



**DEVELOPING PROFESSIONAL COMPETENCE FOR ARABIC TEACHERS
BASED ON A PRAXEOLOGICAL APPROACH: A SYSTEMATIC LITERATURE
REVIEW**

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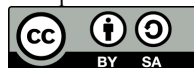
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ABSTRACT

This study aims to design professional competence for Arabic language teachers in secondary schools using a praxeological approach, which focuses on three primary cycles: see, act, and judge. This study uses the Systematic Literature Review (SLR) method. In data collection, this study uses three databases, namely Google Scholar, Emerald, and ScienceDirect, which are open-access for collecting literature. Through a systematic literature review, this study explores how these three cycles can be integrated to improve the professional competence of Arabic language teachers in teaching Arabic. The results of this study indicate that the design of professional competence based on praxeology for Arabic language teachers consists of the see cycle, which has indicators: Teachers have a vision and mission in teaching. While in the act cycle, teachers must have (1) the ability to master Arabic language material, structure, concepts, and scientific thought patterns. (2) Mastering the competency standards and essential competencies of the subject. (3) Developing the learning materials taught creatively. (5) Utilizing information and communication technology to communicate and develop themselves. Then, in the cycle. While in the judge cycle, teachers must develop professionalism continuously by carrying out reflective actions on the actions that have been carried out in teaching. Integration of this approach in teacher training programs is highly recommended to improve the standards of professional competence of Arabic language teachers in secondary schools.



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INTRODUCTION

The professional competence of teachers plays a central role in improving the quality of teaching and learning outcomes of Arabic in schools (Obied & Alajmi, 2024). Arabic teachers can be said to have professional competence if they have mastered the subject matter, which is their responsibility, and have mastered the enrichment materials that support the lesson (Alhashmi & Moussa-Inaty, 2021; Asmawati & Malkan, 2020; Febriani et al., 2020). In line with the opinion of Situmorang et al. that professional competence requires teachers to master the material being taught, including the steps needed to deepen their mastery of the field of study they teach (Situmorang et al., 2022). Therefore, by learning the subject matter, Arabic teachers are expected to be able to explain the subject matter in-depth and comprehensively and be understood by students.

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

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

However, based on previous research results, teachers' professional competence in schools has yet to reach its maximum stage. This is evidenced by research by Arsul et al. (2020) that based on the results of the principal's supervision, the professional competence of teachers still needs to be improved in the planning, implementation, and evaluation of learning activities (Abdullah et al., 2023). Therefore, supervision from the principal must continue to be carried out to enhance teachers' professional competence, especially Arabic language teachers. In addition, Sanusi et al.'s research showed that many Arabic language teachers only focus on delivering the material in the textbook without exploring it more deeply, such as in the direct use of Arabic in teaching. In line with this (Sanusi et al., 2020).

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

by Sanusi et al. revealed that Arabic teachers only focus on delivering material without systematically looking at the most crucial aspects that must be done first in teaching. This is because the knowledge of Arabic possessed by students varies greatly. As a result, the methods teachers use in teaching do not match the actual problems students face in learning, so the objectives of learning Arabic are not achieved effectively (Sanusi et al., 2024). Al-Muslim et al. emphasized that the weak professional competence of Arabic teachers impacts the quality of learning and the expected graduates (Al-Muslim et al., 2021).

However, the results of previous studies on the professional competence of Arabic language teachers have yet to describe how to look at the professional competence of teachers in general and how to improve it through training. They do not discuss crucial professional competence indicators, namely what teachers should do first when teaching Arabic before continuing to deliver material at each learning meeting. In other words, Arabic language teachers often only carry out specific learning tasks, from preparing learning plans and implementing learning to evaluating learning that merely fulfills obligations and lacks creativity (Alfayez, 2022; Nurbayan et al., 2021; Sanusi & Albantani, 2021). As a result, the objectives of learning Arabic still need to be achieved optimally. Given what professional competence indicators are most important for Arabic in high schools, it is necessary to design professional competence based on praxeology for Arabic language teachers (Binti Jasni & Ardiansyah, 2020). Praxeology is related to teachers' efforts to achieve the desired learning objectives, including the see, act, and judge cycles. In addition, praxeology in teaching Arabic emphasizes the importance of teachers diagnosing first before teaching or delivering material so that the actions to be taken are appropriate and on target with the needs of students in learning Arabic.

