

# Design of Profesional Competence for Arabic Teachers based on a Praxeological Approach in Secondary Schools: A Systematic Literature Review

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## Design of Profesional Competence for Arabic Teachers based on a Praxeological Approach in Secondary Schools: A Systematic Literature Review

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### ABSTRACT (11 PT)

This study aims to design professional competence for Arabic language teachers in secondary schools using a praxeological approach, which focuses on three primary cycles: see, act, and judge. This study uses the Systematic Literature Review (SLR) method. In data collection, this study uses three databases, namely Google Scholar, Emerald, and ScienceDirect, which are open-access for collecting literature. Through a systematic literature review, this study explores how these three cycles can be integrated to improve the professional competence of Arabic language teachers in teaching Arabic. The results of this study indicate that the design of professional competence based on praxeology for Arabic language teachers consists of the see cycle, which has indicators: Teachers diagnose the difficulties experienced by students in expressing something using Arabic and other foreign languages. At the same time, the act cycle emphasizes the implementation of learning strategies carried out by teachers according to the results of the diagnosis of student difficulties. At this stage, teachers are required to have the ability to speak Arabic and other foreign languages (multilingual). Then, The judge cycle refers to evaluating the effectiveness of the actions that have been taken, aiming to improve and continuously develop teaching practices. Integration of this approach in teacher training programs is highly recommended to improve the standards of professional competence of Arabic language teachers in secondary schools.



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## INTRODUCTION

The professional competence of teachers plays a central role in improving the quality of teaching and learning outcomes of Arabic in schools. Arabic teachers can be said to have professional competence if they have mastered the subject matter, which is their responsibility, and have mastered the enrichment materials that support the lesson (Alhashmi & Moussa-Inaty, 2021; Asmawati, & Malkan, 2020; Febriani et al., 2020). In line with the opinion Situmorang et al. (2022) that professional competence requires teachers to master the material being taught, including the steps needed to deepen their mastery of the field of study they teach. Therefore, by learning the subject matter, Arabic teachers are expected to be able to explain the subject matter in-depth and comprehensively and be understood by students.

Teachers must be experts in their fields; if teachers are not experts in their fields, teachers will avoid difficulties in carrying out their duties and realize quality Arabic language learning (Arsal et al., 2024; Hamed et al., 2024; Yusuf, 2023). Therefore, Arabic language teachers must strive to improve their professional competence in mastering the subjects taught. With their expertise, Arabic language teachers will not experience difficulties carrying out their duties, so the learning process can run effectively and efficiently.

Legally, in the regulation of the Minister of National Education Number 16 of 2007, professional competence indicators consist of five indicators, namely (1) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, (2) mastering the competency standards and essential competencies of the subjects being taught, (3) developing the learning materials being taught creatively, (4) developing professionalism continuously by carrying out reflective actions, (5) utilizing information and communication technology to communicate and develop themselves (RI, 2007). However, in general, these five indicators are intended for all teachers in various subject areas, and are not specifically for Arabic language teachers. Because, according to Sanusi et al. (2022), the professional competence of Arabic language teachers is closely related to the foreign language skills, especially Arabic, possessed by teachers in teaching in class.

However, based on previous research results, teachers' professional competence in schools has yet to reach its maximum stage. This is evidenced by research by Arsul et al. (2020) that based on the results of the principal's supervision, the professional competence of teachers still needs to be improved in the planning, implementation, and evaluation of learning activities. Therefore, supervision from the principal must continue to be carried out to enhance teachers' professional competence, especially Arabic language teachers. In addition, research conducted by Sanusi et al. (2020) showed that many Arabic language teachers only focus on delivering the material in the textbook without exploring more deeply, such as in the direct use of Arabic in teaching. In line with this,

Nurbayan's research (2023) results also stated that teachers always use Indonesian to explain the material. Hence, the ability to communicate in Arabic or other foreign languages is not well-honed. In fact, in the Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022 concerning guidelines for implementing the independent curriculum at the school level, it is explained that the purpose of developing content standards in Arabic Madrasah Aliyah includes preparing students to have communication competencies using Arabic (RI, 2022). In addition, the results of Sanusi's (2024) study

revealed that Arabic teachers only focus on delivering material without systematically looking at the most crucial aspects that must be done first in teaching. This is because the knowledge of Arabic possessed by students varies greatly. As a result, the methods teachers use in teaching do not match the actual problems students face in learning, so the objectives of learning Arabic are not achieved effectively. Al-Muslim et al. (2021) emphasized that the weak professional competence of Arabic teachers impacts the quality of learning and the expected graduates.

