

Management of Professional Training and Development Programs for Arabic Language Teachers for Non-Native Speakers

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Abstract. *This research aims to analyze the management of training and development programs for Arabic language teachers in Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik. This research was descriptive qualitative and collected through observation and interview. The data was analyzed through the three steps namely data reduction, data presentation, and conclusion drawing. The findings showed that only few of Arabic language teachers have appropriate academic qualifications, with details that there were 3 Arabic language teachers, but there was only one teacher who had a bachelor's degree in Arabic Language Education, while other teachers had a bachelor's degree in Islamic Religious Education and Islamic Boarding School graduates. Then, the professional development program for Arabic teachers was held in the form of workshops and seminars related to learning twice in the last three years. However, the material presented only focuses on teaching materials according to the national curriculum, without any programs or activities to improve the ability of teachers to choose active, effective, and efficient learning methods. In conclusion, Arabic teacher qualifications are poorly managed at Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik, regardless of the fields' quality of teachers or suitability.*

Keywords: *Arabic Language Teacher, Non-native Speaker, Program Management.*

Abstrak. Penelitian ini bertujuan untuk menganalisis manajemen program pelatihan dan pengembangan guru bahasa Arab di Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik. Penelitian ini bersifat deskriptif kualitatif dan dikumpulkan melalui observasi dan wawancara. Data dianalisis melalui tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa hanya sedikit guru bahasa Arab yang memiliki kualifikasi akademik yang sesuai, dengan rincian bahwa terdapat 3 guru bahasa Arab, namun hanya ada satu guru yang memiliki gelar sarjana Pendidikan Bahasa Arab, sedangkan guru lainnya memiliki gelar sarjana Pendidikan Agama Islam dan lulusan Pesantren. Kemudian, program pengembangan profesi guru bahasa Arab diadakan dalam bentuk workshop dan seminar terkait pembelajaran sebanyak dua kali dalam tiga tahun terakhir. Namun, materi yang disampaikan hanya terfokus pada materi pembelajaran sesuai kurikulum nasional, tanpa ada program atau kegiatan untuk meningkatkan kemampuan guru dalam memilih metode pembelajaran yang aktif, efektif, dan efisien. Kesimpulannya, kualifikasi guru bahasa Arab di Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik kurang baik, baik dari segi kualitas maupun kesesuaian bidangnya.

Kata kunci: Guru Bahasa Arab, Penutur Asing, Manajemen Program.

1. INTRODUCTION

Teaching Arabic to students in Indonesia who are non-native speakers is still developing, where the use of technology such as Arabic learning applications is increasingly being used. This is in line with Elhag Abd Elgadir et al. (2023) who state that the field of teaching Arabic to non-native speakers is still being developed. New programs and writings that can keep up with continuous updates to the demands of the times and educational theories to date This can be seen from the quote on the pages of the Ministry of Religion and the Department of Education ("Kemenag: Bahasa Arab Harus Diajarkan

dengan Menyenangkan,” 2021), namely that innovation and creativity in learning Arabic are necessary, considering that this is one of the international languages that Islamic education alumni need to master. In the future, it is also necessary to revise the Arabic language curriculum so that it can make learning enjoyable. They continue to strive to make learning Arabic a tradition in schools and other Islamic educational institutions. Various national and international seminar activities continue to be held in the Arabic language program to inform each other about various aspirations, challenges, and obstacles, as well as propose solutions to solve various problems therein.

One of the solution that the Minister of Religion Affairs (Republic of Indonesia) Yaqut Cholil Qoumas launched is the Mandiri Learning and Multimedia Platform for Arabic language learning in Madrasah at the HM Rasyidi Hall of the Indonesian Ministry of Religion (*Kementerian Agama*) at MH Thamrin on Friday, April 8, 2022 (“Launching Platform Mandiri Belajar dan Multimedia Pembelajaran Bahasa Arab di Madrasah,” 2022). The Ministry of Religion tries to optimize itself by realizing accelerated service transformation for all madrasah students and strives to be optimally served. The Ministry of Religion routinely organizes and develops various curriculum evaluations, innovations, services, and Arabic language teacher training programs in an effort to make Indonesia more connected to the digital world, especially to improve teacher professionalism.

