



---

## Arabic Teachers: Professional Competence and Reflective Teaching

**Aulia Mustika Ilmiani<sup>1</sup>, Marsiah<sup>2</sup>, Adelina Dewi Nuryaman<sup>3</sup>, Oemar Salim<sup>4</sup>**

<sup>1,2,3</sup> IAIN Palangka Raya, Indonesia

<sup>4</sup> Islamic University of Margoro, Tanzania

Corresponding E-mail: [aulia.mustika.ilmiani@iain-palangka.ac.id](mailto:aulia.mustika.ilmiani@iain-palangka.ac.id)

### Abstract

This article discusses the professional competence of Arabic language teachers in six schools in the Central Kalimantan region which have not met according to the standards set by the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. This Research used the qualitative method by implementing phenomenological interviews. Through the results of the research, three Arabic teachers were found with inappropriate educational backgrounds. During the learning reflection process, the three Arabic teachers did many reflection activities to improve the quality of learning, such as evaluating learning, researching in the classroom, studying alone, observing themselves and students, attending training, being innovative, recording the learning process, analyzing students' needs, and meeting students' needs by analyzing them. The study suggests that Arabic teachers should regularly reflect to improve the quality of learning and meet professional competency standards.

**Keywords:** *Arabic Language Teacher, Teaching Reflection, Professional Competence*

### Introduction

Teaching is a professional job that requires special expertise as an educator. This type of work cannot be done by anyone outside the field of education.<sup>1</sup> His or her duties include educating as a profession, teaching, and training. Teaching means continuing and developing science and technology. While training means developing the skills needed by society in solving various problems faced by society.<sup>2</sup> In a narrower sense, researchers summarize it as follows; a teacher is someone whose position and profession is to devote himself or herself to the field of

---

<sup>1</sup>Monalisa Rahman, "Peranan Serta Tantangan Profesional Guru sebagai Sebuah Profesi" (Osf Preprints, April 18, 2021), <https://doi.org/10.31219/osf.io/7yj5n>.

<sup>2</sup>Khodijah Murkatik, Edi Harapan, and Dessy Wardiah, "The Influence of Professional and Pedagogic Competence on Teacher's Performance," *Journal of Social Work and Science Education* 1, no. 1 (April 30, 2020): 58–69, <https://doi.org/10.52690/Jswse.V1i1.10>.

education through patterned, formal, and systematic educational activities. Teachers who have professional competence are teachers who master learning materials broadly and deeply, which includes mastery of the subject curriculum material at school and the scientific substance that overshadows the material, as well as mastery of scientific structure and methodology.

As mandated by the 1945 Constitution, teachers are the main figures in education who are tasked with educating the life of the Indonesian people. However, from year to year, the polemic related to teachers in terms of quality, quantity, and distribution location is still a hot issue that continues to be discussed. Ideally, to produce the best generation of students this century, professional educators are also needed, not only in the scientific field but also in terms of their validity as education graduates who are legally recognized by the state or supported by linearization efforts. In general, to become an educator in Indonesia is characterized by the possession of a bachelor's degree in education obtained from universities, institutes, and colleges or through a teacher training process marked by the possession of certification. However, in reality in Indonesia, several problems still overlap and have not been resolved significantly.<sup>3</sup>

Survey data from the Ministry of Education's Balitbang shows that the quality of education in Indonesia is still low. In terms of teaching eligibility in various education units. The results of the percentage of teacher eligibility in teaching show that there is only 21.07% teacher eligibility in public primary schools and 28.94% teacher eligibility in private primary schools, The results of the percentage of teacher eligibility in teaching shows that there is only 21.07% of teacher eligibility in public elementary schools and 28.94% of teacher eligibility in private elementary schools, for teacher eligibility in teaching in public junior high schools only 54.12% while in private junior high schools as much as 60.99%. The eligibility of teachers in teaching in public senior high schools is 65.29% while in private senior high schools, it is 64.73%. For teacher eligibility in teaching at public vocational high schools, 55.49% while at private vocational high schools, 58.26%. From this data, it can be understood that there is a fundamental problem in education in Indonesia, namely the paradigm that underlies the entire organization of the education system. The educational problems we face are; first, the uneven availability of educator

---

<sup>3</sup>Iva Ning Nur Agustin dan Achmad Supriyanto, "Permasalahan Pendidikan di Indonesia," *Seminar Nasional Arab Manajemen Sekolah pada Masa dan Pasca Pandemi Covid-19* (2020), <https://conference.um.ac.id/index.php/apfip/article/view/396>; Andi Agustang, Indah Ainun Mutiara, dan Andi Asrifan, "Masalah Pendidikan di Indonesia" (OsF Preprints, January 10, 2021), <https://doi.org/10.31219/osf.io/9xs4h>.

resources with the needs of employment (educational institutions). Second, the existence of uneven teacher recruitment, and third, the low professionalism of educators and education personnel (Kementerian Dalam Negeri R.I, n.d.).

According to data from the Directorate General of Teachers and Education Personnel (Dirjen GTK), there are currently 3,357,935 teachers teaching in 434,483 schools. Meanwhile, the number of students reaches 52,539,935 students. Thus, the average ratio of teachers and students is 1:16. From this ratio, it should be ideal for the fulfillment of learning services. However, when viewed in terms of employment status, only 1,607,480 (47.8%) teachers are civil servants (PNS),<sup>4</sup> while the rest are honorary teachers consisting of 458,463 permanent foundation teachers, 14,833 provincial non-permanent teachers, 190,105 district/city non-permanent teachers, 3829 central auxiliary teachers, 728,461 school honor teachers and 354,764 teachers from other categories.<sup>5</sup>

From the three initial problems above, a crucial problem arises that greatly affects the learning process in educational units, namely the nonlinearity between the teacher's educational background and the subjects taught. Because in reality the needs in the field or the world of education are different from the number or percentage of graduates in the field of expertise. Danumiharja,<sup>6</sup> argues that the gap between the need and availability of teachers is caused by the absence of a valid reference (data-based) or a one-door database integrated between the regions and the center, the difficulty of bureaucratic teacher transfers between regions, and differences in policies for each region to equalize the distribution of educators according to local needs.