However, the results of previous studies on the professional competence of Arabic language teachers have yet to describe how to look at the professional competence of teachers in general and how to improve it through training. They do not discuss crucial professional competence indicators, namely what teachers should do first in teaching Arabic before continuing to deliver material at each learning meeting. In other words, Arabic language teachers often only carry out specific learning tasks, from preparing learning plans and implementing learning to evaluating learning that merely fulfils obligations and lacks creativity (Alfayez, 2022; Nurbayan et al., 2021; Nurhadi & Hilmi, 2022; Sanusi & Albantani, 2021; Smare & Elfatih, 2022). As a result, the objectives of learning Arabic still need to be achieved optimally. Given what professional competence indicators are most important for Arabic in high schools, it is necessary to design professional competence based on praxeology for Arabic language teachers. Praxeology is related to teachers' efforts to achieve the desired learning objectives, which include three cycles, namely the see, act, and judge cycles (Mises, 2016). In addition, praxeology in teaching Arabic emphasizes the importance of teachers diagnosing first before teaching or delivering material so that the actions to be taken are appropriate and on target with the needs of students in learning Arabic.

## METHOD

### Research Design

This study uses a Systematic Literature Review (SLR) approach to explore and analyze the design of professional competency based on praxeology for Arabic language teachers in high schools (Van Dinter et al., 2021). SLR is conducted to identify, evaluate, and synthesize relevant studies in academic literature with a systematic and structured approach. The primary purpose of this literature review is to develop a deep understanding of the elements of professional competency and their practical applications in the context of Arabic language education. Thus, the questions in this study are based on the needs of the chosen research theme, namely, how is the design of professional competency based on praxeology for Arabic language teachers in high schools? In answering the research question, the researcher determined the steps using this SLR through the following stages.



Figure 1. Steps in SLR research

Based on Figure 1, this SLR research is explained in more detail as follows:

#### 1. Data Search Criteria

The search criteria carried out in this study include journal articles, books, research reports, and academic documents that are relevant to the design of professional competence, especially for Arabic language teachers in schools. Specifically, the selected articles are listed as follows. The language of the article is written in English and Indonesian. Then, the period includes articles published in the last five years (2019-2023) to ensure the relevance and novelty of the information with the keywords: "professional competence", "Arabic language teachers", "Arabic language teaching", and "praxeology".

#### 2. Data Search Procedure

The research procedures carried out in this study consist of:

- a. Database: The search was conducted through major open-access academic databases such as Google Scholar, Emerald, and ScienceDirect. This database was selected to ensure broad and relevant literature coverage.
- b. Search Strategy: Use a combination of relevant keywords to the research topic. The search was conducted using Boolean techniques (e.g., "professional competence" AND "Arabic teacher" AND "praxeology").
- c. Article Selection: Articles generated from the initial search were screened based on abstracts and keywords. Articles that met the relevance and quality criteria were downloaded for further evaluation.

#### 3. Inclusion and Exclusion Criteria

In this study, the researcher also determined the inclusion and exclusion criteria so that the selected data sources were high-quality and credible. The inclusion criteria include (1) English-language articles that discuss the professional competence of teachers and praxeology in language teaching, (2) The time span includes articles published in the last five years (2019-2023), and (3) journal articles in the Google Scholar, Emerald, and Science Direct databases that are open access.

The inclusion criteria in data selection include (1) articles that are not relevant to the professional competence of teachers and (2) studies that focus on something other than Arabic language education or secondary schools. (3) Publications that do not meet the quality standards of scientific writing.

#### 4. Data Analysis Process

The data analysis process in the study begins with the selected articles which will be extracted with a focus on information related to the professional competence of Arabic language teachers, the challenges faced by Arabic language teachers, praxeology in teaching, and Arabic language teaching methods applied in schools. Then, the findings from the articles will be categorized based on the main themes, such as elements of teacher professional competence, praxeology in teaching, Arabic language teaching methodology, and Arabic language learning outcomes.

Then, the results of the data extraction will be synthesized to identify patterns, similarities, and differences in the design of professional competence for Arabic language teachers. The analysis will be conducted to determine best practices and recommendations for the development of professional competence in the context of Arabic language education.

