



IDENTITY EXPLORATION OF ARABIC TEACHERS: THE EFFORTS TO BECOME A DRIVING TEACHER

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ABSTRACT

To realize the driving of teachers as planned by the government, it cannot be separated from various forms of professional competence that must be mastered as teachers' identity. However, the identity, which is the qualification standard, is not evenly shared by Arabic language teachers, especially in several districts in the Kalimantan region. Therefore, this research aims to describe the identity of Arabic teachers as driving teacher resources in Arabic language learning to become driving teacher figures in the Kalimantan Region. This research uses a mixed method, combining qualitative and quantitative methods using a concurrent triangulation design. The research results show that the identity of Arabic teachers in Central Kalimantan is formed from their experiences so far, which require them to do more even though some do not have a non-Arabic language educational background. The emotional aspect of Arabic teachers who teach the Arabic language used in the Al-Quran and hadith fosters the teacher's enthusiasm to become a motivator, inspiration, and facilitator who always looks for solutions to problems in learning Arabic. Even though the teachers are located in the regions, this does not reduce the teachers' identity as teachers with pedagogical, social, personal, and professional competencies. Individuals who play the role of teachers always learn continuously throughout life and have the moral, emotional, and spiritual maturity to behave according to a code of ethics: planning, implementing, reflecting, and evaluating learning. This research recommends exploring the identity of Arabic teachers not only at the regional level but also at the national level.

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INTRODUCTION

On July 3, 2020, the Minister of Culture and Education, Nadiem Anwar Makarim, officially launched the Driving Teacher and Freedom to Learn program (*Program Guru Penggerak Merdeka Belajar*). Nadiem, in his material presentation, explained that the Driving Teacher is a spearhead of the transformation of education in Indonesia, which leads to realizing the achievements of Freedom to Learn. This achievement is formulated in the profile of Pancasila students: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. (KEMENDIKBUD RI, 2020).

In the teaching context, the Driving Teacher focuses on teachers' creative and innovative habits without waiting for orders from anyone to provide the best for students. Innovations made by teachers may only sometimes be successful. However, the Driving Teacher tries to decide what innovations suit his students, school, and environment (Mulyasa, 2021). The Father of National Education, Ki Hajar Dewantara (1940), previously explained that teachers must be able to serve all students' unique and different needs. Therefore, the existence of these innovations may not be separated from the differences in the characteristics of each student. Through the Driving Teacher program programmed by the government, teachers are expected to become holistic, active, and proactive learning leaders to encourage student educational outcomes. They are also expected to implement student-centered learning and become role models and transformation agents in the education ecosystem to actualize the Pancasila Student Profile (Sekolah Penggerak, 2021).

Creating this Driving Teacher, of course, cannot be separated from various forms of professional competence that teachers must master, as formulated in Law Number 14 of 2005 (*Undang-Undang Nomor 14 Tahun 2005*). The teacher, as a leader and facilitator in the learning process (Felix, 2020; Idzhar, 2016; Rahayu, 2019; Zein, 2016), must master these competencies as an identity as well as a standard qualification to become a professional teacher (Hamidah et al., 2022; Mustofa, 2007). Therefore, there are requirements and criteria to participate in this Driving Teacher program, including having taught for at least five years and passing the scholastic aptitude test, teaching simulations, and interviews (Sekolah Penggerak, 2021).

In the Arabic language context, teachers are also required to have identities such as professional identity, cultural and linguistic identity, learner identity, and religious identity to improve the quality of Arabic language teaching and create a learning environment that supports student success (Ilhami, 2020; Ilmiani et al., 2021; Rochman et al., 2022). However, the identity that becomes the standard for qualifications is, in fact, not shared equally by Arabic teachers, especially in several districts in the Kalimantan region. From the initial observations, researchers found that many Arabic language teachers taught at MI, MTS, and MA levels needed to match their last level of education. Many Arabic teachers have an Arabic education background but have yet to practice student-oriented learning. On the other hand, a few Arabic teachers have tried to be innovative and creative in teaching Arabic, disregarding their non-Arabic background. Moreover, in Indonesia, Arabic is still a complex subject for students. (Djais, 2020; Adam & Fitriani, 2023; Falah, 2017; Habibah, 2016; Nazhimah & Faqihulhikam, 2023; Islam, 2015). Therefore, the demand for Arabic teachers to become Driving Teachers is mandatory.

