



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

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ARTICLE INFO

Article History:

Submitted/Received 02 Aug 2024

First Revised 04 Sep 2024

Accepted 28 Oct 2024

Publication Date 29 Oct 2024

Keywords:

Arabic

Pedagogical competence

Praxeological approach

Teachers

Teaching design

ABSTRACT

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 (Ministry of Religious Affairs of the Republic of Indonesia, 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., 2021).

In line with the research results of Ainin et al. (2021) and Sanusi et al. (2021), 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). 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; 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.

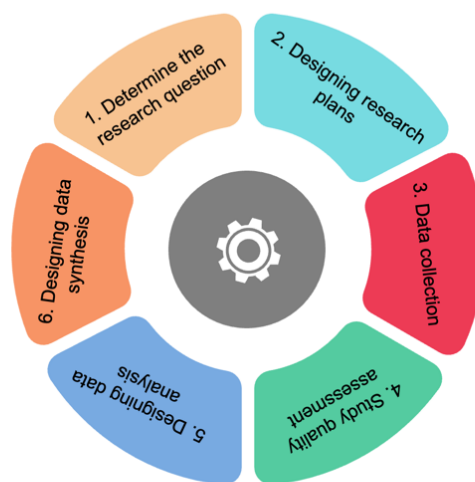


Figure 1. Stages of Systematic Literature Review

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Scencedirect, 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.

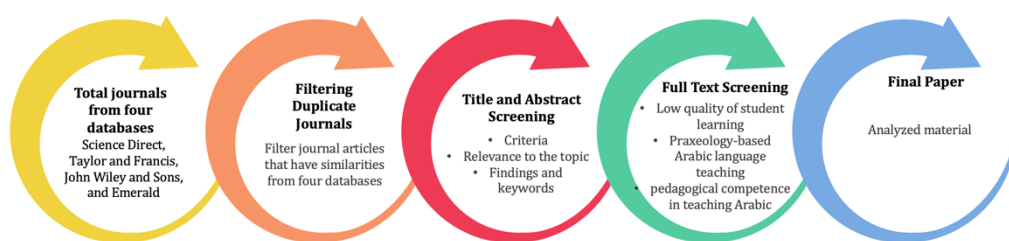


Figure 2. Data collection in SLR

From the results of applying search strings to four databases, namely Scencedirect, 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 Scencedirect 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 synthesis

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	✓	✓	✓	✓	✓	Accepted

"Bandung (2024)							
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 an Iranian EFL context with Arab students: Pedagogical translanguaging for enhancement of multicultural spaces in language education (2024)	✓	✓	✓	✓	✓	Accepted
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 (2021)	✓	✓	✓	✓	✓	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 multicultural classrooms: a praxeological study (2022)	✓	✓	✓	✓	✓	Accepted
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., 2024).

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. 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. 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.

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

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).

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 stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 16 of 2010 concerning the Management of Religious Education in Schools are generally formulated and have not been classified according to a systematic instructional process (Ministry of Religious Affairs of the Republic of Indonesia, 2010). Therefore, in this study, these indicators are classified based on the characteristics of each cycle in praxeology theory, namely the See Cycle, Act Cycle, and Judge Cycle. This classification aims to provide a more operational analytical framework for understanding the pedagogical competence of Arabic language teachers, while also demonstrating the interrelationship between awareness, pedagogical action, and evaluative reflection in instructional practice.

In simple terms, praxeology views human action as inherently goal-oriented (Mises, 1998). Actions are not performed spontaneously or without direction; rather, they are based on awareness, deliberation, and intention that guide individuals to choose the most appropriate actions for achieving desired goals. In the context of teaching and learning, teachers are not merely implementers of instructional activities but are conscious actors who observe students' conditions, carry out appropriate pedagogical actions, and evaluate the outcomes of those actions to ensure the attainment of learning objectives (Schön, 1983; Shulman, 1987).

In the See Cycle, teachers are expected to possess a strong commitment to achieving learning objectives. This process begins with a thorough observation of students' learning needs and the diagnosis of instructional problems they encounter in the cognitive, affective, and psychomotor domains. This stage serves as the foundation for determining the pedagogical actions that will be taken to achieve learning goals effectively (Shulman, 1987; Darling-Hammond & Bransford, 2005).

The Act Cycle refers to the stage in which teachers implement instructional actions based on the findings obtained during the See Cycle. These actions are carried out consciously, purposefully, and systematically in order to respond to students' needs, enhance their understanding, and promote their active participation in the learning process. At this stage, pedagogical decisions are translated into concrete instructional practices directed toward the achievement of learning objectives (Shulman, 1987). Effective teaching also requires teachers to adapt their actions to ongoing classroom situations through a process of reflection-in-action (Schön, 1983).

The Judge Cycle functions as a process of critical evaluation of instructional effectiveness. At this stage, teachers not only assess the effectiveness of the methods and strategies that have been employed but also examine the extent to which the predetermined learning objectives have been achieved. The results of this

evaluation then serve as the basis for continuous improvement and development of instructional practices, enabling subsequent learning processes to become more effective and of higher quality (Schön, 1983; Brookhart, 2017).