#### 5. Data Validity and Reliability

This study cross-checks with other relevant studies and confirms the findings with additional literature if necessary. In addition, the draft literature review will be reviewed by experts in the field of Arabic language education, ensuring the quality and accuracy of the analysis. Their input is invaluable in maintaining the high standards of this study. By using this systematic method, this study aims to provide comprehensive guidance on the design of effective professional competence for Arabic language teachers in schools, as well as offer evidence-based recommendations for practice and professional development.

## RESULT AND DISCUSSION

### Results

The researcher collected literature after going through several stages of article screening to find articles relevant to the research issue on the professional competence of Arabic language teachers based on praxeology. In the final stage, 15 relevant literature articles were found in four databases, namely Google Scholar, Emerald, and ScienceDirect, which are open access. From the three journal databases with a publication range of 2019-2024, 19,535 articles were found related to professional competence. However, there were only 18 articles that were relevant to the four established criteria. The 18 articles are listed in the following table.

**Table 1. List of articles that meet the criteria**

| No | Titles  | Years | Criteria Assessment (CA) |      |      | Results    |
|----|---|-------|--------------------------|------|------|------------|
|    |   |       | CA 1                     | CA 2 | CA 3 |            |
| 1  | The Pedagogic and Professional Competencies of Arabic Language Teachers in The Public Islamic High School (MAN 1) Mojokerto | 2021  | Yes                      | Yes  | Yes  | Acceptable |
| 2  | Writing Scientific Journals In The Field Of Religion And Arabic To Increase Teachers' Professional Competence.              | 2021  | Yes                      | Yes  | Yes  | Acceptable |



| Title   Author |  |      |     |     |     |            |
|----------------|--|------|-----|-----|-----|------------|
| 3              | The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them in Jordanian schools               | 2021 | Yes | Yes | Yes | Acceptable |
| 4              | Praxeology Concept: Investigating the Actions of Primary School Teachers in Achieving Arabic Teaching  | 2022 | Yes | Yes | Yes | Acceptable |
| 5              | Developing a Professional Learning Community to Teach Arabic for Intercultural Citizenship   | 2023 | Yes | Yes | Yes | Acceptable |
| 6              | Implementation of Fully Online Microteaching Model to Improve the Teaching Competence of Arabic Language Pre-Service Student Teachers                        | 2023 | Yes | Yes | Yes | Acceptable |
| 7              | Competent Teacher Ideal Professional Certified Character and Progressive Perspective of Kitab Al-Rasul Al-Muallim  | 2023 | Yes | Yes | Yes | Acceptable |
| 8              | Competence of Arabic Language Learning Media Lecturers in the Perspective of the Australian Federation of Modern Language Teachers Associations (AFMLTA)     | 2024 | Yes | Yes | Yes | Acceptable |
| 9              | Supporting teacher professional learning in Oman: The effects of principal leadership, teacher trust, and teacher agency                                     | 2024 | Yes | Yes | Yes | Acceptable |
| 10             | Full Online Teacher Training Service Scheme on Improving Pedagogical and Professional Competencies   | 2024 | Yes | Yes | Yes | Acceptable |
| 11             | Perceived competence of teachers in the implementation of trauma-informed practices for students with disabilities in classrooms in the United Arab Emirates | 2024 | Yes | Yes | Yes | Acceptable |
| 12             | Preschool female teachers' acquisition of professional competencies for students with disabilities' inclusion in mainstream schools                          | 2024 | Yes | Yes | Yes | Acceptable |
| 13             | The Professional Competence of Faculty Members from The Students' Perspective at Kuwait University and   | 2024 | Yes | Yes | Yes | Acceptable |



| Title   Author |   |           |            |      |     |     |     |            |
|----------------|---|-----------|------------|------|-----|-----|-----|------------|
|                | Palestine   | Technical | University |      |     |     |     |            |
|                | Kadoorie  |           |            |      |     |     |     |            |
| 14             | Teachers' perceptions of the epistemic aims and evaluation criteria of multiple text integration  |           |            | 2024 | Yes | Yes | Yes | Acceptable |
| 15             | Exploring Transnationality as a Resource for Promoting Social Justice in Language Teacher Identity Construction: Insights from an Inquiry Group |           |            | 2024 | Yes | Yes | Yes | Acceptable |

## Discussion

The design of professional competence of Arabic language teachers based on the praxeology approach refers to the concept that learning must focus on the language problems faced by students. After the teacher can diagnose the most crucial problems in language, he is required to take targeted and appropriate actions (Ekasanti et al., 2021). In practice, the actions taken by the teacher must be supported by his abilities in the language aspect, including mastery of learning materials. Praxeology in teaching Arabic consists of three primary cycles: see, act, and judge. The following is a discussion related to these cycles (Sanusi et al., 2022).