Several previous studies reported that the learning process carried out by teachers with a linear educational background proved to be more effective and had a significant positive effect. In their research, Iswadi and Richardo revealed that the professional ability of teachers in teaching at SMA Kartika XIV Banda Aceh had a positive effect of 12.52%,<sup>7</sup> as well as research conducted

---

<sup>4</sup>“Majukan Literasi Daerah, Kemendikbud Giatkan Gerakan untuk Literasi Semesta (Geulis),” Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, November 26, 2020, <https://www.kemdikbud.go.id/main/blog/2020/11/majukan-literasi-daerah-kemdikbud-giatkan-gerakan-untuk-literasi-semesta-geulis>.

<sup>5</sup>: “.:Pusat Data dan Teknologi Informasi :.” Accessed October 8, 2021, <https://statistik.data.kemdikbud.go.id/>.

<sup>6</sup>Mintarsih Danumiharja, *Profesi Tenaga Kependidikan* (Deepublish, 2014).

<sup>7</sup>Iswadi Iswadi dan Richardo Richardo, “Pengaruh Latar Belakang Bidang Studi, Tingkat Pendidikan dan Pengalaman Mengajar terhadap Kemampuan Profesional Guru pada SMA Kartika XIV 1 Banda Aceh,” *Genta Mulia : Jurnal Ilmiah Pendidikan* 8, no. 2 (Juni 4, 2018), <https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/116>.

by Emilia,<sup>8</sup> which states that the professional competence of teachers is influenced by the educational background of teachers by 9.18%. Likewise, research conducted by Indriani and Kuswanto, the results of their research state that the teaching profession that is not by their educational background has an impact on the incompetence of teacher performance in the learning process in the classroom.<sup>9</sup> From some of the research results that have been mentioned, it can be seen that educational background has a significant influence on the learning process, besides the linearity of educational background and teaching fields, it also provides teachers with experience and also higher motivation, this is mentioned in the research.<sup>10</sup>

In this case, the Indonesian government has made equalization efforts by conducting teacher professional education after the undergraduate program, so that teachers have jobs with special expertise that master competencies based on national education standards. Thus teachers are entitled to a professional educator certificate. The United Nations Sustainable Goal 2015-2030 states that by 2030, all education systems in the world must ensure that all students receive education from qualified teachers,<sup>11</sup> who can provide training and motivation to students.

The important role of teacher professionalism in improving the quality of education is a serious concern of the Ministry of Education and Culture. Therefore, the Ministry of Education and Culture issued a circular for teachers to linearize their subject expertise with their educational background qualifications.<sup>12</sup> The circular is written in the Minister of Education and Culture Regulation No. 46 of 2019 concerning structuring the linearity of educator-certified teachers, but this government effort is still in the process until now, because there is still a lot of equity that has not been reached. It is undeniable that the problem has not yet been resolved. There are still many teachers who are constrained in pursuing these professional competencies. In 2020, it was

---

<sup>8</sup>Emilia Graciela Mega Taran, "Pengaruh Latar Belakang Pendidikan dan Motivasi Terhadap Kompetensi Profesional Guru (Studi Kausal Terhadap Guru TK se-Kecamatan Langke Rembong Kabupaten Manggarai NTT)," *JIPD (Jurnal Inovasi Pendidikan Dasar)* 3, no. 1 (Januari 31, 2019): 16–24. <https://doi.org/10.36928/jipd.v3i1.210>.

<sup>9</sup>Dewi Kartini, Muhammad Kristiawan, and Happy Fitria, "The Influence of Principal's Leadership, Academic Supervision, and Professional Competence Toward Teachers' Performance," *International Journal of Progressive Sciences and Technologies* 20, no. 1 (Mai 11, 2020): 156–64, <https://doi.org/10.52155/ijpsat.v20.1.1730>.

<sup>10</sup>Wahyu Bagja Sulfemi, "Kompetensi Profesionalisme Guru Indonesia dalam Menghadapi Mea" (Ina-Rxiv, Mei 14, 2019), <https://doi.org/10.31227/osf.io/czxus>.

<sup>11</sup>Abbie Raikes et al., *Children, Youth and Developmental Science in The 2015-2030 Global Sustainable Development Goals. Social Policy Report. Volume 30, Number 3, Society For Research in Child Development* (Society for Research in Child Development, 2017), <https://eric.ed.gov/?id=ed581660>.

<sup>12</sup>"Penjelasan Permendikbud Nomor 16 Tahun 2019 tentang Penataan Linieritas Guru Bersertifikat Pendidik," *Wasito.Info* (Blog), Accessed October 10, 2021, <https://www.wasito.info/2019/06/penjelasan-permendikbud-nomor-16-tahun-2019.html>.

predicted by the government as the deadline to obtain qualification as a linear teacher for teacher, especially subject teacher. But in reality it cannot be fully realized.<sup>13</sup> (Many Teachers do not Match Their Competence, 2015).<sup>14</sup> Subject teachers are teachers who are in charge and responsible for one subject only.<sup>15</sup> In other references, subject teachers are also called subject teachers, while the duties of subject teachers include; creating learning conditions to remain conducive and enjoyable, compiling lesson plans/semester programs and annual programs, carrying out learning activities, conducting assessments, enrichment, remedial and reflection on the learning carried out.<sup>16</sup>

The teacher gap in meeting the needs of education and teaching must eventually become a problem that has long been ingrained in educational units. When the government is busy cleaning up, and trying various ways, the learning process must continue, so that the vacancies of subject teachers in schools are forced to be supported by the existence of teachers who are not in their fields of expertise. Quoted from several online information media, it is stated that the problem of the lack of teachers in elementary schools makes teachers often teach not by the knowledge and expertise they have. This is widely felt, especially in schools in the regions, even honorary teachers have not been able to cover the shortage of teachers in many schools, so the remaining option is to utilize existing teachers, even though they do not have competence in that field.