METHOD

This study employs a Systematic Literature Review (SLR) approach to explore and analyze the design of professional competency based on praxeology for Arabic language teachers in high schools (Van Dinter et al., 2021). SLR is a method used to systematically identify, evaluate, and synthesize relevant studies from academic literature to understand the topic under investigation comprehensively. By following a structured and methodical process, this approach ensures that the findings are both credible and replicable. The primary goal of the review is to uncover the core elements of professional competency and understand their practical applications within the field of Arabic language education. The study is framed around the research question: how is the design of professional competency based on praxeology for Arabic language teachers in high schools? This question arises from the identified need to bridge theoretical concepts of praxeology with their practical implications for enhancing Arabic language instruction.

To address this question, the researcher outlined specific steps within the SLR framework, ensuring a systematic and comprehensive exploration of the literature. The process began with identifying the research themes and determining the inclusion and exclusion criteria for selecting studies. Relevant studies were then gathered from academic databases and subjected to a rigorous evaluation to assess their quality and relevance to the research focus. By synthesizing the data, the review highlights key insights into the theoretical underpinnings of praxeology and its applications in fostering professional competencies for Arabic language teachers. The findings emphasize the importance of integrating theory and

Developing Professional Competence for Arabic Teachers Based on a Praxeological... | Yayan Nurbayan et al
practice to create a competency model that addresses the unique challenges Arabic language educators face in high school settings. Ultimately, the study provides valuable recommendations for developing targeted training programs and competency frameworks that align with the principles of praxeology, contributing to the advancement of Arabic language education.



Figure 1. Steps in SLR Research

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

1. Data Search Criteria

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

2. Data Search Procedure

The research procedures carried out in this study consist of:

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

3. Inclusion and Exclusion Criteria

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

Direct databases that are open access. The inclusion criteria in data selection include (1) articles that are not relevant to the professional competence of teachers and (2) studies that focus on something other than Arabic language education or secondary schools. (3) Publications that do not meet the quality standards of scientific writing (Leleparry et al., 2023).

4. Data Analysis Process

The data analysis process in the study begins with the selected articles, which will be extracted with a focus on information related to the professional competence of Arabic language teachers, the challenges faced by Arabic language teachers, praxeology in teaching, and Arabic language teaching methods applied in schools. Then, the findings from the articles will be categorized based on the main themes, such as elements of teacher professional competence, praxeology in teaching, Arabic language teaching methodology, and Arabic language learning outcomes. Then, the data extraction results will be synthesized to identify patterns, similarities, and differences in the design of professional competence for Arabic language teachers. The analysis will be conducted to determine best practices and recommendations for developing professional competence in the context of Arabic language education.

5. Data Validity and Reliability

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

RESULT AND DISCUSSION

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

Table 1. List of articles that meet the criteria

No	Titles	Years	Criteria Assessment (CA)			Results
			CA 1	CA 2	CA 3	
1	The Pedagogic and Professional Competencies of Arabic Language Teachers in The Public Islamic High School (MAN 1) Mojokerto. (Ekasanti et al., 2021)	2021	Yes	Yes	Yes	Acceptable