Previous studies have explored teachers' identity and readiness to become professional teachers. Wahdah et al. explored the readiness of Arabic teachers, especially in the aspect of self-efficacy, to become driving teachers. This research reveals that Arabic language teachers, especially at the senior high school level, have high efficacy in driving Arabic teachers (Wahdah et al., 2023).

Hanna et al. analyzed domains related to teacher identity components that were researched between 2000 and 2018. This research shows that teacher identities can be categorized into six main domains: Self-image, Motivation, Commitment, Self-efficacy, Task perception, and Job satisfaction (Hanna et al., 2019).

Lawrence and Nagashima, in their research, examined the influence of Intersectionality of Gender, Sexuality, Race, and Native-speakers on teacher identity. The results show that gender, sexuality, race, and native speakers influence teacher identity in aspects of professionalism and learning practices in the classroom (Lawrence & Nagashima, 2020).

Lankveld et al., in their research, identified factors that strengthen the development of educator identity at the tertiary level. The results show that a positive environment and awards provided by institutions are proven to provide positive development in the identity of educators (van Lankveld et al., 2017).

Golzar, in his research, identified the process of forming teacher identity through classroom practice in the post-method era. The results show that teachers have several obstacles in forming teacher identities in the post-method era, such as inconsistency of curriculum and textbooks with post-method and critical pedagogy, fixed and predetermined assessment, administrative rules, and extreme hegemony of power (Golzar, 2020).

Some research results above have explored teacher identities regarding efficacy, domains, and supporting and inhibiting factors in their development. However, no specific research has explored teachers' identities, especially Arabic language teachers, to become driving teachers as programmed by the government. Based on the background explained above, the researchers wish to explore the identity of Arabic teachers to become Driving Teachers in learning Arabic.

METHOD

Research Design

This study used a mixed method, combining qualitative and quantitative methods. This method used a concurrent triangulation design, a mix of qualitative and quantitative designs equally. It was used simultaneously but independently to answer similar problem formulations (Sugiyono., 2015). This combination focused more on data collection and analysis techniques so that the researchers could compare all data obtained from the two methods. Furthermore, the researchers could make conclusions about whether the two data (quantitative and qualitative) strengthen, weaken, or contradict each other.

On the qualitative side, the researchers used phenomenological research. This study explores the general meaning of several individuals regarding the phenomena of life experiences they face (Creswell et al., 2007). Phenomenology uses life experience to understand better the socio-cultural, political, or historical context in which that experience occurs. The description of the phenomenon consists of "what" is experienced by each individual and "how" they experience it (Moustakas, 1994). In this study, the experiences of Arabic teachers became a "central phenomenon" because, according to the synthesis of

Krzywacki's several studies, experience is essential in forming teacher identity (Krzywacki, 2009).

On the other hand, the researchers used descriptive-quantitative to map and classify the levels of variable indicators obtained through data represented by numbers. The research was conducted for six months, from February 2022 to August 2022. The research location was in the province of Central Kalimantan.

Participants

The subjects of this study were Arabic teachers from several districts/cities in Kalimantan, especially Central Kalimantan. The researchers determined the following criteria: (1) had a minimum of 5 years teaching experience, (2) was around 30-45 years old, (3) had an educator certificate, and (4) lived in an urban area (had adequate internet coverage). The determination of these criteria was intended so that Arabic teachers could provide objective data based on the experiences they have been through while teaching Arabic. Researchers also provided opportunities for those Arabic teachers to withdraw if they objected to providing data related to the research (Hammersley & Traianou, 2012).

The object of this research was the identity of Arabic teachers and their self-efficacy to become Driving Teachers, which was obtained through information on the experiences experienced and felt by the teachers while serving as Arabic teachers.

