



STRATEGIES FOR IMPROVING THE COMPETENCIES OF ARABIC LANGUAGE TEACHERS AT MADRASAH TSANAWIYAH AN-NIZHAM JAMBI

Shafira Albiah¹, Mar'atun Sholiha², M. Rohiq³, and Ady Muh. Zainul Mustofa⁴

¹ Universitas Jambi, Indonesia

² Universitas Jambi, Indonesia

³ Universitas Jambi, Indonesia

⁴ Universitas Jambi, Indonesia

Corresponding Author:

Shafira Albiah,

Department of Arabic language education, Faculty of Teacher Training and Education, Universitas Jambi
Mendalo Campus, Jalan Jambi–Muara Bulian, Mendalo Indah, Kecamatan Jambi Luar Kota, Kab. Muaro Jambi, Indonesia.
Email: shafiraalbiah@gmail.com

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Abstract

This research was motivated by the low competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi, which included pedagogical, professional, social, and personality aspects. The problems identified included the use of conventional learning methods, an imbalance in mastery of Arabic language skills, limited availability of professional training, weak collaboration among teachers, and the absence of a systematic, sustainable competency development program. This research aimed to describe the implementation of strategies to improve the competencies of Arabic language teachers and to analyze their effectiveness at Madrasah Tsanawiyah An-Nizham Jambi. The research method used was a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The research subjects consisted of the *madrasah* principal, the vice principal for curriculum affairs, Arabic language teachers, and students. Data analysis was conducted using the Miles and Huberman model, which included data reduction, data display, and conclusion drawing, and the validity was tested through triangulation. The results of the research showed that strategies for improving teacher competencies were implemented through various programs, such as training and workshops, academic supervision, participation in the Subject Teacher Forum (MGMP), the use of learning technology, and continuous professional development. However, the implementation had not been optimal due to limited resources, low training frequency, and the lack of structured, sustainable programs. However, the implemented strategies positively impacted the quality of learning, particularly through variation in teaching methods and teachers' professional awareness. This research concludes that the strategies for improving the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi have been implemented fairly well but have not yet reached an optimal level. Strengthening more systematic and sustainable programs, supported by adequate policies and resources, is necessary to ensure that improvements in teacher competencies are carried out optimally.

Keywords: Teacher Competencies, Arabic Language, Improvement Strategies, Madrasah Tsanawiyah, Teacher Professional Development.



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INTRODUCTION

Teacher competencies play an important role in education because they are among the main factors influencing the success of the learning process. Teachers are not only responsible for delivering learning materials, but also play roles as educators, mentors, motivators, and role models for students. In the educational process, the quality of learning is highly influenced by teachers' abilities to manage the classroom, select learning methods, understand students' characteristics, and build effective educational interactions. Therefore, teacher competencies are regarded as important elements in improving the quality of education in both schools and *madrasahs*. Teachers with strong competencies will be more capable of creating active, effective, and student-centered learning processes aligned with students' needs. Thus, improving teacher competencies becomes an important part of efforts to enhance the overall quality of education (Habibi, 2024).

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers must possess four main competencies: pedagogical, professional, social, and personality. Pedagogical competence is related to teachers' abilities to understand students and manage the learning process. Professional competence is related to the mastery of learning materials in depth. Social competence refers to teachers' ability to communicate and interact within the educational environment, whereas personality competence refers to teachers' attitudes, morals, and exemplary behavior in daily life. These four competencies are interconnected and must be possessed comprehensively so that teachers can carry out their professional duties properly. Therefore, the development of teacher competencies needs to be carried out continuously to ensure the quality of learning continues to improve (Rahmawati et al., 2023).

Arabic language teachers in *madrasahs* (Islamic educational institutions) face challenges in improving their competencies because Arabic is a foreign language with a linguistic system that differs from Indonesian. These differences can be observed in the sound structure, morphology, syntax, and vocabulary, which require specific abilities in the learning process. Arabic language teachers are not only required to master linguistic materials but must also be able to select learning strategies and methods appropriate to students' characteristics. In addition, Arabic language teachers also need to possess professional abilities in developing the four language skills, namely *istima'*, *kalam*, *qira'ah*, and *kitabah*, in a balanced manner. Thus, the competencies of Arabic language teachers become important factors in determining the success of Arabic language learning in *madrasahs* (Muhammad & Al-Jabali, 2023).