Table 2. Praxeology-based professional competency indicators

| Teacher Competence                                  | Praxeology cycle | Indicators  |
|---|------------------|---|
| Professional competence of Arabic language teachers | See              | Teachers diagnose the difficulties experienced by students in expressing something using Arabic and other foreign languages               |
|   |                  | Teachers are committed to overcoming students' language problems and have clear goals in teaching   |
|   |                  | Teachers have a vision and mission to teach Arabic  |
|   | Act              | Teachers can speak Arabic and other foreign languages (multilingual) intensively when opening, presenting materials, and closing learning |
|   |                  | Teachers can explain the differences and similarities between Arabic and other foreign languages in delivering materials (contrastive)    |
|   |                  | Teachers can correct students' language errors when expressing sentences in Arabic or other languages                                     |

| Title   Author |   |
|----------------|---|
| Judge          | Teachers conduct formative and summative evaluations on the objectives of learning Arabic that have been set                |
|                | Teachers review the achievement of Arabic language learning objectives after conducting formative and summative evaluations |
|                | Teachers make improvements so that Arabic language learning becomes more effective and efficient                            |

a. See cycle

Arabic language teachers are expected to observe and identify the learning situation, classroom environment, and students' needs at this stage. In the context of praxeology, seeing does not only mean seeing physically but also understanding and evaluating the Arabic language learning situation (Clementi et al., 2024). This is because learning a foreign language, such as Arabic or other languages, is often challenging for students. Mastering a foreign language requires an understanding of grammar and vocabulary and practical communication skills (Al-Qatawneh et al., 2021; Hidayah et al., 2023). One of the essential tasks of a teacher in learning a foreign language is to diagnose the difficulties experienced by students in expressing something using that language.

This indicator of student difficulty diagnosis is essential because it can help teachers design the right strategy to overcome learning obstacles and improve students' competence in communicating using a foreign language. Before making a diagnosis, teachers need to understand the types of difficulties that students usually face when expressing something in a foreign language (Kaçar, 2023; Hendawy et al., 2024). These difficulties can be divided into several categories:

- 1. Phonological Difficulties: Difficulty pronouncing certain sounds or sounds not in the student's mother tongue.
- 2. Grammatical Difficulties: Errors in sentence structure or grammar.
- 3. Lexical Difficulties: Limited vocabulary or inappropriate use of words.
- 4. Pragmatic Difficulties: Understanding the context or social rules in language use.
- 5. Psychological Difficulties: Emotional factors such as fear of being wrong or lack of self-confidence hinder students in speaking or writing (Pratama et al., 2021).

As part of the diagnostic process, teachers can invite students to reflect on and discuss their experiences in learning the language (Putra et al., 2024; Zhang-Wu & Tian, 2023). Teachers can use guiding questions, such as: what do you find most challenging when speaking Arabic?, do you often feel hesitant when choosing words when speaking or writing?, how do you feel when communicating with friends or teachers in a foreign language?.

Through these discussions, teachers can identify students' feelings and perceptions of the difficulties they experience, which may not be visible from observations and tests alone (Arifmiboyk et al., 2024; Murphy et al., 2023). After

diagnosing the difficulties students face, teachers must design appropriate intervention strategies. Some approaches that can be taken are:

1. Personal approach: Providing additional individual guidance to students who experience specific difficulties.
2. Communal approach: Involving students in group activities to increase their confidence and ability to speak socially.
3. Vocabulary enrichment: Using vocabulary cards, language games, and audiovisual media to enrich their mastery of new words.
4. Pronunciation exercises: Conducting special exercises to help students improve difficult pronunciations, such as voice recordings or repetition of correct pronunciation models (Kamkankaew, 2024).