Data Collection Technique

This study used semi-structured interview techniques and questionnaires to collect data. The interview questions tried to reveal what experiences Arabic teachers had while they were teaching Arabic at school. After that, the questionnaire was given as a comparison material with the data obtained from interviews.

Data Analysis Technique

This study used analysis techniques, starting with the data collection stage, condensation, data presentation, and data verification/conclusion (Huberman & Miles, 2002). Data were generated in numbers and analyzed using descriptive statistics in median and percentage. Later, the data were classified based on the indicators.

RESULT AND DISCUSSION

Arabic is a compulsory subject in Madrasah Aliyah. In Central Kalimantan, Arabic teachers are urgently needed, as seen from the need for more Arabic teachers in Madrasahs with bachelor's degrees in Arabic education. The research showed samples taken from the Madrasah Aliyah level in 13 districts. Three Madrasah Aliyahs need an Arabic teacher with an Arabic education background. Four Madrasah Aliyahs only have 1 Arabic teacher and need to be certified. The rest have 2 Arabic teachers with an Arabic education background but are yet to be civil employees. In other words, they are still adjunct teachers and yet to be certified. To conclude, the researchers met 19 Arabic teachers from 13 districts in Central Kalimantan.

The research team visited madrasahs to conduct face-to-face interviews with Arabic teachers to discover and understand their identities as Arabic teachers. The teachers' names were written in initials to implement the research ethics.

Teacher's Role as a Motivator for Students

Arabic teachers conducted Arabic learning, which they had previously planned. Based on the interview results, it is known that teachers can master the material taught in learning. The teachers consider no material problematic, but some teachers sometimes face challenges teaching Arabic. The difficulty lies in the difference of the student's backgrounds in the class, especially for the tenth graders, who shift from junior secondary level. According to TT, the Arabic materials are simple. The materials were just considered challenging to teach because of the students' diverse backgrounds. IZ added that the materials could be managed. However, it was challenging to explain them to all students because the ability levels of students were different, especially in the tenth grade. AS explained that to recognize the characters of his students, he listened to students' complaints about lesson difficulties and other things they shared with him.

Furthermore, MH said, "I will try to recognize the character of each student and also try to suppress all forms of emotion to take action beyond the limits of his ability." The teacher encouraged students who had difficulties learning Arabic. INS stated that to instill love towards Arabic, he tried to make it clear to students that learning Arabic was not only about getting grades/points but also about understanding Islam and Al-Qur'an. MH introduced Arabic to students through interaction and communication with simple things through Arabic.

On the other hand, AS revealed that cultivating the love of Arabic was done by teaching according to the student's wishes, both in teaching methods and media. SS told the students that Arabic was the language used in worshipping, and the worship would be more comfortable if they understood what they read. SRA explained that he used a fun method. SM cultivated students' love for Arabic by always providing motivation and enthusiasm to learn. Moreover, TT stated: "I provide interesting games in learning Arabic so that students are excited and do not get bored quickly." MM said, "I try to vary the learning strategies."

The Teacher's Role as a Constant Facilitator

MN, ZA, MM, ZAA, and AB shared their experiences in their attempt to foster a love of Arabic by using various methods in a fun way that activated the student's psychomotor skills, so they felt energized when receiving Arabic lessons. Meanwhile, IZ stated that he first discerned and paid attention to the basic abilities of the students to determine the material and methods so that students would not immediately object to receiving lessons. This way, the students would not be surprised by new things, especially students with a non-Islamic boarding school background who have never had Arabic lessons.

Teacher's Role as a Communicator

As a teacher whose job is to educate and teach, the teacher needs to recognize the characters of his students. The teacher does many things to establish teacher-student close relationships. The following were the results of interviews between the researchers and teachers. INS informed: "I ask about my students' hobbies, and I also ask about their aspirations and their daily lives. I ask what is unclear regarding the subject of the Arabic language."