Secretary General of the Federation of Indonesian Teachers Unions (FSGI), Listiyarti said that the lack of teachers in certain subjects forced the willingness of existing teachers to teach several subjects, in his opinion, it was conveyed that teachers who taught not in their fields often occurred so that they taught with makeshift knowledge and expertise, even incompatible. The role of teacher professionalism is the main source in the world of education. Meanwhile, in its statement, the Ministry of Education and Culture (Kemendikbud) revealed that teachers are not allowed to teach subjects that are different from their fields and expertise. This statement is based

---

<sup>13</sup>Nur Baety, "Indonesian Teacher Performance: Professional and Character," *Akademik: Jurnal Mahasiswa Humanis* 1, no. 3 (September 1, 2021): 95–103, <https://doi.org/10.37481/jmh.v1i3.459>.

<sup>14</sup>Jawapos.Com, "Pendidikan Guru Mapel Harus Linier," November 26, 2017, <https://radarmadura.jawapos.com/read/2017/11/26/29536/pendidikan-guru-mapel-harus-linier>.

<sup>15</sup>M. Zakir, "Peranan Musyawarah Guru Mata Pelajaran dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam di MAN 2 Langsa," *Mukadimah: Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial* 4, no. 1 (December 1, 2020): 63–73, <https://doi.org/10.30743/mkd.v4i1.2615>.

<sup>16</sup>Nahdatul Hazmi, "Tugas Guru dalam Proses Pembelajaran," *Joeai: Journal of Education and Instruction* 2, no. 1 (June 29, 2019): 56–65, <https://doi.org/10.31539/joeai.v2i1.734>.

on Permendikbud Number 16 of 2019 concerning the linearity arrangement of certified teachers. In this explanation, it can be understood that teachers are not allowed to teach subjects that are far different from their fields and expertise except in the same field family.

Like two different sides of the same coin, we know the main problems in the field, but the teaching process still has to be carried out with various obstacles, challenges, and efforts. Using the services of available teachers, even without innate expertise, will bring new problems in the learning process, but leaving the position vacant is the same as neglecting the opportunities and opportunities for students to learn. A teacher's credibility and expertise can be seen, even though he is in a crisis of limited professional competence but still carries out the learning process outside his field of expertise. It is based on this that reflection needs to be done.

In learning, there is the term Teaching Reflection, which means reflection carried out by teachers to review their teaching activities periodically,<sup>17</sup> as an effort to reflect on what learning activities they have done and sort out what their teaching activities are right and wrong, which teaching activities are suitable and unsuitable, which of their teaching activities are effective to continue or even try another type of teaching.<sup>18</sup> Reflective teaching is an approach in which teachers critically examine and evaluate their own teaching practices and experiences in order to improve their effectiveness in the classroom. Through reflection, teachers can identify areas where they need to develop or improve their teaching skills, as well as areas where they have been successful.<sup>19</sup> Reflective teaching involves a process of self-examination and self-evaluation, in which teachers analyze their own beliefs, attitudes, and values, as well as the actions and decisions they make in the classroom. This process of reflection can help teachers to identify areas of their teaching practice that may need to be adjusted, and to develop strategies for improving their teaching effectiveness.<sup>20</sup> Some common strategies used in reflective teaching include journaling,

---

<sup>17</sup>Auli Toom, Jukka Husu, and Sanna Patrikainen, "Student Teachers' Patterns of Reflection in the Context of Teaching Practice," *European Journal of Teacher Education* 38, no. 3 (July 3, 2015): 320–40, <https://doi.org/10.1080/02619768.2014.943731>.

<sup>18</sup>Curriculum And Instruction M.Ed. And History B.A., "When Teachers Reflect Is More Important Than How Teachers Reflect," Thoughtco, Accessed September 27, 2021, <https://www.thoughtco.com/importance-of-teacher-reflection-8322>.

<sup>19</sup>Christine Hamel and Anabelle Viau-Guay, "Using Video to Support Teachers' Reflective Practice: A Literature Review," ed. Bernard Nkuyubwatsi, *Cogent Education* 6, no. 1 (January 1, 2019): 1673689, <https://doi.org/10.1080/2331186X.2019.1673689>.

<sup>20</sup>Oliver McGarr, "The Use of Virtual Simulations in Teacher Education to Develop Pre-Service Teachers' Behaviour and Classroom Management Skills: Implications for Reflective Practice," *Journal of Education for Teaching* 47, no. 2 (March 15, 2021): 274–86, <https://doi.org/10.1080/02607476.2020.1733398>.

peer observation and feedback, self-assessment, and dialogue with colleagues.<sup>21</sup> By engaging in these reflective practices, teachers can gain new insights into their teaching practice and develop a deeper understanding of the impact their teaching has on student learning. Overall, reflective teaching is a valuable approach that can help teachers to continually improve their teaching practice, and ultimately enhance the learning experiences of their students.

From some of the above definitions, the author summarizes the definition of teaching reflection as a process of observation and evaluation carried out by teachers on themselves in looking at their teaching strategies, be it the instructions they carry out, what methods can foster student interest in learning or other words, teaching reflection is a process where we, as teachers, realize and find out what is right and wrong or what should be done and changed from the learning process that we do in general.

In education in Indonesia, teachers have reflected on the problems and obstacles they face, by reviewing the learning process they do. This can be seen from the efforts of teachers to overcome learning obstacles, problems, and challenges. In practice, teachers often try to use approaches, methods, or learning media to support their learning process. However, from the many published studies, there seems to be little evidence to show how much "teaching reflection" a teacher has done and what the process is in doing this "teaching reflection". Many teachers do it but, in research publications in Indonesia, there is a lack of studies on teaching reflection.

