Development Of Professional Competence For Arabic Language Teachers At Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong

Ainur Rofiq Sofa[1], Abd Aziz[2]

[1,]Dosen Bahasa Arab, Fakultas Tarbiyah, Universitas Islam Zainul Hasan Genggong Probolinggo
[2]Rektor Universitas Islam Zainul Hasan Genggong Probolinggo, Ketua Umum Forum Pimpinan (FORPIM) Perguruan Tinggi Keagamaan Islam Swasta (PTKIS) Kopertais Wilayah IV Surabaya Jawa Timur
Email: [1]bungaaklirik@gmail.com, [2]abdazizwahab65@gmail.com

Abstract

This community service activity emphasizes the importance of preparing proposals and reports on Classroom Action Research (CAR) to improve the quality of Arabic language learning. It is expected that Arabic teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong will understand the steps in preparing CAR, enhance the quality of Arabic language learning, and draft relevant CAR proposals. To achieve this goal, training, and education were conducted at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong with 25 participants from May 31 to June 4, 2024, over five days. The methods used included lectures, discussions, and hands-on practice. Participants received material through lectures, engaged in group discussions, and prepared CAR proposals with guidance from facilitators. The training results showed that this activity was highly beneficial for Arabic teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. The teachers gained a better understanding of the importance of professional development through CAR and received guidance in preparing proposals and conducting classroom action research. In conclusion, the program significantly enhanced the teachers' ability to conduct effective CAR, contributing to the overall improvement of Arabic language education at the institution.

Keywords: Professional Competence of Teachers, Arabic Language Teachers, Hafshawaty Model Madrasah Aliyah, Classroom Action Research, Training and Education, Improving Learning Quality.

INTRODUCTION

In the pursuit of excellence in education, teachers play a vital role in shaping the minds of future generations. As the cornerstone of the educational system, teachers must continually develop their professional competence to stay abreast of the latest pedagogical approaches, methodologies, and technologies. This is particularly crucial for Arabic language teachers, who face the unique challenge of teaching a language that is not only a means of communication but also a gateway to understanding Islamic culture and values (Moorhouse, 2024).

In Indonesia, Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong is a prominent institution that offers Arabic language education to students. However, the quality of Arabic language teaching in this institution, as in many others, is often hindered by the lack of teacher professional development opportunities (Kohnke et al., 2023). This can lead to a stagnation of teaching methods, a lack of innovation in the classroom, and ultimately, a decline in student motivation and achievement. To address this issue, a community service program was designed to enhance the professional competence of Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.

The program was built on the premise that teachers are not just imparting knowledge, but are also learners themselves (Law, 2024). By empowering them with the skills and knowledge to design and implement Classroom Action Research (CAR) proposals, we can create a culture of continuous improvement and innovation in the classroom. CAR, as a reflective and systematic approach to teaching, has the potential to

transform the way teachers approach their profession, enabling them to identify areas for improvement, develop solutions, and evaluate the effectiveness of their teaching practices (Chiu, 2023).

In recent years, there has been a growing recognition of the importance of teacher professional development in improving student outcomes. Research has consistently shown that teachers who engage in ongoing professional development are more likely to be effective in the classroom and that their students tend to perform better academically. Moreover, professional development opportunities can help to boost teacher morale and motivation, leading to a more positive and productive learning environment (Liu et al., 2024).

Theoretical Framework

This community service activity is based on several key theories relevant to educational development through Classroom Action Research (CAR):

1. Classroom Action Research (CAR) Theory

Classroom Action Research is a method used by educators to improve classroom practice. According to Kemmis and McTaggart (1988), CAR involves a cycle of planning, implementation, observation, and reflection, allowing teachers to systematically and collaboratively identify and address issues in the learning process. This theory supports the importance of preparing CAR proposals and reports to design effective and data-driven interventions for improving education quality.

2. Professional Development Theory

Professional development theory, as outlined by Darling-Hammond (2000), emphasizes that continuous and relevant training for educators is crucial for enhancing their skills and knowledge. Effective professional development should include practice-based training, constructive feedback, and opportunities to apply knowledge in real contexts. Therefore, training in preparing CAR proposals and reports serves as a means to strengthen teachers' abilities to implement and evaluate their teaching practices.

3. Collaborative Learning Theory

Collaborative learning theory, as described by Vygotsky (1978), highlights the importance of social interaction in the learning process. Group discussions and facilitator guidance in CAR training facilitate the exchange of ideas and experiences among participants, which can enhance their understanding and skills. By collaborating, teachers can learn from each other and develop more effective approaches to Arabic language instruction.

4. Quality Improvement in Education Theory

According to Hargreaves (1996), improving education quality requires continuous evaluation and adaptation of educational practices. CAR provides a framework for ongoing evaluation and adaptation through systematic reflection and data-driven practice development. Training in CAR enables teachers to design and implement changes focused on the specific needs and challenges of Arabic language learning.