Teachers can also work with parents to monitor students' development outside the classroom, especially regarding using a foreign language at home. In addition, if more severe difficulties are found, teachers can involve linguists or educational psychologists to provide a more in-depth evaluation and recommend specific methods to help students (Opoku et al., 2024; Willow et al., 2024). Thus, diagnosing students' difficulties in expressing something using Arabic and other foreign languages is a necessary process that requires special attention and skills from teachers. By understanding the various types of problems experienced by students, teachers can help students overcome obstacles in learning Arabic and improve their communication skills significantly.

b. Act cycle<sup>4</sup>

The professional competence of Arabic language teachers is the ability and skills that a teacher must possess to teach effectively, efficiently, and with high quality. In the act cycle, this competence is demonstrated through concrete, targeted actions during the learning process. The act cycle has six indicators: (1) treatment in overcoming students' language problems. (2) vision and mission in teaching. (3) ability to speak Arabic and other foreign languages. (4) contrastive ability. (5) ability to correct language errors, and (6) ability to conduct summative and formative evaluations.

1. Teachers are committed to overcoming students' language problems and have clear goals in teaching

The first indicator in the act cycle is the teacher's commitment to overcoming students' language problems. This includes the teacher's ability to recognize students' difficulties in learning Arabic, such as pronunciation, grammar, or vocabulary. Teachers must be committed to providing short-term solutions and ensuring long-term improvement for students in overcoming these difficulties (Almazroa & Alotaibi, 2023).

In addition, teachers must have clear goals in teaching. These goals include achieving specific, realistic, and measurable learning targets. For example, goals can be improving students' oral communication skills in Arabic, improving writing skills, or a deeper understanding of classical and modern Arabic texts. With clear goals, teachers can create focused and effective learning plans.

2. Teachers have a vision and mission in teaching Arabic

A strong vision and mission are the foundation for a teacher's success (Mincu et al., 2024). The vision reflects a long-term view of how teaching Arabic can benefit students in the future. Teachers who have a vision will think about the positive impact

they want to produce, such as competent students who can compete globally, both in academic and professional fields.

Meanwhile, the mission is the steps or approaches taken by the teacher to achieve the vision. A teacher's mission can include; developing interactive teaching methods, using technology in Arabic language learning, and integrating Arabic culture into the curriculum. Teachers can motivate themselves and their students to learn better with a clear vision and mission.

3. Teachers can speak Arabic and other foreign languages intensively when opening learning, presenting materials, and closing learning

Language competence is one of the leading indicators of the professional competence of Arabic language teachers. An excellent Arabic language teacher must be able to use Arabic intensively in various learning contexts, both when opening, presenting materials, and closing learning (Abuemira. 2024; Albadawi, 2024).

When opening learning, the teacher can start by greeting in Arabic, explaining the purpose of the day's lesson, and motivating students to use Arabic (Huda & Hanifah, 2023). During the presentation of the material, the teacher must be able to illustrate essential concepts, provide examples, and answer students' questions in Arabic. At the end of the lesson, teachers can also reflect or review using Arabic and give students assignments or oral evaluations. In addition, the ability to speak other foreign languages, such as English or other relevant languages, is also an added value. Using other foreign languages can help students compare language structures or understand complex material with the help of a language that is more familiar to them.

4. Teachers can explain the differences and similarities between Arabic and other foreign languages in delivering material

The contrastive approach is one of the effective methods in teaching foreign languages, including Arabic. A competent teacher must be able to explain the differences and similarities between Arabic and other foreign languages, such as English or local languages (Abdullah et al., 2023). Teachers can explain the differences in the phonetic system between Arabic and other foreign languages or differences in grammatical structures such as verb forms, plural forms, or sentence layout. By showing these similarities and differences, teachers can help students understand Arabic better, especially for students who have mastered other foreign languages. The contrastive approach can also help students realize common mistakes they make due to the influence of their mother tongue or other foreign languages they are learning. Teachers can use this technique to build linguistic awareness and accelerate learning of Arabic.

5. Teachers can correct students' language errors in expressing Arabic or other foreign language sentences

A critical competency that Arabic teachers must have is the ability to correct language errors. Mistakes can occur in various aspects, ranging from pronunciation and sentence structure to the use of inappropriate words. Teachers must have the skills to identify these errors and provide constructive feedback to students quickly (Zhang & Fiorella, 2023). Correcting language errors is a critical competency for Arabic teachers. Mistakes can occur in various aspects, from pronunciation to sentence structure. Teachers must be adept at quickly identifying these errors and providing



constructive feedback to students (Farra & Al-Atawi, 2024; Yang, 2024). It's important to correct these errors in a supportive manner, one that enhances students' understanding without diminishing their self-confidence. For instance, if students make mistakes in verb forms, teachers can explain the correct form and provide additional exercises to reinforce their understanding. This correction can be integrated into teaching and learning activities or through written assignments.