Although they play an important role, improving the competencies of Arabic language teachers still faces various challenges. In practice, Arabic language learning in several *madrasahs* remains dominated by traditional, teacher-centered methods. Teachers tend to use lecture and grammar-translation methods, making the learning process monotonous and less communicative. These conditions cause students to be less active in the learning process and to perceive Arabic as a difficult subject. In addition, the use of technology-based learning media remains relatively low, even though technology can help create more interactive and engaging learning processes. This situation indicates that the pedagogical competencies of Arabic language teachers still need improvement to enable the learning process to be carried out more effectively and in line with the development of modern education (Husein et al., 2023).

In addition to the pedagogical aspect, the professional competencies of Arabic language teachers also still face various obstacles. In Arabic language learning, some teachers place greater emphasis on reading and writing than on listening and speaking. As a result, students' language abilities become less balanced. This condition indicates that teachers' mastery of the four Arabic language skills has not yet reached an optimal level. In addition, the development of 21st-century education requires Arabic language teachers to integrate digital literacy, modern learning media, and innovative learning approaches into the learning process. However, not all teachers have sufficient opportunities to participate in continuous professional training and development programs. Therefore, the development of the professional

competencies of Arabic language teachers becomes an important necessity in improving the quality of Arabic language learning in *madrasahs* (Shalihah et al., 2025).

Madrasah Tsanawiyah An-Nizham Jambi (Islamic Junior High School An-Nizham Jambi) is one of the private educational institutions in Jambi City that provides Arabic language learning for students in grades VII to IX. Based on the preliminary observation conducted by the researcher in October 2025, several problems related to the competencies of Arabic language teachers in the *madrasah* were identified. From a pedagogical perspective, the learning process was still dominated by lecture-based methods and grammar-translation approaches, without integrating more interactive and communicative approaches. In addition, the utilization of technology-based learning media in the learning process was also still very limited. These conditions led to less varied Arabic language learning and for students being less active during the learning process (Afriati, 2024).

Other problems concern the professional competencies of Arabic language teachers. Based on the results of the preliminary observation, the learning process placed greater emphasis on the aspects of *qira'ah* and *kitabah*. In contrast, the skills of *istima'* and *kalam* still received less attention. As a result, students' Arabic language abilities became unbalanced. In addition, Arabic language teachers at the *madrasah* still faced limitations in participating in professional development training and workshops. Based on *madrasah* documents, in the last two years, the Arabic language teachers participated in only one training activity. These conditions indicate that the teacher professional development program has not yet been implemented optimally and continuously (Habibi, 2024).

From the aspect of social competence, collaboration among teachers in developing Arabic language learning has also not yet been carried out optimally. The inactivity of the Arabic language Subject Teacher Forum (Indonesian: *Musyawarah Guru Mata Pelajaran*; MGMP) has limited teachers' ability to exchange experiences, discuss learning problems, and develop learning innovations collaboratively. In fact, collaboration among teachers plays an important role in improving the quality of learning and teachers' professional competencies. In addition, the absence of a systematic, measurable, and sustainable teacher competency improvement program has left teacher competency development incidental and not yet integrated into the overall *madrasah* human resource development system. Therefore, more directed strategies are needed to improve the competencies of Arabic language teachers in the *madrasah* (Fuadah et al., 2019).

Theoretically, improving teacher competencies can be achieved through various strategies, such as training, workshops, academic supervision, MGMP, and continuous professional development. These strategies aim to help teachers continuously improve their pedagogical, professional, social, and personal competencies. In the modern educational context, teacher competency development is regarded as a continuous process to ensure teachers can adapt to the development of science and technology and to students' needs. Thus, strategies for improving teacher competencies become an important part of improving the quality of education in *madrasahs* (Ramadana, 2022).

