

DEVELOPING ARABIC LANGUAGE TEACHERS' COMPETENCE AND PERFORMANCE THROUGH TEACHER PROFESSION EDUCATION

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ABSTRACT

This study aims to investigate the Arabic language teachers' competence and performance who participated in PPG (Pendidikan Profesi Guru/Teacher Profession Education) at LPTK (Lembaga Pendidik dan Tenaga Kependidikan/Education Staff and Teacher College) UIN Syarif Hidayatullah Jakarta. The present study applied a qualitative approach and analytical descriptive method. Data were collected using observation techniques, interviews, questionnaires, and documentation. Data were analyzed through several steps: organizing data, translating data into units, synthesizing, analyzing, and making conclusions. The validity of the data was tested using the triangulation technique. The results showed that the Arabic language teachers' level of competence before joining PPG was taken from their Initial Competency Test and their average academic test score was 62.53 (medium category). After they joined PPG, there was an increase in their competence and performance. Their gain can be seen from several indicators: discipline, dedication, motivation, work ethic. The average value of each indicator was 6.5%.

Keywords: Arabic Language, Competence, Performance, Teacher Profession Education

ABSTRAK

Penelitian bertujuan mendeskripsikan kompetensi dan kinerja pendidik bahasa Arab yang mengikuti Program Pendidikan Profesi Guru di LPTK UIN Syarif Hidayatullah Jakarta. Penelitian ini menggunakan pendekatan kualitatif dan metode deskriptif analitik. Pengumpulan data menggunakan teknik observasi, wawancara, angket, dan dokumentasi. Analisis data meliputi pengorganisasian data, penjabaran data ke unit-unit, sintesis, analisis data, dan membuat simpulan. Pengujian keabsahan data menggunakan teknik triangulasi. Hasil penelitian menunjukkan, tingkat kompetensi pendidik bahasa Arab sebelum mengikuti Pendidikan Profesi Guru berdasarkan hasil Uji Kompetensi Awal dan test akademik nilai rata-rata sebesar 62,53 (kategori sedang). Terdapat peningkatan kompetensi dan kinerja pendidik Bahasa arab setelah mengikuti pendidikan profesi guru dilihat dari indikator disiplin, dedikasi, motivasi, etos kerja, dan keteladanan dengan rata-rata nilai 6,5%.

Kata Kunci: Kompetensi, Kinerja, Bahasa Arab, dan Pendidikan Profesi Guru

INTRODUCTION

The task of teachers in learning is to help students achieve educational goals. This task needs to be supported by the teachers' competence related to academic knowledge, personality, and social interaction, so that they become professional educators. Based on Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards, the professionalism of educators can be built through PPG (Pendidikan Profesi Guru/teacher professional education teacher certification program). The reality of the professionalism of educators is a problem in every education unit,

especially related to the high level of mismatch and underqualification (Waluyanti, & Sofyan, 2018; Husaini, 2018; Nursalim, 2017; Arifin, 2015).

PPG (*Pendidikan Profesi Guru*/Professional Teacher Education) is higher education program offered after undergraduate program in an effort to prepare students to have jobs with special skill requirements. PPG integrates the presentation of workshop materials and field practices which are held to prepare teachers to fully master the competencies of teachers in accordance with the National Education Standards. Participants who have passed will receive a teacher's certificate. The aims PPG program for in-service teachers are: (1) to improve the quality and professionalism of teaching staff; (2) produce educators who are certified educators; and (3) improving the quality of education (Day, 1999; Koswara & Rasto, 2016).

PPG program is carried out through integrated lecturer development based on workshops. The learning system of the teacher professional education program includes workshops, field experience practices and competency tests. The percentage determined for each unit: workshops, learning in the form of workshops aims to prepare the participants of the teacher professional education program to be able to package material for learning the field of study, so that the participants are ready to carry out educational field practice. The workshop products include the manufacture of: syllabus and lesson plans, student worksheets, teaching materials, learning media, assessment tools (grids, instruments, rubrics and answer keys), and class action research proposals. Assessment of workshop activities includes: assessment is carried out on an ongoing basis using the PAP (Penilaian Acuan Patokan/criterion reference assessment) approach including process and product assessment. The results of the evaluation are expressed in numbers/letters based on the percentage of competency achievement (Veithzal & Basri, 2005; Dudung, 2018; Muspawi, 2021).