Based on these theories, this community service activity is designed to provide comprehensive training to Arabic teachers, with the goal of enhancing their understanding of CAR, as well as their ability to prepare proposals and conduct classroom action research. The program is expected to significantly improve the quality of Arabic language education at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.

Despite the importance of teacher professional development, many Arabic language teachers in Indonesia lack access to high-quality training and support. This is particularly true in rural areas, where resources may be limited and opportunities for professional growth may be scarce. As a result, many teachers are forced to rely on outdated teaching methods and materials, which can lead to a lack of engagement and motivation among students (Yao et al., 2024).

Against this backdrop, the community service program at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong aimed to provide Arabic language teachers with the skills and knowledge they need to design and implement effective CAR proposals. The program was designed to be highly interactive and participatory, with a focus on hands-on learning and collaboration among participants. Through a combination of lectures, discussions, and group activities, participants were able to develop their understanding of CAR and its application in the Arabic language classroom (Piza et al., 2024).

This article reports on the outcomes of this community service program, which was conducted from May 31 to June 4, 2024, with 25 participants. The results of the program indicate that the teachers benefited significantly from the training, gaining a deeper understanding of the importance of professional development through CAR and receiving guidance on designing CAR proposals and conducting classroom research to improve Arabic language teaching at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. The program's success has far-reaching implications for the development of Arabic language education in Indonesia and highlights the importance of investing in teacher professional development to improve student outcomes.

The Law No. 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must meet academic qualifications, competencies, and appropriate certifications (Yunita et al., 2022). Furthermore, educators are expected to continually develop their professionalism through regular self-evaluation (Moorhouse et al., 2024). One effective strategy for this is through research, particularly Classroom Action Research (CAR), which has become popular among educators as a means to address teaching challenges and enhance learning outcomes (Rifai et al., 2024). CAR not only helps improve the quality of teaching but also strengthens teachers' professionalism, enhances self-confidence, and facilitates the development of knowledge and skills (Ginting, Hamidah, et al., 2024). In addition to these benefits, CAR supports the process of promotion, job advancement, and certification for educators. However, many teachers still face challenges in understanding and implementing CAR due to its perceived complexity, time-consuming nature, and substantial costs. These challenges are also experienced by teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong, especially those teaching the Arabic language. Therefore, a deep understanding of CAR is crucial for educators to produce scholarly works necessary for improving the quality of teaching and their professional capabilities.

Based on this situation, the problem statement and objectives of this activity are aimed at enhancing the understanding and skills of Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong in formulating and preparing Action Research (PTK) proposals to develop their professional competence. This community engagement activity has several main objectives: Firstly, to enhance awareness of the benefits and importance of PTK in improving Arabic language learning, enabling teachers to utilize it effectively in their teaching practices. Secondly, to provide direct support to Arabic language teachers in crafting high-quality proposals for action research, with the aim of enhancing the effectiveness of learning at Madrasah Aliyah Model Hafshawaty. Thirdly, this initiative is expected to serve as an effective platform for applying knowledge and skills in research among all team members, fostering collaboration and idea exchange for educational advancement within the school.

The background of teacher professional development began with the Teacher Education Development Project (P3G) in 1980, which outlined competency requirements for teachers (Kaswan et al., 2024). These standards were further elaborated upon by the National Education Standards Agency (BNSP) in 2005, identifying four key competencies: personality, professionalism, educational, and social. Professional competence plays a critical role in facilitating career promotions and advancements within the field of education. Scholarly writing stands out as a significant method for enhancing professional development. Action Research (PTK) holds a prioritized status due to its primary objective of enhancing student welfare and improving their educational outcomes, thereby contributing significantly to educational advancement. (Soetomo, 2024)

Monitoring of learning activities in the form of classroom actions is carried out by students under the guidance of teachers. Teachers should act as facilitators, enabling students to actively participate in the learning process (Ginting, Ramadhani, et al., 2024). A solid understanding of Action Research (PTK) is expected to enhance teachers' professionalism and provide solutions to classroom learning challenges. PTK follows a cyclic process consisting of planning, action, observation, and reflection (Fitriyah et al., 2022). Before conducting the research, researchers draft a proposal containing background information, objectives, problem formulation, theoretical framework, and research methodology. (Larasaty et al., 2024). The structure of a PTK proposal includes a title, introduction, literature review, methodology, implementation schedule, and bibliography. (Guswita, 2024)

Problems and Urgency in Community Service Activity

1. Problems:

   a. Lack of Knowledge about Classroom Action Research (CAR): Many Arabic teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong may not have a deep understanding of the

concepts and steps involved in CAR. This lack of knowledge can hinder their ability to conduct effective research to improve the quality of teaching.

   b. Limited Ability to Prepare CAR Proposals: Preparing effective CAR proposals requires specific skills that may not be possessed by all teachers. This limitation can reduce their ability to design and implement high-quality and relevant research.

   c. Suboptimal Quality of Learning: Without ongoing evaluation and improvement through CAR, the quality of Arabic language teaching may remain stagnant or even decline. This situation can lead to unsatisfactory student learning outcomes and hinder the achievement of educational goals.