6. Teachers carry out summative and formative evaluations according to the Arabic language learning objectives that have been set

Evaluation is an essential component in the act cycle. Summative and formative evaluations help teachers measure student achievement against the learning objectives that have been set (Primor & Barzilai, 2024). Formative evaluations are carried out during the learning process to monitor student progress periodically. This can be in the form of short quizzes, individual assignments, or oral assessments that are carried out routinely. Formative evaluations allow teachers to adjust teaching strategies based on student needs and development (Stanja et al., 2023). At the same time, summative evaluations are carried out at the end of a unit or semester to assess the overall achievement of students (Ismail et al., 2022). This evaluation can be in the form of a written exam, an oral exam, or a project that assesses students' abilities in various aspects of Arabic, such as text comprehension, speaking, writing, and listening skills. Summative evaluation provides a comprehensive picture of how students have achieved the learning objectives.

Through systematic evaluation and learning objectives, teachers can ensure that students understand the material taught and apply it in authentic contexts (Lee, 2022). Thus, the indicators of professional competence of Arabic language teachers in the act cycle cover various significant aspects of successful learning. Commitment to addressing language issues, a clear vision and mission, multilingual skills, the ability to explain language differences and similarities, the ability to correct student errors, and the implementation of summative and formative evaluations are all key elements a professional Arabic language teacher must possess. By meeting these indicators, teachers can improve the quality of Arabic language teaching and significantly contribute to developing student competence in Arabic and other foreign languages.

#### c. Judge Cycle

A teacher's professional competence involves not only the ability to teach in the classroom but also the ability to assess, evaluate, and improve the learning process (Obied & Alajmi, 2024; Suchyadi et al., 2020). In the context of the judge cycle, assessment is not only aimed at measuring student learning outcomes but also to review the achievement of learning objectives and make improvements to increase the effectiveness and efficiency of the learning process. Therefore, in the judge cycle, there are two indicators: (1) a review of the achievement of learning objectives after formative and summative evaluations and (2) improvements made to increase the effectiveness and efficiency of Arabic language learning.

1. Teachers Review the Achievement of Arabic Language Learning Objectives After Conducting Formative and Summative Evaluations

The first indicator in the judge cycle is the teacher's ability to review the achievement of Arabic language learning objectives after conducting formative and

summative evaluations. This review process is essential to determine the extent to which learning objectives have been achieved and to identify areas where students may still experience difficulties (Tai et al., 2024). In addition, formative evaluations are carried out during the learning process to monitor student progress continuously. Teachers conduct formative evaluations through quizzes, class discussions, oral language exercises, writing assignments, or direct classroom observations.

Data from formative assessments provide information about the strengths and weaknesses of individual and group students so that teachers can immediately adjust their teaching approaches. If the formative assessment results indicate that many students are still having difficulty with pronunciation or understanding Arabic grammar, teachers can refocus instruction on these areas. Summative assessments, on the other hand, are conducted at the end of a unit or semester to assess overall student achievement of the learning objectives that have been set. These include written exams, oral exams, or projects that measure various aspects of students' Arabic language skills, such as text comprehension, speaking, writing, and listening skills. The results of summative assessments provide an overview of the learning program's effectiveness (Bin Mubayrik, 2020).

Reviewing the achievement of learning objectives means that teachers must analyze the results of both formative and summative assessments to evaluate whether the learning objectives have been achieved (Ford & Hewitt, 2020). Teachers will review whether students have reached the desired level of proficiency in Arabic according to the targets set in the learning plan. For example, the learning objective is for students to be able to use certain grammatical forms in everyday communication. In that case, teachers must assess whether the formative and summative assessments show students' progress towards that goal.

The review carried out by Arabic language teachers collects the results of various evaluation instruments (such as tests, quizzes, assignments, and observations) and analyses emerging patterns (Al Munawaroh, 2021). This includes seeing how many students have achieved the goals and identifying areas that need improvement. After the data is collected, the teacher compares the evaluation results with the learning objectives set at the program's beginning. If the results are by the target, learning is going well. However, the teacher must identify the reasons if there is a gap between the results and the goals. In addition, the teacher must note the aspects of the language that are still difficult for students and understand the causes of these difficulties.