Researchers have conducted studies on the issue of teacher professional development. In international context, research on this issue covers the framing of a model outcome (Harland & Kinder, 1997) teacher professional development in international perspective and approaches (Bautista & Ruiz, 2015; Supena et al., 2020; Selvi, 2010) and teacher professional development in Teaching and Teacher Education over ten years (Avalos, 2011).

In Indonesian context, teacher profession education program is known as PPG. The researchers investigated the issues which include PPG in the prespective of social Darwinism (Margi & Atmadja, 2013). PPG and its model for Curriculum innovation in Vocational school (Handayani & Djohar, 2020) strategies to develop PPG and to increase education quality in Indonesia (Pangestika & Alfarisa, 2015) PPG to improve teachers' performance (Putri & Imaniyati, 2017; Slameto, 2017;). PPG to improve teachers' professionalism (Zulfitri & Setiawati, 2019). Those studies concern PPG for teachers in school affiliated to Minister of Education.

However, studies investigating PPG to improve teachers' performance in Madrasah that are affiliated to Ministry of Religious affair have not been addressed sufficiently. There is a need to conduct study adressing teachers at madrasah Aliyah, especially Arabic language teachers. This study aims to describe the competence development of Arabic language teachers through PPG program

METHOD

This study applied descriptive qualitative research methods. It aims to describe the reality of the object of research. The data were collected using a questionnaire which was constructed using a set of questions or a written statement to the respondent to be answered (Cresswel, 2010; Sugiyono, 2010). The data was obtained by filling in the questions which were distributed to all respondents in the form of a google form. The data collected were analyzed

and then described. The elements of the questions in the questionnaire consist of: (1) the Arabic language teachers' competence which include their understanding of the educational foundation, understanding of students, curriculum/syllabus development, ability to plan lessons, implementation of educational, fun and dialogical learning, ability to utilize learning technology and the ability to compile and carry out evaluations, and (2) The Arabic language teachers' performance which include their discipline, dedication, motivation, work ethic and exemplary.

RESULTS AND DISCUSSION

The present study investigates Arabic language teachers' competence and performance who participated in the PPG (*Pendidikan Profesi Guru*/Teacher Professional Education Program) at LPTK (Lembaga Pelatihan Tenaga Kependidikan/the Educational Personnel Training Institute) UIN Syarif Hidayatullah Jakarta. The research subjects consisted of 38 Arabic language teachers. There are 19 madrasah tsanawiyah Arabic language teachers (50%), 14 madrasah aliyah Arabic teachers (36.84%), and five madrasah ibtidaiyah Arabic language teachers (13.16%).

Arabic Language Teachers' Competence Reality

The reality of the Arabic language teachers' competence can be known through the distribution of questionnaires to the respondents. Aspects of their competence that can be measured include: (1) understanding of the educational foundation, (2) understanding of students characteristic, (3) mastering of teaching materials, (4) developing curriculum (syllabus), (5) planning activity of learning, (6) carrying out educational, fun and dialogical learning, and (7) conducting evaluations.

Understanding on Educational Foundation

Data on the teachers' understanding on the educational foundation can be seen in several criteria. Their understanding include: (1) providing opportunities for students to convey constructive ideas, (2) using varied learning strategies and methods, (3) responding to students' ideas and questions, and (4) using learning media according to the characteristics of the material and students. The results of observations show that Arabic language teachers have good abilities in providing opportunities for students to convey constructive ideas and respond to students' questions. This is different from their ability to use varied learning strategies and methods and the use of instructional media that is appropriate to the students' characteristics. Their competence is considered sufficient. Meanwhile, their ability to use learning media in accordance with the characteristics of the material and students is considered low category. The data is supported by the results of the questionnaire. The teachers' competence in the aspect of providing opportunities for students to convey constructive ideas has obtained data of 20 teachers (52.63%), always responding; nine teachers (23.68%) responded frequently; eight teachers (22%) responded sometimes and one educator (2.63%) responded never. This data shows that the teachers' aspect in providing opportunities for students to convey ideas is categorized as good.