The importance of pedagogical competency indicators based on a praxeological approach lies in enabling Arabic language teachers to become more dynamic and responsive to classroom conditions, thereby ensuring that the teaching process is more directed, meaningful, and effective in achieving learning objectives. The pedagogical competency indicators for teachers based on the praxeological approach are as follows.

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

Teacher Competence	Praxeology cycle	Indicators
Pedagogical competence of Arabic teachers	See	Possessing a strong desire to achieve learning objectives as reflected in a clear vision and mission
		Mastering the characteristics of learning from physical, moral, social, cultural, emotional, and intellectual aspects
		Mastering learning theories and the principles of educational instruction
	Act	Developing a curriculum related to the subjects taught
		Utilizing information and communication technology (ICT) in organizing and developing Arabic language teaching
		Facilitating the development of learning potential to actualize various potentials that are owned
		Communicating effectively, empathetically, and politely
	Judge	Conducting assessment and evaluation of the learning process and learning outcomes
		Utilizing assessment and evaluation results to improve the learning

process
Undertaking reflective practices to continuously enhance the quality of learning and professional competence

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 See Cycle consists of three pedagogical competence indicators that form the foundation of instructional practice. This cycle emphasizes teachers' strong desire to achieve learning objectives through a clear vision and mission, understanding learners' characteristics, and mastering learning theories and educational teaching principles. These competencies enable teachers to design effective and learner-centered Arabic language instruction that responds to students' needs and educational goals.

a. Possessing a Strong Desire to Achieve Learning Objectives as Reflected in a Clear Vision and Mission

From a praxeological perspective, desire is the foundation of purposeful action directed toward achieving specific goals (Mises, 1998). Therefore, teachers should possess a clear vision and mission that align with educational objectives encompassing cognitive, affective, and psychomotor domains. Such clarity provides direction for instructional practices and ensures that teaching activities remain meaningful and goal-oriented (Darling-Hammond & Bransford, 2005). A clear vision and mission also guide teachers in making pedagogical decisions and maintaining consistency between instructional activities and intended learning outcomes.

b. Mastering Learners' Characteristics in Physical, Moral, Social, Cultural, Emotional, and Intellectual Aspects

Teachers need to understand learners' characteristics, including their backgrounds, potentials, prior knowledge, and learning difficulties. This understanding serves as a basis for selecting appropriate instructional approaches, strategies, and methods, thereby enabling a more effective learning process that responds to learners' needs (Shulman, 1987; Darling-Hammond & Bransford, 2005). By understanding learners' characteristics, teachers can create learning experiences that accommodate individual differences and promote meaningful participation in the learning process.

c. Mastering Learning Theories and Educational Teaching Principles

Teachers should have a sound understanding of major learning theories, including behaviorist, cognitive, constructivist, social cognitive, and

humanistic theories, as well as educational teaching principles such as active participation, motivation, learner-centeredness, repetition, and feedback. Mastery of these theories and principles enables teachers to design and implement effective, learner-centered instruction (Ormrod, 2020; Woolfolk, 2021). Furthermore, knowledge of learning theories helps teachers make informed pedagogical decisions and select instructional strategies that support students' learning and development.

Based on the above discussion, the three indicators within the See Cycle function as a pedagogical foundation that enables teachers to understand learning objectives, learners' characteristics, and the theoretical basis of instruction before undertaking teaching actions. Through these competencies, teachers are able to identify learners' needs, diagnose instructional challenges, and formulate appropriate pedagogical decisions. Consequently, the See Cycle provides the basis for designing instructional practices that are responsive to learners' conditions and aligned with educational goals in the cognitive, affective, and psychomotor domains, thereby supporting learners' holistic development.

2. Act Cycle

The Act Cycle consists of four indicators that emphasize the implementation of instructional actions based on the results of observation and planning conducted in the previous cycle.

a. Developing the Curriculum Related to the Subject Taught

Teachers are expected to develop the curriculum by formulating learning objectives, integrating literacy, numeracy, and character values, selecting appropriate teaching methods, learning resources, and instructional media, and designing assessment instruments. This competence reflects the teacher's ability to plan systematic, measurable, and meaningful learning experiences (Tyler, 1949; Wiggins & McTighe, 2005). Effective curriculum development ensures that instructional activities, learning objectives, and assessment procedures are aligned and contribute to meaningful learning outcomes.

b. Utilizing Information and Communication Technology in Organizing and Developing Arabic Language Instruction

Teachers should be able to utilize information and communication technology (ICT) to support the teaching and learning process. ICT can be employed at functional, interactive, and transformative levels to enhance instructional effectiveness, increase student participation, and create more innovative learning environments (Mishra & Koehler, 2006; Koehler et al., 2014). The effective integration of technology enables teachers to enrich learning experiences and facilitate students' engagement with instructional content.