On the other hand, SS explained that he tried to have a good relationship with all students with diverse backgrounds/abilities in learning Arabic so that they were comfortable learning it even though they found it difficult to understand. SM explained that he spent his time with students, while TT studied the characteristics of students by paying attention to

them. He asked how they were doing and their learning difficulties and observed their daily behavior. IZ shared his teaching experience to establish the closeness between teachers and students. He had to appear zealous and enthusiastic in teaching to send students a positive atmosphere so they could also be enthusiastic. MN took a severe but relaxed approach to learning, so learning Arabic was not stressful for the students.

ZA explained that establishing good relations with students began with first giving them a good example so they were comfortable with the teacher. The effort made by MR was frequently asking how students were doing, and the teacher greeted them and smiled every time they met. MM explained that to start good relations with students, he first recognized the student's character from observations in and outside the classroom. WN said he would call and advise students who seemed dominant and overactive in class. Advising the students was done by speaking outside the class, not inside the class, to keep the student's feelings. ZAA mentioned that a teacher had to appear enthusiastic and cheerful constantly. If the class felt bored, sometimes he invited them to sing together. ASS and AB explained that they had to understand the characters of their students who could not be considered teenagers anymore but were still transitioning to becoming adults. RR shared his experience in advising students. He occasionally did it inside and outside the classroom through additional ta'lim activities to strengthen the student's character. Similar to other teachers, SH listened to the students, both their complaints and their stories.

Teacher's Role in Providing Guidance and Inspiration

In carrying out learning, teachers face many obstacles, especially the differences in students' backgrounds, in which they have yet to learn Arabic in their previous schools. Arabic teachers take several actions and steps to overcome this issue. INS explained that he understood these conditions and had to continue motivating and teaching discipline and responsibility in learning Arabic. AS explained that he interacted more effectively according to the student's ability level and background. MH chose the suitable learning method. NS, SM, SRA, and AS had the same view that they could combine various learning methods for one material so that students could understand the lessons.

MM said that the difficulties lay in the differences in the school background, the students' low ability to read Arabic texts, and the fact that a few could not read the Al-Qur'an. MM also shared his experience when initially assigned to be an intern teacher. He said the students were very active when he conducted his internship because he was placed in a favorite madrasah. However, when assigned to the rural area, he was shocked by the conditions he encountered, which were very different from student conditions. The activeness of his students was considered low, and so was their critical thinking. Therefore, he tried hard to apply what he had already learned from the lectures at university. He said, "I really feel troubled, but I still have to try." He explained that he used uncommon media in learning and sought methods to stimulate student activity.

Meanwhile, MH said the difficulties experienced in teaching Arabic were due to students' disfluency in reading or writing. He then recommended that students read a lot and practice writing at home. He also suggested that students who needed help understanding ask the teachers or friends who were capable. SS added that a teacher had to guide the students patiently according to their abilities. IT explained that he first tried to find simple material for the early grade/tenth grade. When the students felt familiar with Arabic material, the frequency could be accelerated with the new materials. IZ explained that the solution to

this problem was to ask all students to memorize vocabulary a week before the class. Another step taken by MN and RR was to teach material from the basics and to stay with those who still needed to learn. At the same time, those who have already strengthened their mastery and maximized their learning could help other students who still need assistance. MR and ZAA did the same thing by teaching students using peer learning. He did not follow textbooks that had high-level or complex content. He developed the materials if the materials from the textbook were considered too complex or too high for the student's level. The purpose of this development was so the students could learn according to their level. WN and ASS provided the basics first to strengthen the initial/basic materials, and they also did not follow the textbook first.

The Teacher Constantly Being Enthusiastic

Nineteen teachers were asked whether they had experienced burnout in teaching, but almost all said they had not. According to them, teaching Arabic was fun and had its challenges. Instead, the more difficulties were found, the more complex the teachers sought solutions.