The teachers' competence in implementing learning using varied learning strategies and methods has been obtained from 12 teachers (31.58%) always responded; 16 teachers (42.11%) responded frequently, eight teachers (21.05%) responded occasionally and 2 teacher (5.26%) responded never. The data shows that the teachers' competence in the aspect of using strategies and learning methods is categorized as good.

Teachers' competence in providing ideas and questions from students has yielded data obtained from 12 teachers (31.58%) always responded; 15 teachers (39.47%) responded frequently; eight teachers (21.05%) responded occasionally; and three teachers (7.89%)

responded never. The data shows that 27 teachers (71.05%) responded to students' questions submitted by students who were categorized as good. Meanwhile, the aspect of using learning media according to the characteristics of the material and students, data obtained from 11 teachers (28.95%) responded according to the characteristics of the material; 14 teachers (36.84%) responded frequently; 10 teachers (26.32%) responded occasionally; and three teachers (7.89%) responded never.

The data which shows the ability of teachers to provide opportunities for students to convey constructive ideas and their ability to respond to students' questions is categorized as good. The teachers' ability to use learning strategies and methods varies and the use of learning media according to the students' characteristics and learning material is categorized sufficient. Meanwhile, the teachers' ability to use learning media that is in accordance with the characteristics of the material and students is categorized as low. The data is in accordance with the results of an interview with one of the lecturers in PPG. The aspect of providing opportunities for students in conveying constructive ideas is good. Meanwhile, the use of learning strategies is stated to be sufficient, and the use of media is stated to be lacking (Cholis, personal communication, August 2021).

Understanding on Students' Difference

Data on the teachers' understanding towards students can be seen in the following criteria: (1) knowing individual differences in learning Arabic, and (2) helping students who are left behind in learning Arabic. Observational data show that Arabic language teachers have demonstrated their ability to recognize individual differences in learning, although there is a need for improvement in the aspect of providing assistance to students who are lagging behind in learning.

The results of the questionnaire inform the teachers' understanding in the aspect of knowing individual differences in learning Arabic. 15 teachers (39.47%) responded knowing, 16 teachers (42.11%) responded to lack of knowledge, seven teachers (18.42%) responded that they did not know. The teachers' understanding in the aspect of knowing their involvement of students in Arabic learning activities can be seen in the following result; 17 teachers (44.74%) responded knowing, 15 teachers (39.47%) responded to lack of knowledge and 6 teacher (15.79%) responds not knowing. The Teachers' understanding in the aspect of helping students who are left behind in learning Arabic can be seen in the following results: 15 teachers (39.47%) responded that they always helped, 16 teachers (42.11%) responded often helped, six teachers (15, 79%) responded sometimes, and one teacher (2.63%) responded never. The data shows that the teachers' competence in helping students who are left behind in learning Arabic in the aspect of student understanding is categorized as good. However, their knowledge on the involvement of students in the learning process needs to be improved.

The data collected is in accordance with the view of one of the lecturers in PPG. The teachers' competence in helping students who are left behind in learning Arabic has shown their abilities well. However, there are a number of knowledge aspects that need to be improved related to the involvement of students in the learning process (Muttaqin, personal communication, August 2021).

Mastery on learning Material

Data on teachers' mastery on teaching materials relates to two aspects: (1) interpreting material, structure, concept, and scientific mindset relevant to learning Arabic, and (2) analyzing material, structure, concept, and pattern think of the sciences that are relevant to learning Arabic. Observational data shows that the teachers' ability in mastering teaching materials is low. The data is in accordance with the results of the questionnaire as can be seen in Figure 1.