Teacher professionalism, which can be enhanced through professional development programs that support effective teaching practices, is therefore critical to improving student learning. Despite this, most professional development programs experienced by teachers are traditional workshops. Professional development programs for teachers that increase the level of knowledge and develop the pedagogical skills of teachers on a large scale are an important means of improving the teaching and learning process. Field training is also one of the pillars of any educational program (Ali, 2024).

The basic pillars and the concept of competency as an educational concept originated in the United States and Canada in the 1960s (Drake & Reid, 2020). This is done by setting appropriate objectives for teacher training. Whoever trains must be responsible for ensuring that the goals set for the program are achieved, clearly identify the competencies required, and hold teachers accountable for achieving these levels. Microteaching has become a method of teacher training in many universities or educational institutions. The teacher professional development program aims to improve teachers' pedagogy, and this improvement is still unevenly distributed in several educational institutions. This statement is based on the statement of the Kendal Regency

Education Office in 2017, that about 60% of the training given to teachers has not yet reached the need to increase the professional competence of teachers, or even the teachers themselves (Anif et al., 2020). Training procedures also aim to simplify the complexity of the teaching and learning process, class size, time, tasks, and content to provide an optimal training environment.

In Law Number 20 of 2003 and Government Regulation of the Republic of Indonesia Number 19 of 2005, Chapter IV Concerning Educational Standards and Education Personnel states that teachers must have four competencies: pedagogical competency, personality competency, social competency, and professional competence to teach and have the teaching skills required for educational positions.

The teaching skills of Arabic language teachers for non-native speakers are still low. Based on the results of interviews with Arabic language teacher Mr. S. A., it was found that there were linguistic and non-linguistic problems in Arabic language learning experienced by students when studying Arabic in class. One of the problems in learning Arabic is the lack of motivation among students to learn Arabic. He explained that the lack of interest of foster children in learning Arabic is caused by the different social and economic backgrounds of their families. Apart from that, the existence of learning problems from the linguistic aspect is also an important issue that needs to be solved.

The school strives for all students to master the four skills in Arabic through educational activities (Susanto et al., 2022). However, linguistic and non-linguistic problems still exist and influence the learning process at the Mamba'ul 'Ulum Islamic Education Institute, Bungah, Gresik. Based on the description above, it can be concluded that several problems in learning Arabic are caused by: 1) Foster children's motivation to learn Arabic still needs to be improved; 2) Not implementing the language environment (*bi'ah al-lughawiyah*); 3) There is a need to increase the skills of teaching staff because they do not receive adequate qualitative training that allows teachers to develop their skills.

This is reinforced by research and literature related to teaching Arabic to non-native speakers, including the article from Fatimah et al. (2023) titled "Optimization of The Principal's Role as a Supervisor to Improve The Performance of Teachers In Surakarta" which researched about the to determine the extent to which school principals as supervisors improve teacher performance. Similar research was also conducted by Dawam et al. (2022) entitled "The Effect of Managerial Competence and Democratic Leadership of Principals on Teacher Performance through Work Motivation" which concluded that managerial competence has an influence on teacher performance while democratic

leadership has an influence on work motivation. So it can be seen that indeed leadership or principals have an influence on teachers. Given the above phenomenon, it is important to carry out research with the aim of describing training and professional development programs for Arabic language teachers for non-native speakers.

2. METHOD

This research method used descriptive-qualitative methods. In this discussion, the researcher processes data obtained through interviews, observations, and documentation regarding Arabic teacher professional training and development programs in depth to obtain conclusions as a result of the research. This research took place at the Mamba'ul Ulum Islamic Education Foundation, Bungah, Gresik. The research took place over a period of 3 weeks, from November 11 to November 25, 2023.