Several previous studies have shown that the competencies of Arabic language teachers still require improvement. The research conducted by Habibi (2024) revealed discrepancies between the professional competencies of Arabic language teachers and the expected standards, particularly in the mastery of Arabic linguistics. The research conducted by Muhammad and Al-Jabali (2023) also showed that Arabic language teachers' abilities to meet the demands of 21st-century learning still need improvement, particularly in digital literacy and critical thinking. Another study by Afandi and Abrori (2024) examined the strategies used by school principals to improve the competencies of Arabic language teachers at the *Madrasah Ibtidaiyah* (Elementary School) level. Meanwhile, Anwar et al. (2023) focused their research more on the pedagogical competencies of Arabic language teachers at the *Madrasah Aliyah* (Senior High

School) level. The results of these studies indicate that research on the competencies of Arabic language teachers has been extensive, but the focus remains limited to certain aspects.

However, research on strategies to improve the competencies of Arabic language teachers is still relatively limited at the *Madrasah Tsanawiyah* (Junior High School) level. Most previous studies have focused more on Arabic language learning methods than on strategies for improving teachers' competencies. In addition, studies that integrate the four teacher competencies, namely pedagogical, professional, social, and personality competencies comprehensively, are also still rarely found. Research on private *madrasahs* with limited resources has also not been widely conducted. In fact, private *madrasahs* have distinct characteristics compared to public *madrasahs*, particularly in terms of facilities, access to training, and human resource development. Therefore, research on strategies to improve the competencies of Arabic language teachers in private *madrasahs* is important (Afandi & Abrori, 2024).

The limitations of previous studies suggest an opportunity to conduct a more in-depth study of strategies to improve the competencies of Arabic language teachers at the *Madrasah Tsanawiyah* level. This research is important because there are still few studies that specifically discuss strategies for improving the competencies of Arabic language teachers that comprehensively encompass the four teacher competencies. In addition, this research examines how strategies to improve the competencies of Arabic language teachers are implemented in private *madrasahs* with limited resources. This kind of study is expected to provide an overview of the strategies used by *madrasahs* in improving the quality of Arabic language teachers. Thus, this research not only has academic relevance but also practical relevance in the development of Arabic language education in *madrasahs* (Febriani et al., 2023).

This research used a descriptive qualitative approach, with data collected through interviews, observations, and documentation. This approach was used to obtain an in-depth description of the implementation of strategies for improving the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi. The research focused on the four teacher competencies, as defined by Law Number 14 of 2005, namely pedagogical, professional, social, and personality competencies. Through this approach, the research is expected to describe the actual conditions related to strategies for improving Arabic language teachers' competencies more comprehensively (Husein et al., 2023).

This research is expected to contribute to the development of Arabic language education, particularly by identifying strategies to improve teachers' competencies in *madrasahs*. Theoretically, this research can enrich studies related to the development of Arabic language teacher competencies at the *Madrasah Tsanawiyah* level. Practically, the results of this research are expected to serve as evaluation materials and considerations for *madrasahs* in designing more systematic and sustainable teacher competency development programs. In addition, this research is expected to serve as a reference for future studies on the development of Arabic language teacher professionalism within the *madrasah* environment (Afriati, 2024).

Based on the description above, this research examined strategies to improve the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi. This research was based on the assumption that planned, continuous improvement of teachers' competencies can enhance the quality of Arabic language learning in *madrasahs*. Through this research, it is expected that a clearer description of the implementation of strategies to improve the competencies of Arabic language teachers and the extent to which these strategies have been implemented will be obtained. The results of this research are expected to provide benefits for the development of strategies for improving the competencies of Arabic language teachers in *madrasahs* and to become one of the academic contributions to the development of Arabic language education studies at the *Madrasah Tsanawiyah* level (Anwar et al., 2023).