This is also related to the researcher's observation of the phenomenon of Arabic language learning in Indonesia, to this day Arabic language learning still faces several obstacles from various aspects, be it problems that arise from students who learn, teachers who teach even problems in Arabic language learning itself.<sup>22</sup> As the results of preliminary interviews that researchers conducted with several Arabic language teachers in the Central Kalimantan region. On that occasion he said the main problem they faced in learning Arabic was their inability to understand the material, master and re-explain Arabic learning material to students, the limitations of their educational background, most of which only have expertise in the general field, even only a few of them have religious expertise, because of the needs in the field, they are

---

<sup>21</sup>Jalil Fathi, Vincent Greenier, and Ali Derakhshan, "Self-Efficacy, Reflection, and Burnout among Iranian EFL Teachers: The Mediating Role of Emotion Regulation," *Iranian Journal of Language Teaching Research* 9, no. 2 (July 1, 2021): 13–37, <https://doi.org/10.30466/ijltr.2021.121043>.

<sup>22</sup>Miftachul Taubah, "Maharah dan Kafa'ah dalam Pembelajaran Bahasa Arab," *Studi Arab* 10, No. 1 (Juni 29, 2019): 31–38.

forced by circumstances to teach Arabic learning materials that they do not understand at all, both in terms of material and learning methodology. This seems to be an open secret in education units, especially in Central Kalimantan. However, in their confession during the initial interview session, it was mentioned that most of the Arabic language teachers in the Central Kalimantan region were very aware of these shortcomings and obstacles, their awareness could be seen from their expressions stating that they were always anxious and hesitant every time they finished giving material to students, they then also looked for what was wrong with the Arabic language learning process they had done, when they saw the students' responses. As an Arabic language teacher, we researchers also experience the same anxiety related to the problem of Arabic language learning. Surely this problem is the root of a serious problem that must be of concern to all of us, especially the problems faced by Arabic language teachers, researchers want to review more deeply the professional competence of non-linear Arabic language teachers in the Central Kalimantan Region, focusing on the process of teaching reflection that Arabic language teachers in Central Kalimantan have done so far.

Based on the initial information obtained, it is very interesting for researchers to raise the theme of research in terms of the process of teaching reflection of Arabic language teachers, because in the midst of the crisis of professional competence of Arabic language teachers which is a problem, the process of teaching reflection they do deserves to be questioned and researched further.

## **Method**

In our research, we used qualitative research with a phenomenological approach. Phenomenology, originally, is a philosophy popularized by Edmund Husserl. Phenomenology teaches humans to interact and learn more from phenomena so that the meaning of reality and the nature of reality can be captured by the observer. Phenomenology is currently developing as one of the fundamental research methods whose assumptions value the uniqueness and subjective experience of humans. At any given time, humans practice phenomenological research in everyday life. He notices, he reveals his identity, he lets the phenomenon appear, and then we understand it.

### **A. Identify Subsections**

The reason researchers choose to use this qualitative research is to explore, understand



and explore the professional competence and teaching reflections of Arabic language teachers in social reality based on the research subject. Qualitative research facilitates us in obtaining unique and explicit meanings in describing experiences as perceived by those concerned. Therefore, the most appropriate approach in this qualitative research is the phenomenological approach. Using this phenomenological approach can represent the lived experience of several people about their outlook on life and self-concept or symptoms in their daily lives.

Data collection techniques that researchers do to get the necessary information are in-depth interviews with research subjects and informants, and field observations, namely the Arabic language learning process that takes place, and thorough documentation of the research process that researcher. There are several data that can be collected from the observation process of teacher professional competence and learning reflection. Direct observation of teacher performance during learning activities, such as the ability to deliver material, manage the class, and interact with students. Data collection from teachers, to find out the extent of their understanding and knowledge of the material being taught. Interviews with teachers to find out their views and thoughts on the learning activities that have been carried out. Reflection on the learning activities that have been carried out, such as noting strengths and weaknesses, and developing action plans to improve the quality of learning activities in the future.

## **B. Participant (Subject) Characteristics**

The subjects of this study were three Arabic language teachers in schools in Central Kalimantan. The research subjects were selected based on a non-probability sampling technique, namely purposive sampling, and the samples were selected intentionally with criteria or have predetermined characteristics based on their activities as Arabic language teachers and their willingness to share their experiences in the Arabic language learning process in the local area. Given the very wide scope of the research area, the researchers took representation from several districts in the Central Kalimantan region, so 3 key informants were found as sources for this research.

Key informants or sources of this research are Arabic language teachers who are registered as Arabic language teachers in the Central Kalimantan region with a non-Arabic language education background in districts in the Central Kalimantan region. The criteria of the sources are: (a) registered as a permanent Arabic language teacher as evidenced by a decree or letter of assignment (b) Arabic language teacher with a non-Arabic language education

background (c) participating in one of the Arabic language study field organizations.

The aspects that will be asked of the research subjects and research informants as well as the object of this research are everything related to the professional competence of Arabic language teachers and teaching reflections carried out by Arabic language teachers in dealing with Arabic language learning so far.

### **C. Research Design**

The analysis used in this study adopts Churchill's phenomenological analysis,<sup>23</sup> the steps used in this phenomenological research are as follows: (1) problems and research formulation, researchers try to describe the research focus by formulating research questions (2) data that produce situations, namely the text of life experiences. Researchers make descriptive narratives that describe the results of interviews that have been conducted. (3) data analysis, in the form of explication and interpretation, after all the data is collected based on the results of interviews, observations, and documentation to reveal the configurations of the meaning of Arabic language teacher professionalism, teaching reflection, and self-study both structure and how the meaning is created.

