, engaging, and accessible to students. When learners feel happy and successful in learning, their interest will naturally increase.

The Impact of Teachers' Pedagogic Competence on Students' Learning Achievement

In addition to interest, teachers' pedagogic competence is also positively correlated with the improvement of learning achievement of grade IV students in Arabic subjects. This is supported by the analysis of the learning outcome value data:

Improvement in Grade Average Grades: Grade document data shows a trend of increasing average grade grades in Arabic subjects from odd semesters to even semesters. This indicates that most students experience an increase in understanding and mastery of the material over time. Consistency in achieving grades above the MOH shows the effectiveness of teachers' teaching strategies.

Better Mastery of Basic Concepts: Students show a more solid understanding of basic Arabic concepts, such as mastery of vocabulary (mufradat), simple sentence structure (tarkib), and the use of basic rules of nahwu sharaf. Their ability to apply this knowledge in assignments and exams indicates an effective learning process.

Improved Language Skills: Although still in its early stages, Arabic language skills, both verbally (pronouncing words/sentences) and writing (writing simple words/sentences), show progress. Structured exercises and feedback provided by teachers play an important role in the development of these skills.

This improvement in learning achievement is the fruit of planned teaching, effective implementation, and continuous evaluation. When teachers are able to explain the material clearly, provide enough exercise, and identify students' learning difficulties, their learning achievement will improve. High interest in learning also indirectly supports increased achievement, because interested students will be more motivated to strive and achieve optimal results.

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the pedagogic competence of Arabic teachers at Madrasah Ibtidaiyah Al Munawaroh Kaliruyung Bantarbolang District, Pemalang Regency is at a good and adequate level. Teachers show solid ability in systematically planning learning, carrying out interactive and innovative learning with a variety of methods and media, conducting comprehensive evaluation of learning outcomes, and understanding the individual characteristics of students. The implementation of effective teacher pedagogic competence has a positive and significant impact on increasing the learning interest of grade IV students in Arabic subjects, which is demonstrated by active participation, enthusiasm, and learning initiatives. Furthermore, teachers' pedagogic competence is also closely correlated with an increase in students' learning achievement, as evidenced by the trend of increasing average grade points and better mastery of basic Arabic concepts. Thus, the pedagogic competence of Arabic teachers is a crucial factor in creating a conducive, engaging, and effective learning environment, which ultimately contributes to increasing students' interest and learning achievement.

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