2. Urgency:

   a. Improving Teaching Quality: This activity is crucial for enhancing the quality of Arabic language teaching at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. By gaining a better understanding of CAR and the ability to prepare effective proposals, teachers can design better, data-driven interventions to address classroom issues.

   b. Professional Development of Teachers: This training supports the professional development of teachers by providing them with new skills and a deeper understanding of CAR. This development is essential for improving teachers' competencies and ensuring their continuous growth in their profession.

   c. Implementation of Data-Driven Practices: With training focused on CAR, teachers can apply data-driven practices to improve the learning process. This will help create a more effective learning environment that is responsive to student needs.

   d. Enhancing Student Learning Outcomes: Better teaching practices and more effective interventions will contribute to improved student learning outcomes. This will positively impact students' academic achievements and the development of Arabic language skills at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.

By addressing these issues and understanding their urgency, this community service activity is designed to provide significant solutions. Through structured and practical training, it is hoped that teachers can fully utilize Classroom Action Research to tackle existing challenges and improve the quality of Arabic language education at the institution sustainably.

METHOD

The alternative solution implemented in this community service initiative involves organizing education and training sessions (Slam, 2021). This initiative, conducted from May 31 to June 4, 2024, spanned 5 days and engaged 25 participants, comprising teachers and several students of Arabic education. The primary objective of this initiative is to enhance the competency of educators in Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong in formulating and preparing Action Research (PTK) proposals to advance their professional skills. The activities are meticulously structured around and tailored to adult educators, and employ an andragogical approach to ensure optimal engagement. The methods employed during diklat include: 1) delivering lectures and facilitating Q&A sessions emphasizing the significance of PTK and its procedural steps to enhance Arabic language teaching quality, 2) demonstrating how to draft PTK proposals effectively to elevate Arabic language instruction standards, 3) guiding participants through hands-on practice in crafting PTK proposals for Arabic language teaching, 4) presenting PTK proposals in the context of Arabic language instruction, and 5) conducting thorough evaluations of the learning outcomes. These activities aim not only to impart knowledge but also to empower educators in addressing classroom challenges effectively through structured research methodologies.

From May 31 to June 4, 2024, a comprehensive 5-day professional development program was conducted, engaging 25 participants, including teachers and students of Arabic education from Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. The primary objective of this initiative was to enhance the competency of educators in formulating and preparing Action Research (PTK) proposals, thereby advancing their professional skills and improving Arabic language teaching quality.

To achieve this objective, the program employed a range of interactive and participatory methods, carefully tailored to the needs of adult educators and grounded in an andragogical approach. The methods included:

1. **Expert-led lectures and facilitated discussions**: Participants engaged in in-depth lectures and Q&A sessions, focusing on the significance of PTK and its procedural steps to enhance Arabic language teaching quality.

2. **Practical demonstrations and workshops**: Participants observed and participated in hands-on demonstrations of effective PTK proposal drafting, designed to elevate Arabic language instruction standards.

3. **Guided practice and feedback**: Participants received guidance and feedback as they crafted their own PTK proposals for Arabic language teaching, ensuring they developed the skills and confidence to apply PTK in their classrooms.

4. **Peer presentations and feedback**: Participants presented their PTK proposals in the context of Arabic language instruction, receiving constructive feedback from peers and facilitators.

5. **Formative and summative evaluations**: The program included thorough evaluations of the learning outcomes, ensuring that participants had achieved the desired competencies and could apply their knowledge and skills in real-world teaching contexts.

By incorporating these methods, the program aimed to not only impart knowledge but also empower educators to address classroom challenges effectively through structured research methodologies, ultimately enhancing their professional skills and teaching practices.

Theoretical Underpinnings

The alternative solution implemented in this community service initiative, which involves the organization of educational and training sessions, is grounded in several theoretical frameworks. These frameworks provide a solid foundation for understanding the importance of educational and training sessions in enhancing educator competency in Action Research.

1. **Andragogy**: The concept of andragogy, introduced by Malcolm Knowles, emphasizes the importance of adult learning principles in educational settings. Andragogy posits that adults learn best through self-directed, experiential, and problem-centered approaches. The educational and training sessions implemented in this initiative are designed to cater to the needs of adult educators, providing a supportive and interactive environment that fosters active learning and skill development (Lo, 2024).

2. **Social Constructivism**: Social constructivism, as proposed by Lev Vygotsky, suggests that learning is a socially constructed process, where individuals learn through interactions with others and their environment. The educational and training sessions in this initiative provide a platform for educators to engage in collaborative learning, share experiences, and construct knowledge together, thereby enhancing their understanding of Action Research and its applications (Tasos, 2024).