## **Result and Discussion**

### **A. Result**

As a result of the researcher's observations and interviews, it is found that three Arabic language teachers as research subjects in the Central Kalimantan region were not fulfilled in their professional competence. This can be seen from the results of our research, where it is known that the last education of the Arabic teacher is not an Arabic language education background. The first research subject has a background in Islamic Religious Education. The second research subject has a background in Mathematics Education and the third research subject has a background in English Education. This reality is not by the standards of professional competence of teachers referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies. Thus, it can be concluded that these three Arabic language teachers in the Central

---

<sup>23</sup>Scott D. Churchill et al., "An Adequate Philosophy of Science to Inform Gestalt Research: The View From Gestalt Research Mentors," in *Handbook For Theory, Research, and Practice in Gestalt Therapy, 2nd ed*, The World of Contemporary Gestalt Therapy (Newcastle Upon Tyne, United Kingdom: Cambridge Scholars Publishing, 2019), 38–102.

Kalimantan region do not have professional competency qualifications.

The results showed that the learning reflections carried out by Arabic language teachers on the first subject were; First, a sense of awareness to evaluate the implementation of learning that he has done, by reviewing student grades regularly. Second, conducting classroom action research, using learning methods and media. Third, conducting a self-study, to improve or evaluate to improve his competence as an Arabic language teacher. The learning reflections carried out by the Arabic language teacher on the second subject are; First, observing the process of learning activities that he carries out by looking at the conditions or the student's ability to catch. Second, participating in training activities individually or in groups held in bulk or independently. Third, applying new knowledge, innovation, or creativity, which has been learned from the training that has been followed. The learning reflections carried out by Arabic language teachers on the third subject are; First, recording the learning process with video. The video recording can be seen again as a reference to the learning process standards. Second, analyzing student needs in the learning process will be carried out. Third, following up on student needs according to the results of the needs analysis.

## **B. Discussion**

Based on the three research subjects we met in the data collection process, we can conclude. There are nine types of learning reflection activities carried out by Arabic language teachers in the Central Kalimantan region, namely; 1) Arabic teachers evaluate the learning that has been carried out. 2) Arabic teachers conduct classroom action research. 3) Arabic language teachers conduct self-study to improve competence. 4) Arabic language teachers conduct self-observation and learner responses during the learning process. 5) Arabic teachers participate in online and offline training activities. 6) Arabic teachers implement innovations from the results of the training that has been carried out. 7) Arabic teachers make personal recordings of the learning process so that it can be easily reviewed. 8) Arabic teachers conduct learner needs analysis. 9) Arabic teachers address learners' needs according to the needs analysis.

Teacher professional competence refers to the collection of knowledge, skills, and attitudes required by a teacher to teach effectively and meet the demands of the profession. Teachers' professional competence includes several aspects, among others: Knowledge: The knowledge possessed by teachers about the subjects taught, teaching methods, learning strategies, and evaluation of student learning outcomes. Skills: The skills possessed by teachers in planning

learning, implementing learning, managing the classroom, and evaluating student learning outcomes. Attitude: The attitude of the teacher in building good relationships with students, cooperating with colleagues and parents, and serving as a good model for students.

Teachers' professionalism can be measured based on their qualifications and experience in teaching, adherence to ethical standards and professional codes of conduct, ability to communicate with students, and ability to provide effective and useful learning for students. There are professional standards that teachers must have. Teachers as professionals are teachers who master the material, and strategies and can encourage students to study hard.<sup>24</sup> This is in line with Indonesian regulation number 14 of 2005 article 2 paragraph 1 concerning teachers and lecturers. It states that teachers have a position as professionals at the primary, secondary, and early childhood education levels in formal education which is regulated by statutory regulations.<sup>25</sup> More specifically in Indonesia, teacher competence is regulated by law. Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) states that teacher competencies include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education.

Of the four teacher competencies mentioned in Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is the most important aspect that can be a benchmark for the achievement of learning objectives. As explained by Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is "The ability to master subject matter broadly and deeply. Nurdin and Adriantoni,<sup>26</sup> argue that competence is a whole unit that describes the potential, knowledge, skills, and attitudes that are assessed, related to a particular profession that can be realized through performance in carrying out a particular profession. Wardhana, also explained that teaching is a job that requires special expertise or can be called an expert who must be carried out professionally.<sup>27</sup>

From the reference standards mentioned above, it can be seen that to become a

---

<sup>24</sup>Kartini, Kristiawan, and Fitria, "The Influence of Principal's Leadership, Academic Supervision, and Professional Competence Toward Teachers' Performance."

<sup>25</sup>Fitri Mulyani, "Konsep Kompetensi Guru dalam Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen (Kajian Ilmu Pendidikan Islam)" 03, no. 01 (n.d.): 8.

<sup>26</sup>Syafruddin Nurdin; Adrian Toni, *Profesi Keguruan / Syafruddin Nurdin* (Rajawali Pers, 2019), [https://senayan.iain-palangkaraya.ac.id/index.php?p=show\\_detail&id=13209&keywords=](https://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=13209&keywords=).

<sup>27</sup>Harnadi Kusuma Wardana dkk., "Peran Supervisor Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru SMK Negeri 1 Raman Utara Lampung Timur Tahun 2020/2022" 0, No. 0 (2020): 18.

professional teacher, it must be proven by the ability, knowledge, and mastery of the material marked by the teacher having a certificate that shows that the teacher has the expertise by the subject area that is taught or taught. Thus, in general, teachers who do not have a certificate of expertise in the teaching field are not professionals. However, teachers' professional competence can be improved through continuous education and training, continuous teaching experience, and reflection on their teaching practices. With good competence, a teacher can provide an effective and beneficial learning experience for students.