RESEARCH METHOD

This research used a qualitative, descriptive approach. The qualitative approach was selected because the research aimed to understand and describe in depth the strategies for improving teachers' competencies in Arabic language learning at Madrasah Tsanawiyah An-Nizham Jambi. Qualitative research allows researchers to understand phenomena by observing, in the field, the behaviors, perceptions, actions, and experiences of research subjects holistically. Meanwhile, the descriptive approach was used to systematically describe the implementation of strategies to improve the competencies of Arabic language teachers, including pedagogical, professional, social, and personality competencies. Thus, this research did not aim to test hypotheses or conduct generalizations, but rather to provide a detailed description regarding strategies for improving the competencies of Arabic language teachers based on actual conditions within the *madrasah* environment. The research data were obtained in the form of words, narratives, interview results, observations, and documentation related to the focus of the research (Moleong, 2017)

The research was conducted at Madrasah Tsanawiyah An-Nizham Jambi, located at Jl. Inu Kertapati No. 5A, Pematang Sulur, Telanaipura District, Jambi City. The selection of the research location was based on academic considerations, including the *madrasah's* problems related to the competencies of Arabic language teachers, as identified in the preliminary observations of the research. In addition, this *madrasah* had two Arabic language teachers who taught students in grades VII to IX, making it relevant to the research focus on strategies to improve teacher competencies. The research was conducted through the stages of preliminary observation, data collection, data analysis, and the preparation of the research report. The entire research process was carried out systematically so that the obtained data could objectively and comprehensively describe the implementation of strategies for improving the competencies of Arabic language teachers (Moleong, 2017)

The research subjects were selected using purposive sampling, a technique that selects subjects based on specific criteria aligned with the research objectives. The research subjects included the *madrasah* principal, the vice principal for curriculum affairs, two Arabic language teachers, and six students in grades VII, VIII, and IX. The *madrasah* principal was selected because of their role in formulating policies and programs for teacher competency development. The vice principal for curriculum affairs was selected for their direct involvement in implementing learning and teacher development programs. The Arabic language teachers were selected as the main subjects because they implemented competency improvement strategies in the learning process. Meanwhile, the students were selected to obtain information regarding the impact of teacher competencies on the Arabic language learning process they experienced. The objective of this research was to implement strategies to improve the competencies of Arabic language teachers and to assess their impact on learning in the *madrasah*.

The data sources in this research included both primary and secondary data. Primary data sources were obtained directly through interviews and observations involving the *madrasah* principal, the vice principal for curriculum affairs, Arabic language teachers, and students. The primary data included information regarding teacher competency development policies, the implementation of learning programs, teachers' experiences in participating in training, and students' experiences in participating in Arabic language learning. Meanwhile, secondary data sources were obtained through documents related to the research, such as *madrasah* work programs, teacher training reports, learning instruments, learning evaluation documents, *madrasah* profiles, teacher data, and documentation of learning activities. The use of primary and secondary data sources was intended to obtain more complete data and to support the validity of the research results.

Data collection was conducted through observation, interviews, and documentation. Observation was conducted using passive participatory observation, in which the researcher

was directly present at the research location without being involved in learning activities. Observation was conducted to examine the Arabic language learning process, the learning methods used by the teachers, the use of learning media, teacher-student interactions, and training or teacher competency development activities conducted in the *madrasah*. The results of the observations were recorded in field notes as supporting data for the research.

Interviews were conducted in a semi-structured manner to obtain more in-depth data on strategies for improving the competencies of Arabic language teachers. The interviews were conducted with the *madrasah* principal, the vice principal for curriculum affairs, Arabic language teachers, and students. Through these interviews, the researcher explored teacher competency development policies, the implementation of training programs, the obstacles teachers faced, and the impact of teacher competencies on the Arabic language learning process. The interviews were conducted using flexible interview guidelines so that the researcher could develop questions according to conditions in the field. The interview results were recorded and transcribed to facilitate the data analysis process.

In addition to observation and interviews, this research also used documentation techniques to obtain supporting data relevant to the research focus. The documentation included *madrasah* policy documents on teacher competency development, *madrasah* work programs, training activity reports, Arabic language learning instruments, learning evaluation instruments, photographs of learning activities, and teacher and student data. Documentation techniques were used to complement and strengthen the data obtained from observations and interviews, thereby making the research results more comprehensive.