No	Titles	Years	Criteria Assessment (CA)			Results
			CA 1	CA 2	CA 3	
2	Writing Scientific Journals in the Field of Religion and Arabic to Increase Teachers' Professional Competence. (Firman et al., 2021).	2021	Yes	Yes	Yes	Acceptable
3	The Representation of Multiple Intelligences in an Intermediate Arabic-Language Textbook and Teachers' Awareness of Them in Jordanian Schools. (Al-Qatawneh et al., 2021)	2021	Yes	Yes	Yes	Acceptable
4	Praxeology Concept: Investigating the Actions of Primary School Teachers in Achieving Arabic Teaching. (Sanusi et al., 2022)	2022	Yes	Yes	Yes	Acceptable
5	Developing a Professional Learning Community to Teach Arabic for Intercultural Citizenship. (Clementi et al., 2024).	2023	Yes	Yes	Yes	Acceptable
6	Implementation of Fully Online Microteaching Model to Improve the Teaching Competence of Arabic Language Pre-Service Student Teachers. (Huda & Hanifah, 2023)	2023	Yes	Yes	Yes	Acceptable
7	Competent Teacher Ideal Professional Certified Character and Progressive Perspective of Kitab Al-Rasul Al-Muallim. (Muthoifin, 2023)	2023	Yes	Yes	Yes	Acceptable
8	Competence of Arabic Language Learning Media Lecturers in the Perspective of the Australian Federation of Modern Language Teachers Associations (AFMLTA). (Putra et al., 2024)	2024	Yes	Yes	Yes	Acceptable
9	Supporting Teacher Professional Learning in Oman: The Effects of Principal Leadership, Teacher Trust, and Teacher Agency. (Hendawy Al-Mahdy et al., 2024)	2024	Yes	Yes	Yes	Acceptable
10	Entire Online Teacher Training Service Scheme on Improving Pedagogical and Professional Competencies. (Arifmiboy et al., 2024)	2024	Yes	Yes	Yes	Acceptable
11	Perceived competence of Teachers in the Implementation of Trauma-Informed Practices for Students with Disabilities in Classrooms in the United Arab Emirates. (Opoku et al., 2024)	2024	Yes	Yes	Yes	Acceptable
12	Preschool Female Teachers' Acquisition of Professional Competencies for	2024	Yes	Yes	Yes	Acceptable

No	Titles	Years	Criteria Assessment (CA)			Results
			CA 1	CA 2	CA 3	
	Students with Disabilities Inclusion in Mainstream Schools. (Farra & Al-Atawi, 2024)					
13	The Professional Competence of Faculty Members from the Students' Perspective at Kuwait University and Palestine Technical University Kadoorie. (Obied & Alajmi, 2024).	2024	Yes	Yes	Yes	Acceptable
14	Teachers' Perceptions of the Epistemic Aims and Evaluation Criteria of Multiple Text Integration. (Primor & Barzilai, 2024)	2024	Yes	Yes	Yes	Acceptable
15	Exploring Transnationality as a Resource for Promoting Social Justice in Language <i>Teacher</i> Identity Construction: Insights from an Inquiry Group (Fairley, 2024)	2024	Yes	Yes	Yes	Acceptable

Discussion

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

Table 2. Praxeology-Based Professional Competency Indicators

Teacher Competence	Praxeology cycle	Indicators
Professional competence of Arabic language teachers	See	Teachers have a vision and mission to teach Arabic
		The ability to master Arabic language material, structure, concepts, and scientific thought patterns
	Act	Mastering the competency standards and essential competencies of the subject.
		Developing the learning materials taught creatively.
		Utilizing information and communication technology to communicate and develop themselves
	Judge	Developing professionalism continuously by carrying out reflective actions on the actions that have been carried out in teaching.

a. See cycle

Teachers must have a vision and mission in teaching Arabic in the see cycle. The teacher's vision and mission are critical in creating a conducive learning atmosphere. According to Kirkpatrick, a teacher with a clear vision can motivate students to be more enthusiastic about learning. A clear vision provides direction and focus in learning activities, ultimately improving teaching quality. Teachers with a vision and mission in Arabic will be more effective in building students' awareness of Arabic's importance as a religious and international language (Kirkpatrick, 2013). Furthermore, Shulman stated that teachers who have a deep understanding of the material and teaching approaches that are appropriate to students' needs will be better able to achieve learning objectives (Shulman, 1986). In other words, teachers who have a strong vision and mission will be able to deliver Arabic material in a way that is more relevant and appropriate to students' development.

A strong vision and mission are the foundation for a teacher's success (Mincu et al., 2024). The vision reflects a long-term view of how teaching Arabic can benefit students in the future. Teachers with a vision will think about the positive impact they want to produce, such as competent students who can compete globally in both academic and professional fields. Meanwhile, the mission is the steps or approaches taken by the teacher to achieve the vision. A teacher's mission can include developing interactive teaching methods, using technology in Arabic language learning, and integrating Arabic culture into the curriculum. Teachers can motivate themselves and their students to learn better with a clear vision and mission.