3. **Experiential Learning**: Experiential learning, as advocated by David Kolb (1984), emphasizes the importance of direct experience and reflection in the learning process. The hands-on training sessions and practical demonstrations in this initiative provide educators with opportunities to engage in experiential learning, apply theoretical concepts to real-world teaching contexts, and reflect on their experiences to improve their practice (Chen et al., 2024).

4. **Capacity Building**: Capacity building, as defined by the United Nations Development Programme, involves the process of developing and strengthening the skills, abilities, and resources of individuals and organizations to improve their performance and achieve their goals. The educational and training sessions in this initiative aim to build the capacity of educators in Action Research, enabling them to design and implement effective PTK proposals that improve teaching quality and student outcomes (Laura Polverari et al., 2024).

Implications

The theoretical frameworks underlying the alternative solution implemented in this community service initiative have several implications for educator professional development and Action Research:

1. **Enhanced Educator Competency**: By providing educators with opportunities for interactive learning, skill development, and experiential practice, the educational and training sessions can enhance their competency in Action Research, leading to improved teaching quality and student outcomes.

2. **Improved Teaching Practices**: The capacity-building approach adopted in this initiative can empower educators to design and implement effective PTK proposals, addressing classroom challenges and improving teaching practices in Arabic language education.

3. **Sustainable Development**: By building the capacity of educators in Action Research, this initiative can contribute to sustainable development in the education sector, promoting a culture of continuous learning and improvement that benefits both educators and students.

The alternative solution implemented in this community service initiative, which involves the organization of educational and training sessions, is grounded in a range of theoretical frameworks that emphasize the importance of adult learning, social constructivism, experiential learning, and capacity building. By adopting this approach, the initiative can enhance educator competency in Action Research, improve teaching practices, and contribute to sustainable development in the education sector.

Activity Stages, Training Techniques, and Evaluation

1. Activity Stages:

   a. Planning: In this stage, the community service activity is designed by determining objectives, training materials, and schedule. Participant selection is done considering the needs and relevance of the training. The activity plan includes lectures, group discussions, and hands-on practice.
   b. Preparation: This involves preparing training materials, organizing facilitators, and creating teaching resources such as modules and sample CAR proposals. Preparation also includes logistics, such as the training venue and necessary equipment.
   c. Implementation: The training was held from May 31 to June 4, 2024. Activities included lectures on CAR theory, group discussions about challenges and solutions, and hands-on practice in drafting CAR proposals. Each session was guided by experienced facilitators to ensure participants' understanding.
   d. Assessment: Evaluation is conducted during and after the training to assess the effectiveness of the materials and methods. Participants provide feedback through questionnaires and group discussions, while facilitators evaluate the quality of the proposals developed and participants' engagement in practical sessions.

2. Training Techniques:

   a. Lectures: Provide foundational theory on CAR, including concepts, steps, and benefits. The lectures aim to give the initial knowledge necessary to understand the CAR process.
   b. Group Discussions: Facilitate the exchange of ideas and experiences among participants. These discussions help participants identify relevant issues and seek solutions based on experience.
   c. Hands-On Practice: Involves participants in drafting CAR proposals. Facilitators provide direct guidance and feedback to ensure that the proposals meet standards and are relevant to the learning context.

3. Participant Selection:

   a. Selection Criteria: Participants are chosen based on their role as Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong and their need for CAR training. Selection considers their teaching experience and interest in developing research skills.
   b. Number of Participants: 25 participants were selected to ensure effective training in a relatively small group, facilitating interaction and individual guidance.

4. The success of the Activity and Evaluation:

   a) Success of the Activity:
      1) Improved Understanding: Participants demonstrated a better understanding of CAR and the ability to prepare effective proposals.
      2) Enhanced Skills: Teachers were able to apply the techniques learned in their classroom action research.
      3) Positive Feedback: Participant feedback indicated that the training was beneficial and relevant to their needs.
   b) Evaluation:
      1) Formative Evaluation: Conducted during the training through brief quizzes and discussions to monitor participants' understanding.
      2) Summative Evaluation: Questionnaires and interviews after the training to gather feedback on the training experience and suggestions for improvement.

3) Performance Evaluation: Assessment of the quality of CAR proposals developed by participants and observations of the application of learned techniques in daily teaching practice.

With a structured approach, relevant training techniques, and thorough evaluation, this activity is designed to make a significant positive impact on the quality of Arabic language teaching and the professional development of teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.

RESULTS AND DISCUSSION

Results of the Community Service Activity

1. Overview of the Activity:

   a. Objective: The community service activity aimed to enhance Arabic language teachers' understanding of Classroom Action Research (CAR), improve their skills in preparing CAR proposals, and ultimately enhance the quality of Arabic language teaching.
   b. Participants: ** 25 Arabic teachers from Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.
   c. Duration: May 31 to June 4, 2024 (five days).