Interviews can be structured or unstructured (free). Free means that the interviewer is free to give the interviewee anything without having to bring a guide sheet (Makbul, 2021). A prerequisite for such an interview is that the interviewer must keep in mind the data to be collected. Unlike guided interviews, the interviewer is guided by complete and detailed questions, like a questionnaire. In this research, the researcher used the unstructured interview towards the principal, curriculum deputy principal and several Arabic language teachers in Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik. The research asks several questions regarding the teachers' activities, workshops and trainings to improve their professionalism in teaching Arabic language to non-native speakers. Based on the answers, the researchers aim to describe in depth about the MA Mamba'ul Ulum teachers on their experience and participation in Arabic language teacher trainings and workshops.

3. RESULTS AND DISCUSSION

Based on interview data conducted by researchers with the principal of MA Mambaul Ulum, Mrs. Mutmainnah, it was found that there were several teachers who had taken part in training, workshops and seminars related to classroom learning, curriculum preparation and teaching models. with additional explanations from Mr. Asnan, deputy principal for curriculum, there were several trainings carried out generally for MA Mamba'ul General teachers. This training is not focused on learning Arabic, but this training is intended to provide knowledge to teachers regarding learning management, both

in terms of determining learning objectives, creating syllabi and lesson plans, as well as conducting learning evaluations that are in line with the established curriculum.

a. First respondent interview results (Headmaster)

Researchers conducted interviews with the headmaster about the workshops and training the school's teacher had attended before.

Researcher : Have MA Mamba'ul Ulum teachers ever participated in training, workshops, or seminars?

Principal : All of them have.

Researcher : What are the trainings, workshops, and seminars?

Principal : Related to the learning process in the classroom

Researcher : Is there any training related to curriculum development?

Principal : There is, and there is also related to the making of learning modules.

The interview between the researcher and the headmaster of MA Mamba'ul Ulum regarding the training, workshops, and seminars attended by the teachers at the school provides insight into the school's commitment to the professional development of its educators. This discussion can lead us to consider the effectiveness of the training and development conducted in the context of classroom learning.

It is clear from the interview that all teachers at MA Mamba'ul Ulum have undergone training, workshops, or seminars. One question that may arise is the extent to which these programs can ensure consistency in the knowledge and skills of the teachers. The headmaster mentions that the trainings, workshops and seminars attended by the teachers are related to the learning process in the classroom. This indicates that the development is directly relevant to the teachers' primary responsibilities. The discussion could focus on evaluating how this training improves the quality of teaching.

b. Results of interview with second respondent (Vice Headmaster of Curriculum)

Researcher : Have MA Mamba'ul Ulum teachers ever participated in training, workshops, or seminars?

Deputy Head : It has been held several times.

Researcher : What are the trainings, workshops, and seminars related to?

Deputy Head : Teacher training but in general.

Researcher : Is there any training related to curriculum development?

Deputy Head : There is, but as I said earlier, only in general, and it has not been held specifically and in more depth.

According to the vice principal's acknowledgement of training related to curriculum development, albeit in a general and not in-depth manner, questions may arise about the urgency of specific development in the area of curriculum creation. Lifelong Learning Theory emphasizes the importance of continuous learning and improvement for teachers throughout their careers. Therefore, it becomes crucial to evaluate whether the existing training programs adequately address the needs of teachers in terms of curriculum development.

This discussion could address the benefits of providing more specialized and thorough training opportunities for teachers when developing curriculum to incorporate lifelong learning theory. This could include specialized workshops or seminars concentrating on current pedagogical approaches, instructional design, assessment strategies, and the integration of technology in the curriculum. This study aims to evaluate the impact of specialized training on the quality of curriculum development at MA Mamba'ul Ulum. In addition, it will address issues and difficulties that schools may face when implementing more specialized training in this area, such as lack of resources or the need for external experts.

c. Results of interview with third respondent (Teacher representative)

Researcher : Have MA Mamba'ul Ulum teachers ever participated in training, workshops, or seminars?

Teacher : I have, but only twice for Arabic language training.

Researcher : What are the trainings, workshops, and seminars related to?

Teacher : Related to learning in the classroom in general, and Arabic language learning in particular.