Data analysis in this research used the Miles and Huberman data analysis model, which included data reduction, data display, and conclusion drawing. Data reduction was conducted by summarizing, selecting, and focusing on data relevant to the research focus. At this stage, the researcher simplified the data obtained from observations, interviews, and documentation to make them easier to analyze. Furthermore, the data were presented as narrative descriptions, tables, and charts to facilitate the researcher's understanding of the relationships among the data and to draw research conclusions. The final stage was conclusion-drawing, which was conducted gradually as findings were obtained throughout the research process. The research conclusions were formulated from a systematic analysis of the data (Miles & Huberman, 1994).

To ensure data validity, this research used source, technique, and time triangulation. Source triangulation was conducted by comparing the data obtained from the *madrasah* principal, the vice principal for curriculum affairs, Arabic language teachers, and students. Technique triangulation was conducted by comparing the data obtained from observations, interviews, and documentation. Meanwhile, time triangulation was conducted by checking the data at different points in time to ensure the information was consistent. In addition to triangulation, the researcher conducted member checking by confirming the interview results and data interpretations with the research informants to ensure the obtained data truly corresponded to the conditions intended by the informants. Thus, the research results are expected to be highly credible and valid (Moleong, 2017).

Research Design

The research results were obtained through interviews, observations, and documentation involving Arabic language teachers, the *madrasah* principal, the vice principal for curriculum affairs, and students at Madrasah Tsanawiyah An-Nizham. This research aimed to determine the implementation of strategies for improving the competencies of Arabic language teachers and their impact on the Arabic language learning process in the *madrasah*. The obtained data were then analyzed descriptively and qualitatively through data reduction, data display, and conclusion drawing.

In general, the research results showed that strategies for improving the competencies of Arabic language teachers were implemented across several aspects, namely the improvement of

pedagogical, professional, social, and personality competencies, as well as academic supervision by the *madrasah* principal. The implementation of these strategies was carried out through varied learning methods, the use of technology-based learning media, participation in training and workshops, and collaboration among Arabic language teachers.

Based on observations conducted during the learning process, the Arabic language teachers tried to create an active, communicative learning atmosphere. The teachers used approaches adjusted to students' conditions and abilities. In several classes, the learning process used digital media such as PowerPoint, YouTube videos, Canva, and digital quizzes to make learning more engaging. In addition, the teachers used singing methods and repeated material to help students more easily understand Arabic vocabulary and grammar rules.

The interview results showed that the implementation of strategies for improving the competencies of Arabic language teachers was in the fairly good category. These strategies included the pedagogical, professional, social, and personality aspects of teachers.

Table 1. Implementation of the Strategy to Improve the Competency of Arabic Language Teachers

Yes	Strategy Aspects	Implementation
1	Pedagogical competence	Good
2	Professional competence	Fairly Good
3	Social competence	Fairly Good
4	Personality competencies	Good
5	Academic supervision	Good

Based on the table, the teachers' pedagogical and personality competencies were best implemented. The Arabic language teachers adjusted their teaching methods to students' needs and demonstrated friendly, patient, and communicative attitudes throughout the learning process. In addition, the academic supervision conducted by the *madrasah* principal also assisted the teachers in evaluating and improving the implementation of the learning process.

The results of the observation showed that the use of technology-based learning media positively impacted student engagement in Arabic language learning. The students appeared more enthusiastic when the teachers used videos, images, and digital presentations compared to learning processes that only used textbooks. The use of varied methods also helped reduce students' boredom toward Arabic language materials, which had previously been considered difficult.

The implementation of strategies to improve teachers' competencies was also reflected in teachers' participation in training and workshops. The teachers used the Pintar Kemenag platform, WhatsApp groups within the Arabic-language teacher community, and informal communication with colleagues to share insights into their learning. However, the implementation of these strategies had not yet been optimal due to limitations in formal training, technological facilities, and the inactivity of the Arabic Language Subject Teacher Forum (MGMP) in Jambi City.

The research results showed that implementing strategies to improve teachers' competencies positively impacted the Arabic language learning process. These impacts were reflected in improved learning quality, students' learning motivation, and the use of more varied learning media and methods.