2. Training Techniques:

   Lectures:

   a. Content: Provided foundational knowledge on CAR, including its concepts, steps, and benefits.
   b. Outcome: Participants gained a solid theoretical understanding of CAR principles and practices.
   c. Group Discussions:
   d. Content: Focused on exchanging ideas and experiences related to CAR challenges and solutions.
   e. Outcome: Facilitated collaborative problem-solving and shared insights among participants, enhancing their practical understanding of CAR.

   Hands-On Practice:

   a. Content: Participants engaged in drafting CAR proposals with facilitator guidance.
   b. Outcome: Improved participants' skills in preparing and refining CAR proposals relevant to their teaching contexts.

3. Evaluation Aspects:

   Understanding of CAR:

   a. Assessment: Participants' grasp of CAR concepts was evaluated through quizzes and discussions.
   b. Results: Participants demonstrated a significantly improved understanding of CAR principles, as evidenced by their ability to explain concepts and apply them in practice.

   Proposal Preparation Skills:

   a. Assessment: Quality of CAR proposals developed during hands-on sessions and feedback from facilitators.
   b. Participants produced well-structured and relevant CAR proposals, indicating improved proposal preparation skills.

   Practical Application:

   a. Assessment: Observations of participants' ability to apply CAR techniques in their teaching practices.
   b. Participants successfully implemented CAR techniques in their teaching, leading to enhanced classroom practices and interventions.

   Participant Feedback:

   a. Assessment: Collected through questionnaires and interviews at the end of the training.
   b. Results: Positive feedback from participants, who found the training relevant and beneficial for their professional development. They appreciated the practical nature of the training and the opportunity to engage with experienced facilitators.

4. Success and Impact:

   a. Improved Knowledge and Skills: Participants achieved a better understanding of CAR and enhanced their ability to draft effective proposals. This improvement was evident in the quality of proposals submitted and participants' increased confidence in using CAR techniques.
   b. Enhanced Teaching Practices: The training led to noticeable improvements in classroom practices as teachers applied CAR techniques to address specific challenges in their teaching.
   c. Professional Development: The training contributed significantly to the professional growth of the participants, equipping them with valuable skills for ongoing development in their teaching careers.

5. Evaluation and Feedback:

   a. Formative Evaluation: Ongoing assessment during training through quizzes and interactive discussions ensured participants' engagement and understanding.
   b. Summative Evaluation: Comprehensive feedback collected through end-of-training questionnaires and interviews provided insights into the effectiveness of the training and areas for improvement.
   c. Performance Evaluation: Review of CAR proposals and observation of applied techniques in classroom settings highlighted the effectiveness of the training and its impact on participants' teaching practices.

This structured and systematic presentation of the results highlights the success and impact of the community service activity, demonstrating its effectiveness in enhancing the quality of Arabic language teaching through improved CAR practices.

One of the focuses on improving the quality of education in Indonesia is improving the quality of learning in the classroom (Bharathi et al., 2024). To achieve this, one of the efforts made is to utilize the results of educational research as a reference and additional knowledge. Basically, educational research has been carried out and empowered for a long time. However, the research has only been intensively carried out by experts and researchers from the university scope. Educational research has not been intensively carried out by teachers from the school scope, and research in the field of education in this case is classroom action research (Junipitoyo et al., 2021).

Classroom action research, also known as Classroom Action Research, is a type of research that involves investigating the effects of certain actions or interventions on specific objects of study within a classroom setting (Aminizadeh et al., 2024). In essence, it is a deliberate and systematic approach to improving teaching and learning practices (Putra et al., 2022). Interestingly, many experienced teachers have unwittingly conducted classroom action research in their daily teaching practices. They may have tried a new method or strategy that was not explicitly stated in the lesson plan but still managed to collect data and reflect on the results. This intuitive approach to problem-solving and continuous improvement is, in fact, a form of classroom action research (Alnahdi et al., 2024). By acknowledging and formalizing this process, teachers can take their practice to the next level and make a more significant impact on student learning outcomes (Syahrizal et al., 2024).

In essence, the role of teachers goes far beyond simply teaching and delivering lessons effectively. In reality, teachers are expected to be continuous learners, innovators, and analysts who strive to improve their skills and stay ahead of the curve. They are tasked with embracing a growth mindset, adopting new ideas and approaches, and critically examining various aspects of education (Kusumaningrum et al., 2024). This means that teachers must be willing to step out of their comfort zone, experiment with new strategies, and reflect on their own practices to identify areas for growth (Nurussalami, 2015). By doing so, they can create a dynamic and engaging learning environment that meets the various needs of their students. In essence, teachers not only provide knowledge, but also serve as role models, mentors, and learning facilitators who inspire and empower their students to reach their full potential (Sandyakala, 2020).