Teacher professionalism and teaching reflection are closely related because teaching reflection is one of the important aspects of teacher professional competence. Teaching reflection is a process of thinking and evaluation carried out by a teacher after carrying out learning activities. This reflection process includes evaluating lesson planning, lesson implementation, and student learning outcomes. In teaching reflection, a teacher can evaluate whether the teaching strategies used have been effective, whether the learning plan has met the needs of students, and whether students have achieved the expected learning outcomes. By reflecting on teaching regularly, a teacher can identify strengths and weaknesses in his or her teaching practice. This can help the teacher to improve the quality of teaching and improve the aspects that are still not good. Thus, teaching reflection can help improve the professionalism of teachers teaching. A professional teacher will always reflect on teaching as part of an effort to improve the quality of teaching and fulfill the demands of the profession.

Learning reflection is a review of teaching practices that have been carried out by analyzing what has been taught and considering how the learning practice process can be improved or changed for better learning outcomes. Learning reflection aims to make teachers reflect on the learning practices that have been carried out. Thus the teacher knows what can improve the learners' ability, what influences the learners' success, and knows the feedback given by the learners. Many teachers do this by getting feedback from students.<sup>28</sup> For example, by asking learners what they think about the lesson or the obstacles experienced during the learning process. Teachers can send out surveys to parents and students via Google forms. This kind of feedback is important as it can help guide teachers to analyze what they need to improve and what they are doing well.

---

<sup>28</sup>Ahmad Suryadi, *Evaluasi Pembelajaran Jilid II* (CV. Jejak (Jejak Publisher), 2020).

Most studies on teaching have shown that reflection is a practice that promotes teacher professionalism. Reflective practice is an important part of teacher professional development.<sup>29</sup> Veine et al said that reflection on learning is an awareness of integrating theoretical and practical competencies. In the practice of the learning process, students will sometimes face difficulties and obstacles in learning. This situation demands a reflective approach. So that teachers can review their teaching activities in a form of processing with clear goals. During the actual process, learning reflection also connects the situation with certain evaluations from different perspectives.<sup>30</sup> In more general terms, reflection is important for interpreting and internalizing academic activities and serves as a way of questioning or sharing underlying assumptions, to periodically improve the performance of teaching activities.

Here are the steps of teaching reflection in the learning process: First, record the learning experience: Record your learning experience in detail. Write down what has happened during the learning process, what you have learned, and what worked or did not work. Second, analyze the learning experience: Analyze your notes carefully and objectively. Think about what you have learned, how you learned, and what you can do to improve your learning process. Third, evaluate the learning experience: Review your analysis and identify the strengths and weaknesses in your learning experience. This evaluation can help you improve the way you learn in the future. Fourth, plan the actions to be taken: Create a specific and measurable action plan based on the results of your reflection. These actions should help you improve your learning process and achieve your learning goals. Fifth, implement the action: Take the planned action consistently and diligently. Evaluate continuously the desired results and plan actions to be taken if needed. Sixth, reflect on the learning process: Review your learning experience after implementing the action. Note the progress you have made and consider whether you need to make further improvements or adjustments.

As an educator, the main goal is to help students achieve their learning goals and develop their abilities. One way to achieve this goal is through teaching reflection. Teaching reflection is

---

<sup>29</sup>“Makna Reflective Teaching dalam Pengalaman Mengajar Guru-Guru Berprestasi (Studi Analisis Fenomenologis Interpretatif),” Accessed February 24, 2021, <http://etd.repository.ugm.ac.id/penelitian/detail/63734>.

<sup>30</sup>Sven Veine et al., “Reflection as a Core Student Learning Activity in Higher Education - Insights From Nearly Two Decades Of Academic Development,” *International Journal For Academic Development* 25, No. 2 (April 2, 2020): 147–61, <https://doi.org/10.1080/1360144x.2019.1659797>.

a critical process in which an educator evaluates his or her learning experience, evaluates the actions are taken and their outcomes, and looks for ways to improve future learning.

The first step in teaching reflection is recording the learning experience. Educator should record their learning experience in detail, including what has happened during the learning process, what has been learned, and what worked or did not work. The next step is to analyze the learning experience carefully and objectively. Think about what has been learned, how to learn, and what can be done to improve the learning process.

After analyzing the learning experience, the next step is to evaluate the learning experience. Review your analysis and identify the strengths and weaknesses in your learning experience. This evaluation can help you improve the way you learn in the future. In the next stage, create a specific and measurable action plan based on the results of your reflection. These actions should help you improve your learning process and achieve your learning goals.

The fifth step is to implement the planned actions consistently and diligently. Continuously evaluate the desired results and plan actions to be taken if needed. Finally, review your learning experience after implementing the action. Note the progress that has been made and consider whether further improvements or adjustments need to be made.

The fifth step is to implement the planned actions consistently and diligently. Continuously evaluate the desired results and plan actions to be taken if needed. Finally, review your learning experience after implementing the action. Note the progress that has been made and consider whether further improvements or adjustments need to be made.

In teaching reflection, an educator will evaluate the teaching approach used, evaluate interactions with students, and reflect on how they can refine and improve their teaching. The aim is to increase teaching effectiveness and maximize student learning outcomes. In addition, teaching reflection can also help an educator to understand and identify their strengths and weaknesses in teaching. In conclusion, teaching reflection is an important process for educators. By doing teaching reflection regularly.

The Arabic teacher's teaching reflection process is similar to the teaching reflection process in general. However, some things need to be considered in reflecting on Arabic teaching. Here are some steps that can be taken in the process of reflecting on Arabic teaching:

First: Evaluation of lesson planning. Arabic teachers can start their reflection by evaluating the lesson plans that have been made. Things that can be evaluated include learning

objectives, learning materials, learning strategies, and evaluation of student learning outcomes. Teachers can evaluate whether the plan is by curriculum standards, student needs, and learning objectives to be achieved. Second, evaluate learning implementation. After evaluating lesson planning, teachers can evaluate the implementation of learning that has been carried out. Teachers can evaluate whether the teaching strategies used have been effective, whether students are interested in learning, and whether students understand the learning material.