Table 2. The Impact of Strategies on Arabic Language Learning

No.	Impact Indicators	Category
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1	Variation in learning methods	Good
2	Use of learning media	Fairly Good
3	Students' learning motivation	Good
4	Teacher and student interaction	Good
5	Students' understanding of the material	Fairly Good

The data showed that teacher-student interaction and variation in learning methods became the most prominent aspects. The teachers were able to create a more communicative learning atmosphere so that the students became more confident in asking questions and more active during the learning process. In addition, methods such as material repetition, singing, and translation helped students understand Arabic-language materials that were considered difficult.

The interview results with the students showed that most students liked Arabic language learning because the teachers taught in a friendly and patient manner. The students also felt that they could understand the material more easily when the teachers used visual media and engaging learning methods. However, several students still had difficulty understanding vocabulary and translating Arabic texts, particularly because most had come from general elementary schools and had not yet developed basic Arabic language skills. In addition, limitations in technological facilities also affected the effectiveness of the learning process. The limited number of projectors led to the use of digital media being implemented inconsistently across all classes. These conditions indicate that implementing strategies to improve teacher competencies still requires more adequate facility support to ensure the learning process is carried out optimally.

The research results showed that academic supervision became an important strategy for improving the competencies of Arabic language teachers. The *madrasah* principal conducted supervision by examining learning instruments and directly observing teaching and learning activities in the classroom.

Table 3. Implementation of Academic Supervision

No.	Supervision Aspects	Remarks
1.	Examination of learning instruments	Implemented
2.	Observation of the learning process	Implemented
3.	Teacher guidance and evaluation	Implemented
4.	Peer mentoring among teachers	Implemented
5.	Intensity of supervision	Not Yet Optimal

Based on the interview results, academic supervision provided benefits for teachers as a tool for evaluating and monitoring the implementation of the learning process. The *madrasah* principal also provided direct guidance to the teachers after the supervision had been conducted. Teachers who were considered to have good abilities in the learning process could serve as peer tutors for other teachers. However, the intensity of supervision had not yet been carried out optimally due to the limited time of the *madrasah* principal, who also had various other administrative responsibilities. Supervision was generally conducted only once per semester, even though, ideally, it should be conducted several times to ensure teacher guidance is carried out more effectively.

The research results also revealed several challenges in implementing strategies to improve the competencies of Arabic language teachers. These challenges included limitations in technological facilities, the low level of students' basic Arabic language skills, limited formal training, and the inactivity of the Arabic Language Subject Teacher Forum (MGMP) in Jambi City.

Table 4. Challenges in the Implementation of Strategies for Improving Teacher Competencies

No.	Challenge	Impact
1.	The Arabic Language MGMP was inactive	Limited teacher collaboration
2.	Formal training was limited	Competency development had not yet been optimal
3.	Technological facilities were limited	Digital media were not used consistently
4.	Students' basic abilities were low	The learning process became slower
5.	The development program was not yet systematic	The strategies had not yet been measurable

Based on the table, it can be understood that the greatest challenges in implementing strategies to improve teacher competencies were limitations in professional collaboration forums and technology-based learning facilities. The inactivity of the Arabic Language MGMP caused teachers to lose a formal platform for sharing experiences and developing learning innovations together with other teachers.

In addition, the low level of students' basic Arabic language skills also became a major challenge in the implementation of more communicative and innovative learning methods. The teachers had to adjust their learning strategies to the students' conditions, most of whom were not yet familiar with the fundamentals of the Arabic language. Therefore, the implementation of strategies for improving teacher competencies requires more systematic support in terms of training, facilities, and the strengthening of professional forums for Arabic language teachers.

RESULTS AND DISCUSSION

This research showed that the implementation of strategies for improving the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi had been carried out through several forms of activities, such as training through the Pintar Kemenag platform, academic supervision by the *madrasah* principal, internal collaboration among teachers, the utilization of technology-based media, as well as independent self-development. These strategies had an impact on the improvement of the pedagogical, professional, social, and personality competencies of Arabic language teachers. However, their implementation had not yet been carried out optimally or systematically programmed.