Researcher : Is there any training related to curriculum development?

Teacher : No, but usually we are included in the training program held by MGMP for the discussion.

The Arabic language teachers represented by Mr. Habibi also provided information regarding the frequency of provision of teaching training programs for MA Mamba'ul Ulum Arabic language teachers, stating that the training had only been held twice. Apart from that, Arabic language teachers more often participate in program training activities carried out by Musyawarah Guru Mata Pelajaran/MGMP (Subject Teachers' Conference).

The headmaster mentions training related to curriculum development and the creation of teaching modules. This indicates that MA Mamba'ul Ulum understands the importance of having a quality curriculum and well-structured learning materials. The discussion can explore how these training sessions impact improvements in curriculum and module development. This is because leadership policies are very influential in improving the effectiveness of teacher performance (Hanim et al., 2020). This is in line with Killen & O'Toole (2023) opinion in their book entitled "Effective Teaching Strategies" that effective teaching theory allows an assessment of how teacher training and development at MA Mamba'ul Ulum can improve the quality of teaching and learning, and can focus on how the teacher training attended by teachers in this school reflects the principles of effective teaching that have been identified.

The principal asserts that all teachers have participated in various training sessions, workshops, and seminars. This blanket statement indicates a strong commitment to teacher professional development. It suggests that the school recognizes the importance of equipping teachers with the knowledge and skills necessary to provide effective, high-quality instruction. When asked about the focus of these professional development activities, the principal emphasizes their relevance to the teaching and learning processes in the classroom. This indicates that the trainings, workshops, and seminars teachers attend are directly related to improving instructional practices and student outcomes. Such a focus underscores the school's commitment to continuous improvement in pedagogy and curriculum delivery.

School training programs include the creation of curriculum and teaching materials that aim to improve students' learning experiences. Curriculum development is a complex process that requires knowledge, teamwork and planning. The school provides training in this area to help teachers create and implement a useful curriculum for different students. The school shows its commitment to new and innovative teaching methods by creating these teaching modules designed to help students learn and stay interested. By providing training in module development, the school gives teachers the tools and resources to create engaging and interactive learning experiences for their students.

Data from the interviews show how important continuous professional development is to improve the quality of teaching and learning. Through active participation in training, workshops and seminars, MA Mamba'ul Ulum teachers demonstrate their commitment to improving their abilities and improving student learning outcomes. Interview data showed more questions about the role of professional

development in education due to the school's emphasis on curriculum development and teaching modules. Research consistently shows that effective professional development can lead to better teaching practices and better student outcomes. However, effective professional development programs require careful preparation, resources and support from school leaders.

In these interviews, it was underlined how important it is that professional development programs are tailored to the different needs and goals of the educational institution and its teaching faculty. Through continuous assessment and feedback, training, workshops and seminars should be tailored to address identified areas of growth and improvement. Data from the interviews further suggest that educators can optimize their learning experiences and contribute more effectively to the success of their students by aligning professional development efforts with the school's strategic priorities. Schools can provide teachers with opportunities to work together, share best practices and learn from each other's experiences. This method of teamwork not only increases teachers' personal capacity but also creates a culture of continuous improvement in the school community.

Finally, the interview with the principal of MA Mamba'ul Ulum provided useful information about the school's commitment to continuous improvement and professional development. The school demonstrates its commitment to providing an outstanding educational experience for its students by investing in training, workshops and seminars that focus on improving teaching and learning practices. The school should continue to prioritize professional development programs going forward, as it will help educators become better and have a positive impact on student learning outcomes.

The exchange of information between the researcher and the vice headmaster of MA Mamba'ul Ulum regarding teacher participation in training, workshops, and seminars provides an opportunity to further explore the school's efforts in enhancing the professional development of teachers. In the context of the Lifelong Learning Theory (Moore, 2020), which emphasizes ongoing professional development, the discussion can delve into the potential benefits of specific and in-depth training in curriculum development.