In teaching Arabic, a clear vision and mission can help form students who can communicate in Arabic and understand the cultural and religious contexts related to the language. For example, a mission to introduce Arabic as a language used in worship activities (e.g., reading the Qur'an, the heritage book, and daily prayers) can encourage students to be more diligent in learning it. Arabic teachers with this vision and mission can also create a pleasant learning environment so students feel more interested and motivated to learn Arabic.

b. Act cycle

The Act cycle is applied in Arabic language learning to improve the quality of teaching and learning. This cycle consists of four main interrelated aspects: the ability to master Arabic language material, structure, concepts, and a scientific mindset; mastering competency standards and essential competencies; developing learning materials creatively; and utilizing information and communication technology (ICT) to communicate and develop oneself.

1. Ability to Master Arabic Language Material, Structure, Concepts, and Scientific Mindset

The ability to master Arabic language material, structure, concepts, and scientific mindset is the main foundation of the learning process. As a language with unique characteristics, Arabic requires a deep understanding of grammatical aspects (*nahwu* & *sharaf*), vocabulary, and the context of language use in various disciplines. Mastery of the material will be more effortless if the material taught is related to the student's knowledge. Mastery of Arabic language structure and mindset will be more optimal if it is based on a basic understanding of language in general.

In addition, one way of mastering the material is for teachers to identify students' abilities in learning Arabic. In other words, Arabic teachers must observe and identify the learning situation, classroom environment, and student's needs at this stage. In the context of praxeology, seeing does not only mean seeing physically but also understanding and evaluating the Arabic language learning situation (Clementi et al., 2024). This is because learning a foreign language, such as Arabic or other languages, is often challenging for students. Mastering a foreign language requires understanding grammar, vocabulary, and practical communication skills (Al-Qatawneh et al., 2021; Hidayah et al., 2023). One of the essential tasks of a teacher in learning a foreign language is to diagnose the difficulties experienced by students in expressing something using that language (Markowski et al., 2021). This way is critical because it can help teachers design the right strategy to overcome learning obstacles and improve students' competence in communicating using a foreign language. Before making a diagnosis, teachers need to understand the types of difficulties that students usually face when expressing something in a foreign language (Kaçar, 2023; Hendawy Al-Mahdy et al., 2024). These difficulties can be divided into several categories:

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

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

Through these discussions, teachers can identify students' feelings and perceptions of the difficulties they experience, which may not be visible from observations and tests alone (Arifmiboy et al., 2024; Murphy et al., 2023). After diagnosing the difficulties students face, teachers must design appropriate intervention strategies. Some approaches that can be taken are:

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

In addition, as an Arabic language teacher who masters the material, he can speak Arabic and other foreign languages intensively when opening learning, presenting materials, and closing learning. Teachers can also explain the differences and similarities between Arabic and other foreign languages when delivering material, and they can correct students' language errors when expressing Arabic or other foreign language sentences. Thus, Arabic language teachers must be able to master the basic theory of Arabic, including syntactic structure (*nahwu*), morphology (*sharaf*), semantics, and communication skills using Arabic and other foreign languages to teach Arabic effectively. Students need reinforcement to build a solid foundation in language understanding.

3. Mastering Subject Competency Standards and Basic Competencies

Competency standards and essential competencies are important elements that direct learning objectives. These competency standards and essential competencies serve as benchmarks for determining what students must master at each level of Education—emphasizing that effective learning begins with setting clear objectives. Learning objectives formulated as Competency Standards and Basic Competencies must be specific, measurable, and achievable by students. In addition, Black & Wiliam emphasized that assessment in learning must be directly related to the learning objectives determined in the Competency Standards and Basic Competencies (Black & Wiliam, 1998). Assessment functions to measure student competency achievement and provide feedback that can improve the learning process. Thus, educators must understand the Competency Standards and Basic Competencies that apply to the Arabic Language curriculum. Afterward, educators can design a learning plan based on the expected competency standards and choose an evaluation method that objectively measures students' essential competency achievement.