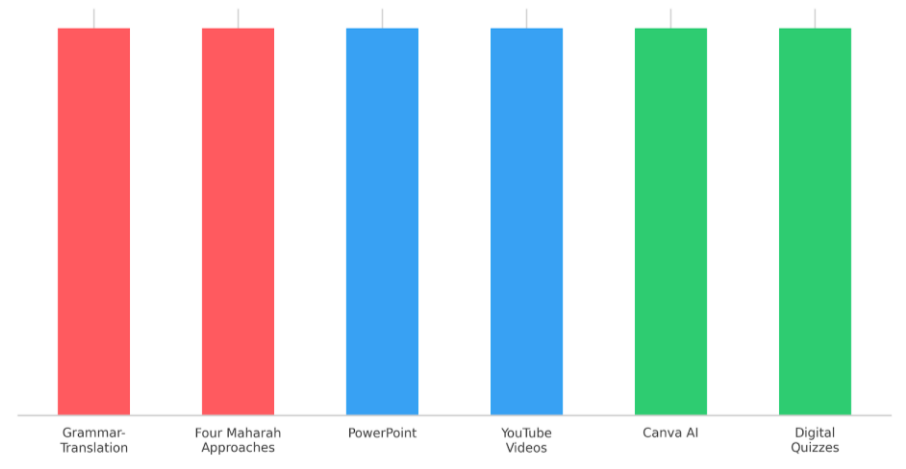


Figure 1. Pedagogical Implementation in Arabic Language Learning

In the pedagogical aspect, this research found that the Arabic language teachers had implemented variations in learning methods according to students' conditions. The teachers used grammar-translation methods, four *maharah* approaches, and utilized learning media such as PowerPoint, YouTube videos, Canva AI, and digital quizzes. The use of a variety of media and methods helped create a more engaging learning environment and facilitated students' understanding of Arabic language materials. These findings are in line with the view of Husein et al. (2023), who explained that Arabic language learning requires strategies that are adaptive to students' basic abilities, and are supported by mastery of technology and digital literacy, as stated by Muhammad and Al-Jabali (2023).

This research also showed that academic supervision contributed to improving teachers' competencies. The supervision was conducted through the examination of learning instruments and direct observation of the learning process in the classroom. After the supervision had been conducted, the *madrasah* principal provided guidance and evaluation to the teachers. These findings support those of Afandi and Abrori (2024), who stated that academic supervision plays an important role in improving the quality of learning and the competencies of Arabic language teachers. However, the implementation of supervision in this *madrasah* was still limited by the principal's workload, so it could not yet be carried out optimally.

In the professional and social aspects, this research found that Arabic language teachers attempted to develop their competencies through online training, teacher communities, and informal communication with fellow Arabic language teachers at other institutions. However, the inactivity of the Arabic Language Subject Teacher Forum (MGMP) in Jambi City became a significant obstacle in the development of teacher competencies. The absence of the MGMP forum caused teachers to lose a formal platform for sharing experiences, discussing issues, and developing learning innovations collaboratively. These findings differ from those of Fuadah et al. (2019), which showed that MGMP plays an important role in improving teachers' social and professional competencies through collaborative activities and continuous development.

From the students' perspective, the implementation of strategies to improve teachers' competencies had a positive impact on students' learning experiences. The students considered the Arabic language teachers to be friendly, patient, easy to understand, and able to create a fairly enjoyable learning atmosphere. The use of digital media and more creative methods helped improve students' learning motivation. However, several students still expected greater variation in methods and the use of more engaging learning media. These findings indicate that the quality of Arabic language learning still needs improvement; thus, the learning process is not monotonous and is more communicative. This is in line with the research conducted by Susiawati et al. (2022) yang menyatakan bahwa kompetensi pedagogik guru berkaitan dengan kemampuan menciptakan pembelajaran yang inovatif dan menarik bagi peserta didik.