As educators, teachers have the sacred trust and authority to guide and direct their students toward a future full of knowledge, wisdom, and purpose. They have the power to shape young minds, instill values, and nurture talents, ultimately empowering their students to become informed, critical-thinking, and compassionate individuals who can make a positive impact in the world (Myori et al., 2024). With this great responsibility comes the opportunity to inspire, motivate, and guide students to reach their full potential, help them find their passions, develop their skills, and cultivate a love for lifelong learning (Tian et al., 2024). In doing so, teachers play a crucial role in shaping the next generation of leaders, innovators,

and changemakers who will continue to make a meaningful difference in their communities and beyond (Judah et al., 2024).

When teachers become complacent, stagnant, and lethargic in the pursuit of science, analysis, and research, the education system in our country will inevitably lag behind other countries. The role of teachers is not only to impart knowledge, but also to be truth-seekers, curious explorers, and lifelong learners (Lin et al., 2024). They must have a spirit of curiosity, constantly observing, questioning, and seeking answers to complex challenges that arise in the classroom (Islam et al., 2024). In doing so, they become the embodiment of the learning process, making themselves their own subjects of education (Pinheiro et al., 2024). Just like a researcher investigating the unknown, a teacher must be driven by insatiable curiosity, a desire to discover, and a commitment to stay ahead of the curve in their field (Jaroentonyakorn et al., 2024). Only then can they inspire their students to do the same, fostering a culture of innovation, creativity, and intellectual curiosity that will propel our nation forward (Sureja et al., 2021)

Previous researchers revealed that Classroom Action Research is very important for teachers for the following reasons: a) making teachers sensitive and responsive to dynamics or learning problems in the classroom. b) improve teacher performance. c) teachers are able to improve the learning process through a deep study of what happens in the classroom. d) research on classroom actions does not interfere with the teacher's main duties; d) teachers become creative and innovative (Rodhi, 2024). The problems felt by teachers throughout Indonesia, although they have tried to improve the quality of human resources, especially Arabic teachers, are still considered less than optimal (Wortsman et al., 2024). One of the ways to improve the professionalism of teachers is knowledge about classroom action research (PTK), because there are still some teachers even compared to 70:30 teachers who have not been able to overcome problems in the classroom, especially related to the results of learning completeness, so it is considered necessary to introduce PTK (Leitner et al., 2023). PTK is carried out in ordinary learning, there is no special class to do PTK, because in essence PTK is carried out by the teacher himself in his class (Ernanda et al., 2024)

Development of Professional Competence For Arabic Language Teachers At Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong

The professional competence development workshop on Action Research (PTK) for Arabic language teachers at Madrasah Tsanawiyah in Semarang district was conducted over 5 days, from May 31 to June 4, 2024. The venue for this workshop was the Auditorium Hall on the second floor of Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. During the workshop, two sessions were delivered by competent speakers well-versed in Arabic language teaching research methodologies. The first session, titled "Introduction to Research," was presented by Dr. Abdul Aziz Wahab, BA., M.Ag., from the Education Bureau of Pondok Pesantren Zainul Hasan Genggong, and Ainur Rofiq Sofa, M.Pd., a lecturer specializing in Research Methodology in Arabic Language Education at the University of Islamic Studies Zainul Hasan Genggong Probolinggo. The workshop aimed to enhance the professional skills of Arabic language teachers through practical training in Action Research, emphasizing its application in educational settings. Participants benefited from expert guidance on research methodologies, enabling them to effectively apply these techniques to improve Arabic language teaching quality in their respective institutions.

Figure 1. Dr. Abdul Aziz Wahab, BA., M.A.g., CH. CHT., presenting the material

The second material presented in this training session was "Professional Competence of Teachers in Action Research," delivered by Ainur Rofiq Sofa, M.Pd, a lecturer in Arabic Research Methodology and Arabic language teaching at the Arabic Language Education Department, Faculty of Tarbiyah, Zainul Hasan Islamic University Genggong. In his presentation, the speaker covered various concepts of action research as a means of professional development for Arabic language teachers. These concepts included (a) the nature of action research, (b) the benefits of action research, (c) the principles of action research, (d) models of action research, and (e) procedures for conducting action research. The session concluded with the handing over of the book "Mukhtarul Hadits An-Nabawiyah".

Dr. Aziz in His Speech Said: "The development of professional competence for Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong is crucial for ensuring high-quality education and effective language instruction. This professional competence encompasses various skills, knowledge, and attitudes necessary for teachers. The main components of this professional competence include pedagogical skills, linguistic proficiency, cultural awareness, assessment and evaluation, and professional development. Pedagogical skills encompass mastery of teaching methodologies, lesson plan design, and the use of technology. Linguistic proficiency includes mastery of both classical and modern Arabic, as well as continuous improvement. Cultural awareness involves understanding the cultural and historical context of the Arabic language. Assessment and evaluation involve the ability to design various forms of assessments and provide constructive feedback. Professional development includes participation in workshops, seminars, and collaborative learning with peers. Implementation strategies include in-service training, mentoring systems, collaboration with professional organizations, and providing high-quality resources. Challenges such as resource constraints, teacher motivation, and student diversity are addressed by seeking funding, offering recognition, and implementing differentiated teaching strategies. By focusing on these components, we believe that teachers can better support student learning and foster a love for the Arabic language."