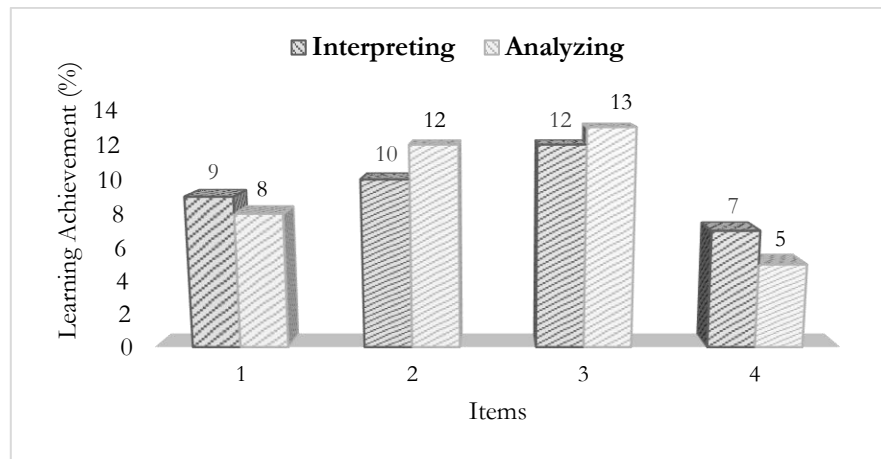


Figure 1. Teachers' ability in Mastering Learning Materials

Based on Figure 1, the teachers' mastery in the learning process needs to be improved because it is categorized as low. Teachers as PPG participants need to improve their mastery in distinguishing material in factual, conceptual, procedural, and metacognitive dimensions. It is important to master those knowledges because the demands of the 21st century for learning materials include meta-cognition material (knowledge in the areas of analysis, evaluation, and creation (Azis, personal communication, August 2021).

Developing Syllabus

Data on curriculum/syllabus development by Arabic language teachers can be seen in the aspects of developing curriculum and syllabus. The aspects include: (1) developing basic competencies into indicators and learning objectives, (2) developing syllabus into learning implementation plans, and (3) making evaluations of learning outcomes. Based on the results of the questionnaire, data on aspects of teachers' ability to develop basic competencies into indicators and learning objectives were obtained. 12 teacher (31.57%) responded always, 10 teachers (26.31%) responded frequently, 12 teachers (31.57%) responded sometimes and six teachers (15.78%) responded never.

The teachers' ability to develop a syllabus into a lesson plan show data. It obtained from 11 teachers (28.95%) responded always, 10 teachers (26.31%) responded frequently, 12 teachers (31.58%) responded sometimes and five teachers (13.16%) responded never. Aspects of making evaluations according to indicators, data obtained nine teachers (23.68%) responded always, 11 teachers (28.95%) responded often and sometimes and seven teachers (18.42%) responded never. Based on these data, the ability of Arabic language teachers in developing basic competencies to become indicators and learning objectives, developing a syllabus into learning implementation plans and making evaluations according to basic competencies is categorized as lacking.

The data is in accordance with the results of an interview with one of the supporting lecturers in PPG, the teaching staff is not creative in developing the curriculum/syllabus. The curriculum is not translated properly into syllabus and lesson plans (Sururin, personal communication, August 2021)

Planning Learning Activity

Data on the teachers' competence in terms of their ability to plan lessons include: making lesson plans before teaching, setting learning objectives in accordance with basic competencies, compiling materials according to indicators and the level of students' abilities, choosing learning methods and strategies according to the material, choosing learning media according to the material and differences of students, allocating learning time according to the

material. Observational data shows that the teachers' ability in planning learning is low. They in general perform occasionally in terms of planning lesson and learning activity.

Based on Figure 3. the teachers' ability to make lesson plans before teaching is obtained. The data shows that 18 teachers (47.36%) responded yes, 11 teachers (28.95%) responded occasionally and nine teachers (23.69%) responded no. Their ability to set learning objectives in accordance with basic competencies shows data obtained from 15 teachers (39.47%) responded yes, 17 teachers (44.74%) responded occasionally and teachers (15.79%)) responded no. Their ability to compose material according to the indicators and the level of ability of students, data obtained from 14 teachers (36.84%) responded yes, 16 teachers (42.11%) teachers responded sometimes and eight teachers (21.05%) responded no.

Their ability to choose learning methods and strategies according to the material, data obtained from 16 teachers (42.11%) responded yes, 15 teachers (39.47%) responded sometimes and seven teachers (18.42%)) responded no. Another aspect concerns teachers' ability in choosing learning media according to the material and differences in students. The data obtained 12 teachers (31.59%) responded yes, 16 teachers (42.11%) responded sometimes and 10 teachers (26.31%)) responded no. Aspects of allocating learning time in accordance with the material obtained data from 13 teachers (34.21%) responded yes, 17 teachers (44.74%) responded sometimes and eight teachers 21.05% respond no. Based on the data that has been presented, the teachers' ability in planning learning is categorized as low.