Some things from the experiences of Arabic teachers keep them excited and happy to teach Arabic. INS said he was delighted when students tried hard to understand the material, were responsive, and could collaborate with their peers. AS mentioned, if the conditions were pleasant for the students, they would be excited and enthusiastic about learning Arabic. Meanwhile, MH said he would be delighted if he received good responses from students when they had mastered reading and writing the Qur'an. SS and RR described how happy they were to see their students when they could follow and understand new material according to MA-level lessons. SRA found it delightful when the students liked the learning methods used. SM, SH, and AB described their experience as exciting and delighted when students were enthusiastic about learning. Arabic material was simple to understand, so it was easy to teach students. IT mentioned that he felt ecstatic when his students' grades were good, as it was a sign that they had mastered the material provided by him. IT, IZ, MR, and MN revealed they were pleased to see their students when they did their assignments well, could answer teacher questions, and seemed enthusiastic about participating in learning. MM, WN, ZAA, and ASS also said they felt satisfied when the students who previously had difficulties could finally master the lesson by showing their excellent learning achievements/outcomes.

Teacher as a Problem Solver

Many problems encountered in learning Arabic require teachers to be problem solvers in dealing with conditions/difficulties in learning. INS emphasized that it was better to try, even though he failed in the end than to fail because he did not want to try first. In this case, he explained that he continuously provided ways for students to understand quickly, even though some did not work occasionally. He would relentlessly continue to find other ways. IZ, who held the never-give-up and onward principle in teaching Arabic, expressed the same. AS held a principle that a teacher had to teach from the heart. He said that he prioritized teaching listening and speaking before writing and using words that were more familiar in everyday life.

Meanwhile, SS held a principle of teaching as simply as possible, expecting that students could understand the material. In contrast, SRA prioritized teaching lessons about *mahārah istimā'* and writing in learning Arabic. SM said that the important thing was that

students could speak and write in Arabic. The principle held by IT' was to love Arabic. He said this principle could make anyone who learned Arabic appear enthusiastic and lively. MN, ZA, and WN stood on the principle that they had to be patient and continuously create innovation with the learning, as all the work was done because of Allah Ta'ala.

On a different note, not all Arabic teachers have an Arabic language education background in Madrasahs, like those found at MAN Barito Timur, MAN Murung Raya, and MAN Kapuas. Meanwhile, at MAN Lamandau and MAN Sukamara, only one Arabic teacher was a civil employee and still needed certification. At MAN Muara Teweh, MAN Kapuas, MAN Kotawaringin Timur, MAN Buntok, and Madrasah Aliyah in Seruyan, there were Arabic teachers with an Arabic education background, but only some were certified. Only 6 out of 19 people had teacher certification. Even so, when the school assigned them to become Arabic teachers, they tried to overcome the problems encountered in the learning process.

Furthermore, to strengthen the identity mapping of Arabic teacher competencies, the research team also distributed questionnaires, which the teachers then filled out to describe their conditions, which had yet to be conveyed through interviews. The questionnaire referred to the indicators of competencies that needed to be acquired by teachers. It was formulated according to Law Number 14 of 2005: pedagogic competence, personal competence, social competence, and professional competence. The questionnaire contained statements related to the indicators of each of these competencies. The following was the data obtained by the research team.

Table 1. Pedagogic Competence

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
1	I usually identify the students' basic abilities in Arabic subjects.	19	0	0	5	9	5	4	High
2	I identify the students' difficulties in learning Arabic.	19	1	0	5	10	3	3,73	High
3	I identify students' learning styles so I can conform to the strategies used in Arabic learning.	19	0	1	4	0	14	4,42	High
4	I use different strategies so that the students feel enthusiastic and feel energized.	19	0	0	1	15	3	4,10	High
5	I classify the methods and strategies and conform them with the material characteristics.	19	0	1	6	9	3	3,73	High

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
6	I facilitate the students' learning to actualize their potency and creativity.	19	1	2	3	4	5	2,89	Moderate
7	I implement the process of learning evaluation and assessment.	19	0	0	3	10	6	4,15	High
8	I attempt and relentlessly keep holding on to solve the problems faced in teaching.	19	0	0	3	11	5	4,10	High
Average							3,89	High	

Based on the data above, Arabic teachers had high pedagogical competence. The teachers observed and identified students' basic abilities and difficulties and then used them to plan the materials or to consider what materials would be given to students. Arabic teachers continuously tried to find strategies and methods to facilitate the students' learning of Arabic. However, teachers were still found in the medium category in their attempt to increase student creativity in learning. They occasionally took action that raised and built students' creativity. Arabic teachers constantly conducted learning evaluations and assessments of student assignments. They also moved forward and found ways to determine if the students still needed assistance learning Arabic. It could be concluded that the pedagogical competence of Arabic teachers at Madrasah Aliyah in Central Kalimantan was considered high.