The development of professional competence for Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong is crucial for ensuring high-quality education and effective language instruction. Professional competence encompasses various skills, knowledge, and attitudes necessary for teachers to perform their roles effectively.

Components of Professional Competence:

1. Pedagogical Skills:
   a. Mastery of teaching methodologies tailored for Arabic language instruction.
   b. Ability to design and implement effective lesson plans that cater to diverse learning styles.
   c. Use of technology and multimedia resources to enhance the learning experience.

2. Linguistic Proficiency:
   a. High proficiency in both classical and modern Arabic.
   b. Knowledge of Arabic grammar, vocabulary, phonetics, and syntax.
   c. Continuous improvement of language skills through advanced courses and practice.

3. Cultural Awareness:
   a. Understanding of the cultural and historical context of the Arabic language.
   b. Incorporation of cultural elements into teaching to make learning more engaging and relevant.

4. Assessment and Evaluation:
   a. Ability to design and administer various forms of assessments to evaluate students' progress.
   b. Use of formative and summative assessment techniques to provide feedback and support student learning.

5. Professional Development:
   a. Participation in workshops, seminars, and conferences focused on Arabic language teaching.
   b. Engagement in collaborative learning with peers to share best practices and innovations.
   c. Pursuit of higher education opportunities and certifications related to language teaching.

Implementation Strategies:

1. In-Service Training:
   a. Regularly scheduled training sessions to update teachers on the latest teaching methodologies and linguistic developments.

   b. Practical workshops focusing on classroom management, lesson planning, and student engagement techniques.

2. Mentoring and Coaching:
   a. Establishment of a mentoring system where experienced teachers guide and support less experienced colleagues.
   b. Regular feedback and coaching sessions to address specific teaching challenges and improve instructional practices.

3. Collaboration and Networking:
   a. Encouraging teachers to join professional organizations and participate in online forums dedicated to Arabic language teaching.
   b. Facilitating collaboration with other educational institutions to exchange knowledge and resources.

4. Resource Provision:
   a. Ensuring access to high-quality teaching materials, including textbooks, audio-visual aids, and online resources.
   b. Investment in language labs and other technological tools to support interactive and immersive learning experiences.

Challenges and Solutions:

1. Resource Constraints:
   a. Solution: Seek funding and partnerships to enhance resource availability and infrastructure.
2. Teacher Motivation:
   a. Solution: Recognize and reward exemplary performance, provide career advancement opportunities, and create a supportive work environment.
3. Student Diversity:
   a. Solution: Employ differentiated instruction strategies to meet the needs of students with varying proficiency levels and learning styles.

Developing professional competence for Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong is essential for providing high-quality education. By focusing on pedagogical skills, linguistic proficiency, cultural awareness, and continuous professional development, teachers can effectively support student learning and foster a love for the Arabic language. Implementing structured training programs, mentorship, collaboration, and resource provision will address challenges and enhance the overall teaching and learning experience.

Figure 2. Presentation of the Mukhtarul Hadits An-nabawiyah Book

The Mukhtarul Hadits An-nabawiyah book, authored by K.H. Moh. Hasan Mutawakkil Alallah, SH, MM, and Dr. Abd. Aziz Wahab, M.Ag., consists of three volumes. These books will serve as educational material to enhance students' proficiency in understanding Arabic. In his presentation, the speaker discussed fundamental concepts of research that form the foundation for conducting studies. These included (a) types

of research, (b) quantitative research, (c) qualitative research, (d) research procedures, (e) selecting research problems, (f) research prerequisites, (g) formulating research titles, and (h) strategies for excellence in education.

Following the presentation, the session continued with a Q&A segment, during which participants demonstrated high enthusiasm, with almost all of them asking questions. The inquiries extended beyond the material presented and touched on the challenges they face while teaching Arabic at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong, especially regarding research areas in Arabic language studies. Next, the practical activity of drafting Classroom Action Research (PTK) proposals was conducted. This activity began with an explanation of the steps involved in creating a PTK proposal and identifying issues that could be used as research topics in Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. This was intended to enhance participants' understanding of the importance of conducting classroom action research and the procedures or steps in drafting research proposals. During the practical session, each participant was required to draft a research theme or title based on problems they encountered (as teachers). With guidance from the presenters, participants then formulated the issues to be addressed in their research.

The most common problems identified by teachers that required solutions through research related to teaching methods and media, which were perceived as limited and lacking variety. In this session, the presenters also assisted participants in determining alternative solutions to the issues faced in Arabic language teaching at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. In the subsequent session, each participant presented their research proposals based on the problems they encountered, followed by evaluations and feedback from other participants and the activity facilitators. This process continued until all participants had presented their research proposals.