The data is supported by the results of interviews. Arabic language teachers do not accelerate their tasks in planning learning. Their habit of copying and pasting their duties causes them not to be creative (Sururin, personal communication, August 2021, August 2021).

Implementing Fun and Dialogic Classroom Atmosphere for Learning

Data on the implementation of learning that is educational, fun, and dialogical includes aspects of: involving students in the learning process, carrying out learning according to the lesson plans made, providing opportunities for students to express opinions in learning activities, and communicating with participants.

Based on the questionnaire data, 17 teachers (44.74%) responded yes, 14 teachers (36.84%) responded sometimes and seven teachers (18.42%) responded never. Aspects of implementing learning according to the lesson plan made, data obtained are 19 teachers (50%) responding yes, 13 teachers (34.21%) responding sometimes and six teachers (15.79%) respond never. Aspects of providing opportunities for students to express opinions in learning activities, data obtained from 17 teachers (44.74%) responded yes, 13 teachers (34.21%) answered sometimes, and eight teachers (21.05%) responded never. Aspects of communicating with students communicatively data obtained 18 teachers (47.37%) responded yes, 13 teachers (34.21%) responded sometimes and seven teachers (18.42%) responded never.

The data shows the teachers' ability to carry out educational, fun and dialogical learning. It can be seen from the aspect of involving students to be active in the Arabic learning process, presenting learning materials in accordance with the lesson plans that have been prepared, providing opportunities for participants students to express ideas in learning activities and communicating with students communicatively. Those aspects are categorized as low. The data is supported by data from interviews, Arabic language teachers have not fully implemented learning that is educational, fun, and dialogical. The dominance of teachers in the classroom is considered high (Kholilah, personal communication, August 2021).

Using Technology for Learning

Data on the teachers' pedagogic competence in the use of learning technology includes: using gadgets like laptops, notebooks, the internet and developing learning technology.

Observational data shows that Arabic language teachers are less able to utilize learning technology, especially devices used for digital media. The data is corroborated by the results of the questionnaire. The results show that the teachers' ability to use information technology in learning Arabic as a learning medium obtained data, 17 teachers (44.74%) responded yes, 14 teachers (36.84%) responded sometimes, and seven teachers (18.42%) responded never. Their ability to develop information technology, such as compiling power points in Arabic learning, data obtained that 15 teachers (39.47%) responded yes, 14 teachers (36.84%) responded sometimes and nine the teachers (23.68%) responded no. The data shows that the ability of Arabic language teachers in utilizing learning technology is categorized as low (42.10%). One of the lecturers in PPG said that teachers are not familiar with technological tools that serve as the need yo meet by the teachers to deal with the challenges for 21st century learning (Kholilah, personal communication, August 2021).

Designing and Implementing Evaluation

Data on the teachers' competence in carrying out learning evaluations include their ability to: compose questions according to indicators of competency achievement, conduct learning evaluations which include processes and results, analyze the results of evaluations that have been carried out, and to identify the need for follow-up on the results of the assessment. Observational data shows that the teachers ability to compose and carry out learning evaluations is low. Teachers, for example, have not been able to distinguish how to prepare low-level (LOTS), medium-level (MOTS) and high-level (HOTS) questions.

The data is strengthened by the results of the questionnaire. The results show the teachers' ability to compose questions according to competency achievement indicators. The data obtained are 19 teachers (50%) responded well, 15 teachers responded 39.47% not well and six teachers (13.15%) not responding well. The ability of teachers to evaluate learning includes the process and results. The data obtained from 20 teachers (52.63%) responded well, 13 (teachers (34.21%) were able to analyze the results of the evaluation that had been carried out, data obtained 17 teachers (44.74%) responded well, 13 teachers (34.21%) responded poorly, and eight teachers (21.05%) responded poorly. The ability of teachers to identify the need for follow-up results based on the assessment is gained. The data obtained those 17 teachers (44.74%) responded well, 14 teachers (36.84%) responded poorly, and seven teachers (18.42%) responded not well. From these data, it is known that the teachers' ability in carrying out learning evaluations is categorized as less/low (48.03%).