## 2. Making improvements to make Arabic language learning more effective and efficient

The second indicator of the judge cycle is the teacher's ability to make the necessary improvements to make Arabic language learning more effective and efficient (Morales et al., 2023). After reviewing the evaluation results, the teacher must take concrete steps to address the weaknesses found and improve future learning quality.

### a) Adjusting teaching methods

The teacher can adjust the teaching methods based on the evaluation results to make them more effective (Sims & Fletcher-Wood, 2021). For example, suppose students need help understanding certain grammar concepts. In that case, the teacher may use a more visual or interactive approach, such as diagrams, language

games, or role-playing. If the problem is with pronunciation, the teacher can add more phonetic exercises or invite students to practice conversation more often.

b) Reinforcement of teaching materials

Teachers can also reinforce the materials provided (Ramdhani & Nandiyanto, 2021). If the evaluation results show that students do not understand certain materials, teachers must provide additional explanations, more in-depth exercises, or tasks specifically designed to address problematic areas.

c) Use of media and technology

The use of media and technology in teaching Arabic can help improve the effectiveness of learning (Febriani & Anasruddin, 2020). For example, language learning applications, videos, or digital simulations can help students understand difficult concepts in a more interesting and interactive way.

d) Providing Constructive Feedback

Feedback is essential to improving learning. Teachers should provide constructive feedback to students, both verbally and in writing, that helps students understand their mistakes and how to fix them (Chyzykova, 2021). Good feedback is specific, focuses on actionable actions, and motivates improvement.

The professional competence indicators of Arabic language teachers in the judge cycle include two essential elements: reviewing the achievement of learning objectives based on the results of formative and summative evaluations and making improvements to increase the effectiveness and efficiency of learning. Reviewing the evaluation results allows teachers to understand the extent to which learning objectives have been achieved and to identify difficulties faced by students. Based on these results, teachers can improve teaching methods, material reinforcement, and technology use and provide students with constructive feedback. By continuously evaluating and improving their teaching approaches, Arabic language teachers can ensure that the learning process is effective in achieving objectives and efficiently utilizing available time and resources. This is an essential step in improving the quality of education and helping students achieve proficiency in Arabic.

The praxeology approach in designing the professional competence of Arabic language teachers helps develop teacher professionalism dynamically through the integration of observation, action, and critical reflection. By involving three cycles: see, act, and judge, teachers can address problems that arise in teaching Arabic in a more structured and sustainable manner, always oriented towards improving the quality of student learning.

## CONCLUSION

This article presents the design of the professional competence of Arabic language teachers in secondary schools based on a praxeological approach, focusing on three primary cycles that teachers must carry out: the see, act, and judge cycles. Through a systematic literature review, this study emphasizes the importance of these three cycles in developing teacher competence. In the see cycle, one indicator includes the teacher's ability to diagnose difficulties experienced by students in communicating with Arabic and other foreign languages, recognizing student needs, and understanding class dynamics. This is a reflective stage where teachers evaluate the situation to plan appropriate actions. Then, the act cycle



refers to implementing learning strategies based on the teacher's diagnosis to students. At this stage, teachers must be able to apply practical and relevant teaching methods and adapt to the situation in the classroom. In addition, at this stage, teachers are also required to have multilingual skills. Then, in the judging cycle, teachers must be able to assess the effectiveness of the methods used, analyze their impact on student learning, and use the information for continuous improvement. This praxeological approach with the see, act, and judge cycles provides a comprehensive framework for teachers of the Arabic language to develop their professional competence continuously. By running these three cycles repeatedly, teachers can improve the quality of their teaching, ensure more effective learning, and constantly improve their teaching practices according to the needs and development of students. This study recommends that further researchers integrate this approach into Arabic language teacher training and professional development programs to achieve higher standards of competence.

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### AUTHOR CONTRIBUTIONS STATEMENT

All authors have made significant contributions to this research. Yayan Nurbayan contributed to the conceptualization and overall design of the study, focusing on integrating the praxeological approach into the professional competence framework for Arabic teachers. Anwar Sanusi conducted the systematic literature review, which included searching, selecting, and analyzing relevant studies. Neneng Sri Wulan played a key role in synthesizing the findings and drafting the manuscript, particularly in the sections discussing the implications for secondary education. Zawawi bin Ismail provided critical feedback on the methodological approach and contributed to the refinement and final revision of the manuscript. All authors have read and approved the final version of the manuscript.

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