4. Developing Creatively Taught Learning Materials

Developing creative learning materials is essential to increase student interest and understanding. The materials developed must pay attention to student characteristics and relevant cultural and social contexts, with the aim that the material is not only understood but also applied in everyday life—it argued that learning should be oriented toward student experience and relevant to their lives. Learning based on actual problems will make students more involved (Morales et al., 2023). It also states that each individual has different intelligence, so learning materials must be developed with variations that stimulate students' intelligence in various forms (linguistic, logical-mathematical, musical, visual-spatial, and others). Thus, educators can establish Arabic learning materials that focus on grammar and aspects of communication, culture, and values contained in the language. Contextual methods, such as case studies or problem-based projects, can be an enjoyable alternative to delivering material.

5. Utilizing Information and Communication Technology to Communicate and Develop Oneself

Information and communication technology (ICT) is essential in supporting the learning process in the digital era. ICT can improve interaction between teachers and students and allow access to a broader range of learning resources. Learning occurs not only through direct interaction with teachers but also through social media

and online platforms. Technology will enable students to learn independently and collaborate with fellow students (Ramdhani et al., 2021).

Siemens explains that Connectivism assumes that knowledge results from a network of connections and relationships. Technology allows students to access various information from various sources connected to a digital network (Siemens, 2005). Thus, Arabic teachers can use technology such as online learning platforms (e-learning), dictionary applications, online discussion forums, and interactive learning videos to help students understand Arabic material. In addition, technology also provides opportunities for teacher self-development through online courses, webinars, and various digital educational resources.

In the ACT Cycle, Arabic language learning integrates the ability to master material and competency standards with creativity in developing learning materials and utilizing technology. These four aspects support each other in creating more effective and relevant learning with the development of the times. With strong supporting theories, such as constructivism, goal-based learning theory, and Connectivism, the ACT cycle can effectively improve the quality of Arabic teaching and learning.

The see cycle can help Arabic teachers design more effective learning. Teachers with a clear vision and mission in teaching Arabic will be better able to determine the direction and goals of teaching, conduct objective evaluations, and continuously improve the quality of learning. Therefore, an Arabic teacher needs to have a clear vision, especially in developing Arabic language skills that focus not only on linguistic aspects but also on the cultural and religious contexts related to the language.

c. Judge Cycle

To continuously develop professionalism, teachers must evaluate and reflect on their teaching actions. One effective way to carry out this reflection is using the judge cycle. This cycle helps teachers analyze whether the teaching actions taken are adequate or need improvement to improve the quality of Arabic language learning. Continuous evaluation allows teachers to develop professionally, refine teaching strategies, and provide more effective learning for students.

At this stage, teachers assess the teaching actions that have been taken. This assessment includes observations of various aspects of Arabic language learning, including:

1. Achievement of Learning Objectives: Have students achieved the expected competencies in mastering Arabic? This can be measured by looking at the results of tests, assignments, or students' communication skills in Arabic.
2. Student Responses: To what extent are students involved in learning? Do they actively participate in class activities, such as discussing or practicing Arabic?
3. Teaching Methods and Strategies: Are the methods used effective in helping students understand the material? For example, does direct or context-based communication help students master Arabic language skills more quickly?
4. Classroom Management: How well can the teacher manage the class so that learning runs smoothly? Are there any distractions that hinder the learning process?

The efforts made in this judge cycle align, which states that teacher professional development must involve a continuous cycle of reflection and evaluation. In the judge cycle, each step, including assessment, understanding, decision, and evaluation, is part of a continuous professional development process, which allows teachers to improve their teaching practices and achieve better learning outcomes. Thus, the judge cycle provides a comprehensive approach to developing teacher professionalism through reflection on teaching Arabic. With the steps of assessment, understanding, decision-making, growth, and evaluation, teachers can continuously improve their teaching, enhance pedagogical skills, and ensure a more effective learning experience for students.

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

CONCLUSION

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

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AUTHOR CONTRIBUTIONS STATEMENT

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

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