The data is corroborated by data from interviews. The teachers' competence is seen from indicators of their understanding of the educational foundation, students' characteristics, curriculum/syllabus development, ability to plan learning, implementation of educational, fun and dialogical learning, ability to utilize technology learning, and the ability to carry out evaluations. Their abilities have not shown good category. They have not been able to arrange questions according to the indicators and learning objectives based on the 2013 Curriculum (Sururin, personal communication, August, 2021)

Teacher's Competence Developed in PPG

The teachers' competencies developed in the PPG based on observations include pedagogic competence, professional competence, personal competence, social competence, leadership competence, and spiritual competence. Pedagogic competence is implemented in courses related to education and learning methodologies in the classroom. Professional competence is implemented in the form of courses related to the professionalism of educators, implementing PPLK in madrasas and making a final report in the form of classroom action research. Personality, social, leadership, and spiritual competencies are provided in the form of courses on the personality of teachers, workshops, and field practice.

The teachers' level of professional education refers to the teachers ability to absorb lecture material, workshops. It is carried out through learning evaluations carried out by lecturers in the form of assessments in class through discussion, asking questions, and answering questions in class. Evaluation in the form of activities in the evaluation class is carried out in the form of mid-term exams and end-of-semester exams or other assignments. Meanwhile, the technical implementation of the exam is carried out directly in the classroom by the lecturer in charge of the course; questions are made by lecturers and supervised by all faculty staff.

Evaluation of practical activities in the field is in the form of field experience for one semester in the second semester. It is a forum for developing these competencies. It directs guidance by lecturers and civil servants. Personal and social competence development is carried out in the form of madrasa/school management practice activities that are carried out by individual participants. The implementation of the activities is guided by the tutor teacher. Madrasah management practice activities include national education standards: (1) student management; (2) management of teachers and education personnel; (3) management of facilities and infrastructure; (4) financial management; (5) public relations management; (6) madrasa supervision; 7) counseling guidance; and (8) management of learning/media resource centers.

Teachers' spiritual competence development is carried out through religious extracurricular activities in madrasas by individual PPG participants. This activity is guided by a tutor. Religious extracurricular activities aim to assist PPG participants in the implementation of religious extracurricular activities. It takes the initiative to organize religious extracurricular activities with the approval of the principal of the madrasa/school. The teachers participate in activating students to take part in extracurricular religious activities at madrasas/schools. They identify the interests and talents of students in religious extracurricular activities (the PPG Program is one of the forums for solving problems faced by teachers in improving their abilities and professionalism. The PPG program can intensely boost Arabic language teachers to understand the concept of competence that is developed and made it a strength in improving the quality of their performance (Sururin, personal communication, August 2021

Teachers' Performance After Participating in PPG Program

Data on the teachers' performance of Arabic language who have participated in PPG activities include: discipline in duty, work motivation, and work ethic. Observational data shows that the teachers' performance is high. This can be seen from their commitment to discipline, high morale, and good work ethic. The data is reinforced by the results of the questionnaire as can be seen in Figure 2.

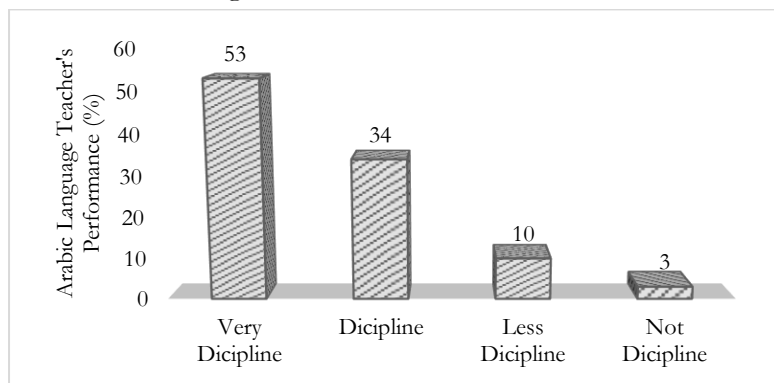


Figure 2. Performance of Arabic Teachers Based on Discipline Aspect

Based on Figure 2. above, the teachers' performance based on the discipline aspect in carrying out their duties is categorized as good. It is proven that 87% of respondents stated that they were disciplined in carrying out their duties. The rest, 13% lack discipline in carrying out their duties.