Third, evaluate student learning outcomes. After evaluating the implementation of learning, teachers can evaluate student learning outcomes. Teachers can evaluate whether students have achieved the expected learning outcomes and identify factors that affect student learning outcomes. Fourth, Planning for improvement. After conducting an evaluation, teachers can plan improvements to improve the quality of teaching. These improvements can include changes to teaching strategies, learning materials, or evaluation of student learning outcomes. Fifth, taking corrective action. After planning improvements, teachers can implement the planned corrective actions. This is done to improve the quality of teaching and fulfill professional demands.

In addition to the steps above, in the process of reflecting on Arabic teaching, a teacher can also evaluate his ability to use Arabic as the language of instruction. Teachers can evaluate the effectiveness of the use of Arabic in learning and improve aspects that are still not good. In addition, teachers can consider how to improve students' abilities in Arabic as a whole, including speaking, listening, reading, and writing skills.

The results of the discussion of the problems of professional competence of Arabic language teachers and teaching reflections that have been carried out in several madrasas in the Central Kalimantan region are as follows:

1. Paying attention to students' needs. Arabic teachers in this school need to pay attention to the needs of students in the learning reflection process. This is done to ensure that the learning provided is to the needs and interests of students.
2. Using technology Technology can be an effective tool in reflecting on Arabic learning. Arabic teachers can utilize technology such as learning applications, social media, or e-learning platforms to facilitate the learning reflection process.
3. Improving Arabic language skills. Arabic teachers need to continuously improve their



Arabic language skills to be able to provide effective teaching. Teachers can take Arabic courses, attend training, or read books and articles about Arabic.

4. Collaborate. Arabic teachers can collaborate with other teachers or other educational institutions to enrich their experience in reflecting on learning. By collaborating, teachers can exchange experiences and learn from the experiences of others.
5. Developing learning innovations. Arabic teachers need to develop learning innovations to improve the quality of learning. These innovations can be in the form of using interesting learning media, developing innovative learning materials, or developing new learning methods.

By implementing these suggestions, it is hoped that Arabic teachers in Indonesia can reflect on learning more effectively and efficiently. This can improve the quality of learning and fulfill the demands of the profession as an educator.

## **Conclusion**

Teacher professionalism and learning reflection are two things that are interrelated in the world of education. Teacher professionalism refers to the ability of a teacher to carry out his/her duties as an educator properly and professionally. Meanwhile, learning reflection refers to the ability of a teacher to evaluate and improve the learning process that has been carried out. In the context of Arabic language teaching, teachers need to have good professional skills to be able to provide effective and quality teaching. This includes the ability to design learning, implement learning, and evaluate student learning outcomes. However, the ability of professionalism is not enough, teachers need to be able to reflect on learning and continue to be able to improve the quality of learning and meet professional demands.

In the learning reflection process, a teacher needs to be able to evaluate learning planning, learning implementation, and student learning outcomes. In addition, teachers need to be able to plan improvements and implement corrective actions to improve the quality of learning. In conclusion, teacher professionalism and learning reflection are two important things in improving the quality of learning. A teacher needs to have good professional skills and be able to reflect on learning to continue to be able to provide effective and quality teaching.

## REFERENCES

- Agustang, Andi, Indah Ainun Mutiara, and Andi Asrifan. "Masalah Pendidikan di Indonesia." *Osf Preprints*, January 10, 2021. <https://doi.org/10.31219/osf.io/9xs4h>.
- Agustin, Iva Ning Nur, and Achmad Supriyanto. "Permasalahan Pendidikan di Indonesia." *Seminar Nasional Arab Manajemen Sekolah pada Masa dan Pasca Pandemi Covid-19*, no. 0 (2020). <http://conference.um.ac.id/index.php/apfip/article/view/396>.
- Baety, Nur. "Indonesian Teacher Performance: Professional and Character." *Akademik: Jurnal Mahasiswa Humanis* 1, no. 3 (September 1, 2021): 95–103. <https://doi.org/10.37481/jmh.v1i3.459>.
- Churchill, Scott D., Rolf Von Eckartsberg, Wolfgang Tschacher, Brent D. Slife, Elijah Möller, Sami Chun, and Leslie S. Greenberg. "An Adequate Philosophy of Science to Inform Gestalt Research: The View from Gestalt Research Mentors." In *Handbook for Theory, Research, and Practice in Gestalt Therapy, 2nd ed*, 38–102. The World of Contemporary Gestalt Therapy. Newcastle Upon Tyne, United Kingdom: Cambridge Scholars Publishing, 2019.
- Danumiharja, Mintarsih. *Profesi Tenaga Kependidikan*. Deepublish, 2014.
- Fathi, Jalil, Vincent Greenier, and Ali Derakhshan. "Self-Efficacy, Reflection, and Burnout Among Iranian Efl Teachers: The Mediating Role of Emotion Regulation." *Iranian Journal of Language Teaching Research* 9, no. 2 (July 1, 2021): 13–37. <https://doi.org/10.30466/ijltr.2021.121043>.
- Hamel, Christine, and Anabelle Viau-Guay. "Using Video to Support Teachers' Reflective Practice : A Literature Review." Edited by Bernard Nkuyubwatsi. *Cogent Education* 6, no. 1 (January 1, 2019): 1673689. <https://doi.org/10.1080/2331186x.2019.1673689>.
- Hazmi, Nahdatul. "Tugas Guru dalam Proses Pembelajaran." *Joeai: Journal of Education and Instruction* 2, no. 1 (June 29, 2019): 56–65. <https://doi.org/10.31539/joeai.v2i1.734>.
- Iswadi, Iswadi, and Richardo Richardo. "Pengaruh Latar Belakang Bidang Studi, Tingkat Pendidikan dan Pengalaman Mengajar Terhadap Kemampuan Profesional Guru pada SMA Kartika XIV 1 Banda Aceh." *Genta Mulia : Jurnal Ilmiah Pendidikan* 8, no. 2 (Juni 4, 2018). <https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/116>.
- Jawapos.com. "Pendidikan Guru Mapel Harus Linier," November 26, 2017. <https://radarmadura.jawapos.com/read/2017/11/26/29536/pendidikan-guru-mapel-harus-linier>.
- Kartini, Dewi, Muhammad Kristiawan, and Happy Fitria. "The Influence of Principal's Leadership, Academic Supervision, and Professional Competence Toward Teachers' Performance." *International Journal of Progressive Sciences and Technologies* 20, no. 1 (May 11, 2020): 156–64. <https://doi.org/10.52155/ijpsat.v20.1.1730>.
- "Kementerian Dalam Negeri R.I." Accessed October 8, 2021. <https://kemendagri.go.id/page/read/21/ditjen-bina-keuangan-daerah>.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. "Majukan Literasi Daerah, Kemendikbud Giatkan Gerakan Untuk Literasi Semesta (Geulis)," November 26, 2020. <https://www.kemdikbud.go.id/main/blog/2020/11/majukan-literasi-daerah->