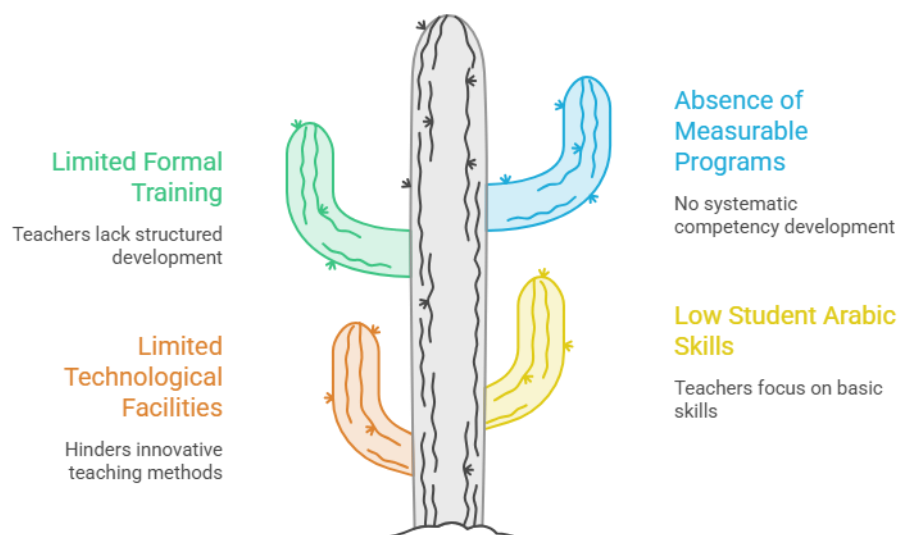


Figure 2. Teacher Competency Improvement Hindered

This research also found that the effectiveness of strategies for improving teacher competencies had not yet been carried out optimally because several major obstacles still existed, such as limitations in technological facilities, the low level of students' basic Arabic language skills, the limited formal training attended by teachers, as well as the absence of systematic and measurable competency development programs. Most students came from general schools and had not yet developed adequate Arabic-language foundations, causing teachers to focus more on strengthening basic skills than on implementing more innovative communicative methods. These conditions indicate that the success of strategies to improve teachers' competencies is influenced not only by teachers' abilities but also by institutional support, learning facilities, and students' readiness.

Overall, this research showed that the strategies for improving the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi had a positive impact on the learning process, particularly by increasing the variety of teaching methods, the use of learning media, and students' motivation to learn. However, the implementation was still partial and uneven. Therefore, more systematic, continuous, and measurable teacher competency development programs are needed to improve the quality of Arabic language learning more effectively. In addition, the reactivation of the Arabic Language Subject Teacher Forum (MGMP) and the improvement of technology-based learning facilities are important steps in supporting the continuous development of Arabic language teacher competencies.

CONCLUSION

This research showed that the strategies for improving the competencies of Arabic language teachers at Madrasah Tsanawiyah An-Nizham Jambi had been implemented through several forms of activities, such as online training through the Pintar Kemenag platform, academic supervision, internal collaboration among teachers, the utilization of learning technology facilities, as well as independent development through digital media and the use of AI. However, the implementation of these strategies was still partial, not yet systematically structured, and not yet supported by continuous competency development programs.

The research results also showed that the implemented strategies positively impacted teachers' pedagogical, professional, and social competencies, although their effectiveness remained not optimal. Differences in abilities between senior and junior teachers indicated that access to training and professional development had not yet been evenly distributed. In

addition, the inactivity of the Arabic Language Subject Teacher Forum (MGMP) became a major obstacle to strengthening social competencies and developing teachers' professional networks.

From a learning perspective, the students showed positive responses to Arabic language learning, although they still expected greater variation in more innovative and interactive methods and media. These findings emphasize that improving the competencies of Arabic language teachers in private *madrasahs* requires support through more well-planned programs, continuous supervision, the strengthening of teachers' professional forums, and adequate policy and facility support; thus, competency development can be carried out effectively and continuously.

This research contributes to enriching studies regarding the development of Arabic language teacher competencies at the *Madrasah Tsanawiyah* level, particularly in the context of private *madrasahs* with limited resources.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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