Data on the performance of Arabic language teachers in carrying out their duties seen from the dedication and motivation can be seen in Figure 3.

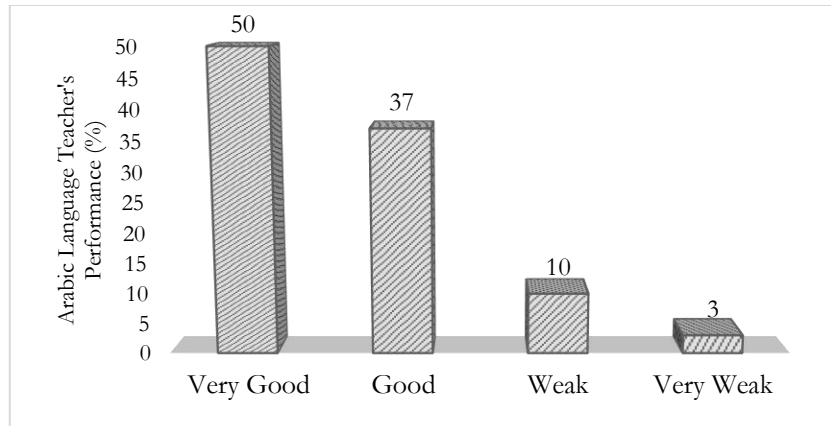


Figure 3. Teachers' Performance Based on Their Dedication and Motivation

Based on the data in Figure 4. it can be seen that the teachers' performance in terms of their dedication and motivation is categorized as good. It is proven that 87% of respondents answered very well and well. While 13% of respondents answered less well and low. This shows that the performance of Arabic teachers who have implemented PPG seen from the indicators of dedication and motivation is good.

The performance of Arabic language teachers is seen from the indicators of exemplary and work ethic, which can be seen in Figure 4.



Figure 4. Teachers' Performance in terms of Work Ethic and Exemplary Indicators

Figure 4. shows that the teachers' performance based on work ethic and example is categorized as good. It is proven that 84% of respondents responded very well. Meanwhile, 16% of respondents responded less well. This shows that the performance of Arabic language teachers who have implemented PPG have a good work ethic and role model. This means that the performance of Arabic language teachers in terms of discipline, dedication, motivation, work ethic and exemplary is categorized as very good. 83% of respondents said it was good (high) and it is a proof. Projections of increasing the teachers' competence through professional education for teaching staff need to consider: (1) the background of the teachers, (2) strengthening the urgency of speaking Arabic for Arabic language teachers, (3) the diversity

of the competencies of Arabic language teachers, and (4) create a pattern of learning Arabic by e-learning and face-to-face in PPG (Holis, personal communication, 21 August, 2021)

The present study investigates teacher's performance and competence after they participated in PPG program. In the previous section, the data have been described to fulfill the aims of the present study. The teachers' competence is closely related to their performance in carrying out learning tasks. The performance of teachers confirms their professionalism in teaching activities (David, & Bwisa, 2013; Sugiyanto et al., 2016; Pahrudin et al., 2016; Nguyen, 2019). Teachers' condition and their effort to improve their professionalism have become a public concern. PPG is seen as a medium for teacher professionalism education and it is one of the crucial programs in maintaining the quality of teachers. This issue happens in Indonesia. There are two ministries responsible to deal with the teachers' performance serving in the school. LPTK program within the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia are responsible to deal with teachers' professionalism improvement. Policies to increase the teacher's professionalism are also carried out in the United States through administrative institutions through teacher preparation programs that are responsible for the effectiveness of their graduates (Bastian et al., 2016; Komarudin, 2021). The program was created and implemented on the grounds that education is one of the most important social activities in human life. Teachers play an important role in supporting and motivating students who demand self-improvement to become visionaries and well-rounded in the fields they teach. Teachers are required to be disciplined in the workplace (Ninlawan, 2015). The main goal of learning for American society is to prepare students to become successful workers in the world of work. They emphasize the skill related to industrial work. This is the ultimate skill to achieve when studying in the school (Finch & Crunkilton, 1999). Good quality education is influenced by the performance of education personnel in carrying out their duties. In other words, the teachers are in the frontline to deal and serve their best in teaching the material in the classroom.