c. Facilitating the Development of Learners' Potential to Actualize Their Various Abilities

Teachers need to provide diverse learning experiences that enable learners to develop their potential, creativity, and abilities. This requires recognizing learners' diverse characteristics and intelligences and creating learning environments that support the balanced development of cognitive, affective, and psychomotor domains (Tomlinson, 2017; Gardner, 2011). Through differentiated and inclusive instructional practices, teachers can help learners maximize their capabilities and achieve their learning potential.

d. Communicating Effectively, Empathetically, and Courteously

Teachers should be able to communicate clearly, empathetically, and respectfully, both orally and in writing. Effective communication not only facilitates students' understanding of learning materials but also fosters positive relationships, creates a supportive learning environment, and enhances students' motivation and engagement in the learning process (Hattie, 2009; Marzano, 2007). Effective teacher-student communication contributes significantly to a positive classroom climate and successful learning experiences.

Based on the above discussion, the four indicators within the Act Cycle serve as practical guidelines for implementing instructional actions that are purposeful, systematic, and responsive to learners' needs. Through curriculum development, the integration of technology, the facilitation of learners' potential, and effective communication, teachers are able to translate pedagogical plans into meaningful learning experiences. These instructional actions contribute to the creation of high-quality, relevant, and learner-centered Arabic language instruction and support the achievement of educational objectives across the cognitive, affective, and psychomotor domains.

3. Judge Cycle

The Judge Cycle consists of three indicators that focus on evaluating instructional processes and outcomes, utilizing assessment results for improvement, and engaging in reflective practices to continuously enhance teaching quality and professionalism.

a. Conducting Assessment and Evaluation of Learning Processes and Outcomes

Teachers are expected to conduct assessments and evaluations of both learning processes and outcomes using appropriate procedures and various assessment instruments. Evaluation is not limited to measuring students' achievement but also provides comprehensive information about the effectiveness of instruction. Formative and summative assessments play important roles in monitoring learning progress and measuring the attainment of learning objectives (Black & Wiliam, 1998; Brookhart, 2017). Therefore, assessment serves as an essential tool for improving instructional

quality and supporting students' cognitive, affective, and psychomotor development.

b. Utilizing Assessment and Evaluation Results to Improve Instruction

Teachers should utilize assessment and evaluation results as the basis for making instructional decisions and improving the quality of learning. Assessment findings can be used to identify students' strengths and weaknesses, design remedial and enrichment programs, provide meaningful feedback, and refine instructional strategies. The effective use of assessment data enables teachers to respond more appropriately to learners' needs and enhance the achievement of educational objectives (Brookhart, 2017; Hattie & Timperley, 2007).

b. Engaging in Reflective Practices to Continuously Improve Teaching Quality and Professionalism

Teachers are expected to engage in systematic reflection on their instructional practices and use the results to improve future teaching. Reflection involves critically examining teaching experiences, identifying strengths and areas for improvement, and developing more effective instructional strategies. It may also include classroom action research and other forms of professional inquiry. Through continuous reflection, teachers can strengthen their pedagogical competence, improve instructional quality, and support ongoing professional development (Schön, 1983; Zeichner & Liston, 2014).

Based on the above discussion, the three indicators within the Judge Cycle serve as mechanisms for evaluating and improving instructional quality. Through assessment, the utilization of assessment results, and reflective practice, teachers are able to examine the effectiveness of their instructional decisions and identify areas that require improvement. This evaluative process supports the attainment of learning objectives in the cognitive, affective, and psychomotor domains while simultaneously fostering continuous professional growth. Consequently, the Judge Cycle contributes to both the enhancement of Arabic language instruction and the ongoing development of teachers' pedagogical competence.

4. CONCLUSION

This study proposes a praxeology-based pedagogical competence framework for Arabic language teachers consisting of three interconnected cycles: the See Cycle, the Act Cycle, and the Judge Cycle. The See Cycle emphasizes teachers' desire to achieve learning objectives across the cognitive, affective, and psychomotor domains, as reflected in a clear educational vision and mission, supported by an understanding of learners' characteristics and learning theories. The Act Cycle focuses on the implementation of pedagogical actions through curriculum development, the utilization of information and communication technology, the facilitation of learners' potential, and effective, empathetic, and courteous

communication. The Judge Cycle emphasizes assessment and evaluation, the utilization of assessment results for instructional improvement, and reflective practices to continuously enhance teaching quality and professionalism. The integration of these three cycles provides a comprehensive framework that connects intention, action, and reflection in the teaching of Arabic as a foreign language. Through this framework, teachers are expected to facilitate the balanced development of learners' cognitive, affective, and psychomotor domains while continuously improving instructional quality and professional practice. Therefore, the proposed framework offers a holistic perspective on pedagogical competence by positioning desire, pedagogical action, evaluation, and reflection as interconnected elements that support the continuous improvement of Arabic language teaching and learning.

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