Table 2. Personality Competence

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
1	Being ready to accept criticism and admonition.	19	0	3	2	10	4	3,78	High
2	Constantly enthusiastic about teaching	19	0	0	1	11	7	4,31	High
3	Constantly appearing neat and polite in dressing	19	0	0	1	8	10	4,47	High
4	Having moral, emotional, and spiritual maturity.	19	0	0	1	14	4	4,15	High
5	Being empathetic towards the students	19	0	0	0	8	11	4,57	High

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
6	Knowing and mastering how to foster/nurture the students' characters	19	0	0	2	13	4	4,10	High
Average								4,23	High

Based on the above data, Arabic teachers have personalities that their students could emulate. Teachers were consistently high in enthusiasm, neatly dressed, and polite. Arabic teachers also had high emotional, moral, and spiritual maturity. The values contained in Arabic as the language of the Qur'an were also manifested in Arabic teachers' behavior. They were empathetic to students who had difficulties learning the language. Arabic teachers, aside from teaching language, also taught characters. Overall, the personality competence of Madrasah Aliyah Arabic teachers in Central Kalimantan was categorized as high.

Table 3. Social Competence

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
1	Communicating politely and empathizing with the students, other school residents, parents, and community.	19	0	1	1	7	10	4,36	High
2	Finding it easy to communicate with all the people at and outside the school.	19	0	0	4	10	5	4,05	High
3	Trying to understand today's students' characteristics	19	0	1	3	10	5	4	High
4	If a teacher or a student were experiencing trouble or enjoyment, I also experienced what they felt.	19	0	0	4	9	6	4,10	High
5	Cooperating with school personnel in various educational activities	19	0	0	2	9	8	4,31	High
6	Trying to be flexible in dealing with the students	19	0	0	0	8	11	4,57	High
7	Trying to move the educational ecosystem together with the teachers and other school residents	19	0	2	3	12	2	3,73	High
Average								4,16	High

According to the data above, the social competence of Arabic teachers was in the high category. Teachers communicated well with students, colleagues, and residents inside and

outside the school. This excellent communication conducted by teachers was due to their understanding of the characters of their students. They also empathized with the difficulties experienced by their students and were actively involved in enlivening the school atmosphere together with other teachers.

Table 4. Professional Competence

Num ber of Items	Statement	N	Score					Median	Category
			1	2	3	4	5		
1	I use suitable learning media according to the students' characteristics.	19	1	0	7	0	11	4,05	High
2	I have many IT-based teaching materials/evaluations of the material/test development results	19	1	4	6	8	0	3,10	Moderate
3	I reflect on the learning results to improve the next learning activity.	19	0	1	4	12	2	3,78	High
4	I conduct classroom action research to improve the learning quality in Arabic subjects.	19	3	7	8	1	0	2,36	Low
5	I master all the materials I teach.	19	0	0	0	13	6	4,31	High
6	I upgraded myself in learning strategies.	19	0	1	4	11	3	3,84	High
7	I always find a way to teach creatively and innovatively.	19	0	1	1	12	5	4,10	High
8	I mastered the essential competencies, Competency Achievement Indicators (<i>Indikator Pencapaian Kompetensi/IPK</i>), and learning objectives in Arabic learning in every meeting.	19	0	0	6	11	2	3,78	High
Average							3,66	High	

Based on the data above, the teachers usually used media in teaching Arabic and constantly reflected on their Arabic learning to improve the following material. The teachers connected the material studied with the following material sequence. All teachers mastered Arabic teaching materials and constantly tried to find a suitable method or used their creativity to convey the materials so students could readily accept and master them. The teachers understood the essential competencies given to students, the indicators, and the

learning objectives prepared in the lesson plans. However, in terms of IT-based evaluation development, it still needs to be used optimally. The teachers have yet to conduct research, especially Classroom Action Research (*Penelitian Tindakan Kelas/PTK*), to solve learning problems. However, Arabic teachers have met the overall indicators of teacher professional competence. Therefore, it was considered high.