The reality of the quality of teachers in Indonesia as reported by research results can be categorized as relatively low (Husaini, 2018; Nursalim, 2017; Arifin, 2015). This is partly because the quality of education is not fulfilled, so the performance of teachers is very worrying and they for sure need to be improved (Kompaso & Sridevi, 2010). The teaching profession can be done by improving and developing the teachers' skills acquired through the learning process. The essence of such efforts is understanding that professional development is about teachers learning in terms of learning how to learn, and changing their knowledge of practice for the benefit of their learners (Avalos, 2011; Hidayat, 2013). In principle, the main goal of education, in general, is the achievement of optimal preparation of future professionals (Guskey, 2002). Future professional are in need to have a proper and suitable education process to enrich their skill in dealing with their profession.

The professional development of teachers as implemented by the LPTK in Syarif Hidayatullah State Islamic University Jakarta is an activity in order to adjust and improve the teachers' professional abilities to the fulfill the demands of education and teaching. The professional development of these teachers is directed at professional quality, objective performance appraisal, transparency and accountability, as well as motivating them to improve their performance and achievements. Teacher professional development is basically a program to improve the quality of the competence of teachers (Alfredo, & Ortega-Ruiz, 2015; Borke, 2004). The main dimensions in the competence of teachers include: pedagogic competence, personality competence, social competence, and professional competence (Petrescu, 2015; Mulyasa, 2011; Sholeh, 2006).

There are a number of indicators that are taught in the teaching profession program: following information on the development of science and technology that supports the

profession through various scientific activities, developing various learning models, writing scientific papers, especially classroom action research, making teaching aids/media, participating in qualification education, and participating in curriculum development activities. The indicators for the implementation of the teaching profession program, as implemented by the LPTK, Syarif Hidayatullah State Islamic University, Jakarta, are in accordance with the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence (Rozak, 2012; Kusnaeni, 2018). Concepts, and scientific mindsets that support the subjects taught; mastery of competency standards and basic competencies of taught subjects/development areas, developing creatively guided learning materials, sustainable professional development by taking reflective actions, utilizing information and communication technology to communicate and develop themselves (Bastian et al., 2016).

The competency standards developed in the curriculum teacher profession program refer to the principle of activity based curriculum, namely workshops on the development of learning tools which are the implementation of the TPACK concept (technological pedagogical content knowledge). TPACK is a framework that integrates technological knowledge, pedagogical knowledge, and content knowledge in a learning context. The teachers' ability by implementing TPACK has increased. For example, their ability to choose and master teaching materials, plan, develop, actualize a productive learning process using the principles of active students, and the ability to assess has increased (Putri, & Imaniyati, 2017). one thing for sure, active and creativ learning process must be taken into consideration when teaching the material in the classroom. These results confirm that the competencies that lead to a person's performance are based on understanding the knowledge, skills, expertise and behaviors needed to do a good job (Alam, 2018; Liakopoulou, 2011; Farrugia, 1996; Hauge, 2019). Teachers' skill, knowledge, expertise help them to be a professional teacher to perform in their classroom. The teacher professional education program affects the performance of professional educators (Zulfitri & Setiawati, 2019; Efferi, 2015; Kumar, 2013). in other words, professional educators can be achieved through participation in teacher professional development and their best practice in the classroom.

CONCLUSION

The present study investigates Arabic language teachers' competence and performance in PPG (*Pendidikan Profesi Guru*/Teacher profession Education) program. Based on the results and discussion of the present study, some conclusions can be drawn. The teachers' competence before participating in PPG based on the results of their Initial Competency Test and academic test is categorized as moderate, the average value is 62.53. The level of their competence is categorized as low, with an average of 59.4% of behaving which describes the fulfillment of the competence of teachers. PPG program is aimed to improve the teachers' competence which is based on applicable legislation. The program is held for 85 days with a minimum weight of 13 credits. There is an achievement in increasing the teachers' competence after attending the program. Based on the results of the knowledge test, the teachers' competence is categorized as good. Their performance after participating in the PPG program has increased in accordance with the goals of the program. There is an increase score of 6.5% in their achievement. It shows that Arabic language teachers have a good level of discipline, dedication, motivation, work ethic, and role model.

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