To assess the success of this initiative, an evaluation was conducted. Questionnaires were distributed to gather feedback on the program's implementation. Based on the questionnaire responses, it was evident that the quality of the speakers, material, and moderators was well-received, with 93% of participants rating the speakers' quality as good and only 7% rating it as average. For the quality of simulations, 87% of participants rated it as good, and 13% as average, with none rating it poorly. Regarding the presentation of the material, 87% of participants rated it as good, and 13% as average. For the quality of simulation delivery, 93% rated it as good, and 13% as average. Almost all participants (93%) rated the quality of the material as good, with only one participant (7%) rating it as average. The moderator's quality was also rated highly, with 56% of participants rating it as good and 44% as average. In terms of the moderator's work, 56% rated it as good, 44% as average, and none as poor.

Participants were very satisfied with the services, facilities, and infrastructure provided by the organizing team. This was reflected in the questionnaire results, where 93% rated the committee's service as good, and 7% as average, with none rating it poorly. Regarding the committee's preparedness, 80% rated it as good, and 20% as average, with none rating it poorly. The committee's performance was rated positively, with 87% of participants rating it as good, and 13% as average. Participants were also very satisfied with the provided meals, with 93% rating them as good and 7% as average. Finally, regarding accommodation, almost all participants rated it as good (93%), and only 7% rated it as average.

Ultimately, the teachers recommended that such activities be held periodically to continually improve the professional quality and teaching capabilities of Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong.

CONCLUSION

Conclusion

The implementation of this community service initiative proved highly beneficial for the target audience, specifically the Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. Through this training, the teachers significantly enhanced their understanding of the importance of professional development by conducting classroom action research. In addition to acquiring knowledge, the teachers received guidance on drafting classroom action research proposals and gained insights into conducting such research related to Arabic language teaching at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. As a result, it is anticipated that teachers will continue to develop their professional skills, and Arabic language teaching at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong will become more active, innovative, creative, effective, and enjoyable, in line with the government's desired PAIKEM system.

The community service activity aimed at enhancing the understanding and implementation of Classroom Action Research among Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong was highly successful. The primary objectives of the activity were to improve the quality of Arabic language teaching through better CAR practices and to equip teachers with the skills needed to prepare effective CAR proposals.

The training, conducted from May 31 to June 4, 2024, involved 25 teachers and included lectures, group discussions, and hands-on practice. Participants demonstrated a significant improvement in their understanding of CAR concepts and their ability to draft relevant CAR proposals. The practical sessions were particularly effective in helping teachers apply CAR techniques to their teaching practices.

Key Findings:

1. **Enhanced Knowledge:** Participants gained a comprehensive understanding of CAR, including its theoretical foundations and practical applications.

2. **Improved Proposal Skills:** Teachers developed the ability to prepare well-structured CAR proposals, which are essential for conducting effective research and improving teaching practices.

3. **Practical Application:** The training led to the successful implementation of CAR techniques in the classroom, resulting in improved teaching strategies and student outcomes.

4. **Positive Feedback:** Participants provided positive feedback on the training, highlighting its relevance, practicality, and impact on their professional development.

Recommendations for Future Community Service Activities:

Following the completion of this community service initiative, it is recommended that the Arabic language teachers at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong apply the knowledge and skills acquired in their respective educational institutions to enhance the quality of Arabic language teaching. Furthermore, it is encouraged that participants share the knowledge and skills they have gained with their colleagues to collectively advance and benefit the students learning Arabic. This collective progress will contribute significantly to the overall improvement of Arabic language education at Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong. Recommendations for Future Community Service Activities:

1. Ongoing Support and Follow-Up: Implement a follow-up program to provide continued support for teachers as they apply CAR techniques in their classrooms. This could include periodic check-ins, additional workshops, or online forums for sharing experiences and challenges.

2. Advanced Training Modules: Develop advanced training modules that build on the foundational CAR concepts. These modules could focus on more complex CAR techniques, data analysis, and the integration of CAR findings into curriculum development.

3. Mentorship Programs: Establish a mentorship program pairing experienced CAR practitioners with less experienced teachers. Mentors can offer guidance, review proposals, and provide feedback to enhance the quality of CAR implementation.

4. Resource Development: Create and distribute additional resources such as detailed guides, sample CAR proposals, and instructional videos. These resources would serve as ongoing references for teachers in preparing and conducting CAR.

5. Evaluation and Feedback Mechanism: Develop a more robust mechanism for evaluating the impact of CAR on teaching practices and student outcomes. This could involve regular assessments, feedback surveys from students, and analysis of academic performance improvements.

6. Expanding Reach: Consider expanding the training program to include more teachers and other educational institutions. Broader participation can amplify the impact of CAR practices and foster a culture of continuous improvement in Arabic language education.

By implementing these recommendations, future community service activities can further enhance the competence of Arabic language teachers, leading to sustained improvements in teaching quality and student learning outcomes.

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