ANALYSIS

Teaching is a delicate and complex act. It requires the teacher to analyze the situation and consider student variables, texts, knowledge, abilities, and objectives to formulate and implement a teaching approach every day, minute by minute, in an ever-changing context. It requires empathy towards the students, knowledge in a field, understanding of how learning occurs, generating practice from an idea, and the power to immediately evaluate whether it is going well or needs to be adjusted. In addition, teaching depends on the teacher's capacity to think ahead, follow intuition, and appear convincing to the audience. It is not only about teaching; teachers are always demanded to be leaders, direct activities, and manage time efficiently. To do this well, a teacher must inhabit the classroom as if it is the most natural place in the world. A teacher must be tolerant towards the bureaucratic situation ethically compromised within the school. This ability suggests that teaching demands nothing less than identity to accomplish these tasks and is more than role-playing.

The identity raised relates to the identity construction itself, such as the teacher's knowledge and beliefs, competence or expertise in language teaching, and the teacher's emotional intelligence in teaching Arabic. Teachers describe their experiences of articulating their identity as Arabic teachers: who they are, for themselves and others in various contexts of teaching Arabic. Teachers face social interactions in the classroom and school environment in various contexts relevant to teaching Arabic. The identity of knowledge is seen and done by the teacher. The language teacher's knowledge is related to the language material, which refers to the construction of pedagogical content knowledge. Teachers also apply practical knowledge to adjust learning approaches/methods. The teacher's identity in mastering this knowledge/material leads to the belief that the teacher could teach Arabic. The data from interviews and questionnaires obtained from teachers all refer to the context of teaching Arabic, in which, for teachers, there is an orientation towards mastery of knowledge and self-confidence in teaching Arabic and the teacher's emotional intelligence. It is reflected in pedagogy, personality, and social and professional competence. The researchers found that teachers position themselves in their workplace by paying attention to their roles and identities, which cannot be separated from the issues of knowledge and competence.

In describing the teacher's identity, the teachers carry out the process of imagining themselves as professionals. It is a crucial stage in developing an effective teacher's identity. Professional identity can be one of the components from various perspectives of a person's identity related to their professional status as a teacher. Professional identity is not merely an ongoing process for a teacher. As an educator, a teacher also constantly relies on (and adapts) their self-understanding to make meaning from their current experience. It is an outgrowth, a dynamic product of knowledge, purpose, and self-understanding enacted in and shaped by daily practice. In the literature, teacher professional identity can be traced into three categories of studies, focusing on different aspects: (1) the formation and development of

teacher professional identity; (2) the identification of the characteristics of the teacher's professional identity, and (3) the professional identity represented by the teacher's narrative (Titu, 2019).

Meanwhile, a supportive and warm environment can increase student confidence to articulate their feelings without fear of rejection or judgment (Safari, 2018). In learning Arabic at Madrasah Aliyah, teachers have provided opportunities for students to express their feelings, thoughts, and inner worlds in learning Arabic. Conditions where they are provided with this opportunity for expression will pave the way for their future advancement (Tohidian, 2016). As shown in the statements of several teachers who pay attention to students, they perform creativity in learning so that learning can be lively, warm, and fun. The teachers also listen to the difficulties students face.

Teachers who recognize themselves while teaching Arabic will shape their identity to become the teachers they want to be. The experience they perceive in teaching includes knowledge, emotional intelligence in dealing with the learning process and learning environment, and other competencies they have as an asset in managing the students. Constructing a teacher's identity relies on experience or the physical application of ideological positions to produce results. The experience itself, when it occurs in the present moment, is the actual embodiment (or attempted embodiment) of a particular identity position. The narratives told after the experience represent each teacher's attempt to understand the experience and reflect on how they adjust this experience to their personal and professional development (Alsup, 2006).