kemendikbud-giatkan-gerakan-untuk-literasi-semesta-geulis.

- M. Ed., Curriculum and Instruction, and History B. A. "When Teachers Reflect is More Important Than How Teachers Reflect." Thoughtco. Accessed September 27, 2021. <https://www.thoughtco.com/importance-of-teacher-reflection-8322>.
- "Makna Reflective Teaching dalam Pengalaman Mengajar Guru-Guru Berprestasi (Studi Analisis Fenomenologis Interpretatif)." Accessed February 24, 2021. <http://etd.repository.ugm.ac.id/penelitian/detail/63734>.
- Mcgarr, Oliver. "The Use of Virtual Simulations in Teacher Education to Develop Pre-Service Teachers' Behaviour and Classroom Management Skills: Implications For Reflective Practice." *Journal Of Education For Teaching* 47, No. 2 (March 15, 2021): 274–86. <https://doi.org/10.1080/02607476.2020.1733398>.
- Mulyani, Fitri. "Konsep Kompetensi Guru dalam Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen (Kajian Ilmu Pendidikan Islam)" 03, No. 01 (N.D.): 8.
- Murkatik, Khodijah, Edi Harapan, And Dessy Wardiah. "The Influence of Professional and Pedagogic Competence on Teacher's Performance." *Journal of Social Work and Science Education* 1, no. 1 (April 30, 2020): 58–69. <https://doi.org/10.52690/jswse.v1i1.10>.
- Rahman, Monalisa. "Peranan serta Tantangan Profesional Guru sebagai Sebuah Profesi." *Osf Preprints*, April 18, 2021. <https://doi.org/10.31219/osf.io/7yj5n>.
- Raikes, Abbie, Hirokazu Yoshikawa, Pia Rebello Britto, and Iheoma Iruka. *Children, Youth and Developmental Science in the 2015-2030 Global Sustainable Development Goals. Social Policy Report. Volume 30, Number 3. Society for Research In Child Development*. Society for Research in Child Development, 2017. <https://eric.ed.gov/?id=ed581660>.
- Suryadi, Ahmad. *Evaluasi Pembelajaran Jilid II*. CV. Jejak (Jejak Publisher), 2020.
- Sulfemi, Wahyu Bagja. "Kompetensi Profesionalisme Guru Indonesia dalam Menghadapi Mea." *Ina-Rxiv*, Mei 14, 2019. <https://doi.org/10.31227/osf.io/czxus>.
- Taran, Emilia Graciela Mega. "Pengaruh Latar Belakang Pendidikan dan Motivasi terhadap Kompetensi Profesional Guru (Studi Kausal Terhadap Guru Tk Se-Kecamatan Langke Rembong Kabupaten Manggarai Ntt)." *JIPD (Jurnal Inovasi Pendidikan Dasar)* 3, no. 1 (Januari 31, 2019): 16–24.
- Taubah, Miftachul. "Maharah dan Kafa'ah dalam Pembelajaran Bahasa Arab." *Studi Arab* 10, No. 1 (Juni 29, 2019): 31–38.
- Toni;, Syafruddin Nurdin; Adrian. *Profesi Keguruan / Syafruddin Nurdin*. Rajawali Pers, 2019. [https://senayan.iain-palangkaraya.ac.id/index.php?p=show\\_detail&id=13209&keywords=](https://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=13209&keywords=).
- Toom, Auli, Jukka Husu, and Sanna Patrikainen. "Student Teachers' Patterns of Reflection in the Context of Teaching Practice." *European Journal of Teacher Education* 38, no. 3 (July 3, 2015): 320–40. <https://doi.org/10.1080/02619768.2014.943731>.
- Veine, Sven, Martha Kalvig Anderson, Nina Haugland Andersen, Thomas Christian Espenes, Tove Bredesen Søyland, Patric Wallin, and Jonathan Reams. "Reflection as a Core Student Learning Activity in Higher Education - Insights From Nearly Two Decades of

Academic Development.” *International Journal for Academic Development* 25, no. 2 (April 2, 2020): 147–61. <https://doi.org/10.1080/1360144x.2019.1659797>.

Wardana, Harnadi Kusuma, M. Ihsan Dacholfany, Sudirman Am, and M Hum. “Peran Supervisor Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru SMK Negeri 1 Raman Utara Lampung Timur Tahun 2020/202” 0, no. 0 (2020): 18.

Wasito.Info. “Penjelasan Permendikbud Nomor 16 Tahun 2019 Tentang Penataan Linieritas Guru Bersertifikat Pendidik.” Accessed October 10, 2021. <https://www.wasito.info/2019/06/penjelasan-permendikbud-nomor-16-tahun-2019.html>.

Zakir, M. “Peranan Musyawarah Guru Mata Pelajaran Dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam di MAN 2 Langsa.” *Mukadimah: Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial* 4, no. 1 (December 1, 2020): 63–73. <https://doi.org/10.30743/mkd.v4i1.2615>.