Teacher identity shapes their responsibilities and performance as classroom teachers, who must consider students' behavioral problems and comprehension abilities. It should be noted that the identity of the teaching profession has shifted from the first year to the third year, from "facilitator" to become more "authoritative." In this research, they recognize their role as teachers and how they view their identity in continuous development as teachers who are ready to become Driving Teachers. When these teachers reflect on their identity, securing their commitment to the work that shapes their disposition to be Driving Teachers is vital.

Teachers must also be good at getting along with colleagues and superiors. Teachers are expected to become friends and share joys and sorrows. They can appease the students, and their presence will always be missed. It is not suggested to be a teacher whose existence becomes the source of trouble and who is avoided by the school residents. Sociable teachers will find it easier to deal with the characters of their students, who may be cowardly, shy, aggressive, temperamental, or introverted. With a friendly attitude, teachers can easily communicate and treat each student equally according to the student's character. The teachers must also instill good character. Slowly but surely, timid students can become brave with the teacher's guidance. In practicing social competence, there is much that teachers can do, including understanding the world around them or the environment. Every environment usually has different rules, customs, and procedures. In this case, the teacher can surely adapt to the world of education and the industrial environment. For example, when taking students for comparative studies or internships in factories, related agencies, or public service areas, the teacher must shape the students' attitudes and character to adapt to the environment. In addition, teachers also play a role so that schools can become reformers who can transmit good behavior.

The interpretive content analysis focuses on one aspect of forming a teacher's professional identity and developing their self-perception as a teacher. The teachers' opinions must be considered to discover new developments. It measures to an extent where a person can articulate an image of his practical personal identity as a teacher. It involves more than a statement of belonging to the teacher's professional community. It also incorporates understanding the complex practice and the ethical behavior associated with effective engagement in a complex classroom environment. The other aspects of forming professional identity and giving opinions develop through people's interpretations and reinterpretations of their experiences. Teacher professional development is intertwined with experience and learning in specific contexts. It is not a stable entity, but it is one of the ways of explaining and justifying their experience. Teachers can use this justification to monitor and direct their professional development.

Another part is the internal process of constructing self-presentation as a teacher. It is aligned with earlier internalization and inner understanding in growing to become a teacher. Experience plays a role in this process (Krzywacki, 2009).

The effectiveness of a teacher depends on their demonstration of affective characteristics. It is innate in most teachers. Teachers want to be encouraging, enthusiastic, and caring. Creativity and challenges in specific teaching skills are more related to the type of materials and activities and their level and suitability. The convenience and facilities in these two fields come with experience and familiarity with the syllabus and material. Lastly, teachers who know themselves well give credibility and status in the eyes of their students.

CONCLUSION

The identity of Arabic language teachers in Central Kalimantan has been formed from their experiences. It demands them to do more, even though some teachers come from non-Arabic educational backgrounds. The emotional aspect of the Arabic teacher who teaches the Arabic used in the Al-Quran, and hadith fosters the teacher's enthusiasm to become a motivator, inspiration, and facilitator who always finds solutions to problems in learning Arabic. Even though the teachers are located in rural regions, their identity as teachers with pedagogical, social, personality, and professional competence remains intact. They play the role of teachers who always learn continuously throughout their lives and have the moral, emotional, and spiritual maturity to behave according to a code of ethics: plan, execute, reflect on, and evaluate learning. This research has limitations, such as the condition of the participants who were only taken from one province, Central Kalimantan. Therefore, it cannot be generalized nationally or internationally. Further research is needed to cover a broader range of participants and explore Arabic teachers' self-efficacy to become Driving Teachers.

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AUTHOR CONTRIBUTIONS STATEMENT

[H] organizes the study, obtains and evaluates the data, and writes the manuscript. [NW] assists in creating the research idea and manages the investigation. [MRM] wrote the

methodological and analysis section of the paper. [AS] assists analyzed. Moreover, compiled by all of the authors contributed to the compilation of pertinent references and literature.

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