The interview with the Vice Principal of MA Mamba'ul Ulum provided useful insights into the professional development activities of the teaching staff, especially in terms of training, workshops and seminars. Although the answers show commitment to professional development, there are also some things that need to be improved and focused on to make such activities more efficient. MA Mamba'ul Ulum teachers have frequently

participated in trainings, workshops and seminars. This shows a commitment to continuous professional development in the school community and recognizes the importance of equipping educators with the necessary skills and knowledge to excel in their work. Nonetheless, the vice-principal's response suggests that these opportunities may not come as often or as much as expected.

When asked about the focus of professional development activities, the assistant principals stated that the activities are generally related to teaching but are general in nature. This suggests that although teachers have the opportunity to take part in professional development, the material provided is not always tailored to their specific needs or expertise. This lack of focus may limit the influence of these activities on teacher effectiveness and student learning outcomes. In addition, when asked about training related to curriculum development and design, the assistant principals acknowledged that such training is available but it is also general and has not been implemented in depth or specifically. This response highlights a gap in professional development efforts at MA Mamba'ul Ulum, as curriculum development is critical to students' educational experience. Without focused and thorough training in this area, teachers may have difficulty in designing and implementing a curriculum that suits the needs of diverse students and meets educational standards and objectives.

Overall, the interview data suggest that while professional development activities are taking place at MA Mamba'ul Ulum, there may be opportunities for improvement to ensure that these activities are more impactful and aligned with the needs of teachers and students.

Through this discussion, a deeper understanding can be gained of MA Mamba'ul Ulum's efforts to improve the quality of teaching, particularly in the context of Arabic language instruction. The issues raised regarding the minimal training of Arabic teachers for non-native speakers can guide future planning for the professional development of teachers. In relation to the Teacher Efficacy Theory by Lazarides & Warner (2020), which emphasizes teachers' beliefs in their ability to influence student learning, the discussion can explore the impact of this minimal training on teacher efficacy and its potential effects on student achievement. According to the theory of Teacher Efficacy, teachers' confidence in their abilities plays a crucial role in their effectiveness as educators. The limited training provided by Arabic language teachers for non-native speakers may raise questions about the extent to which these teachers feel confident in delivering high-quality instruction in Arabic language learning. The discussion can delve into the potential consequences of low

teacher efficacy on student motivation, engagement, and achievement in the Arabic language program.

As a result of teacher training and development, the discussion can shift to the perceived impact on students. How has this affected student achievement and the quality of education in the school? Depending on the results of the interview, you can determine if there are plans or needs for additional development in the future. Are there specific areas of teacher development that need improvement? In this discussion, we can determine how effective teacher training and development is at MA Mamba'ul Ulum to support learning quality. In addition, there is reason to consider the role of teachers in the creation of curriculum and teaching modules and how this role reflects the school's commitment to good curriculum development.

To improve teachers' performance in teaching Arabic, this discussion could include providing additional training opportunities tailored to the needs of Arabic teachers, focusing on aspects such as instructional approaches, assessment techniques, and cultural sensitivity in teaching Arabic to non-native speakers. Schools can support teachers' growth and improve their effectiveness in the classroom by addressing teachers' specific needs through targeted professional development.

In addition, teacher participation in curriculum development discussions underscores the collaborative nature of educational practices within the school. By engaging with peers and education professionals through programs organized by the MGMP, teachers have the opportunity to share insights, exchange ideas, and collectively address challenges related to curriculum design. This collaborative approach fosters a supportive environment where teachers can learn from one another and work toward common goals.

4. CONCLUSION

Based on the results of the above research, it can be concluded that only few of the Arabic teachers have academic qualifications according to their field. There are 3 Arabic teachers in Madrasah Aliyah Mamba'ul Ulum, Bungah Gresik, but only one teacher has a Bachelor's degree in Arabic Language Education, while the other teachers have a Bachelor's degree in Islamic Religious Education and Islamic Boarding School graduates. Training programs, workshops and seminars related to classroom learning have been conducted, especially the professional development of Arabic language teachers, which has been conducted by the Arabic language teachers of Madrasah Aliyah Mamba'ul Ulum

twice in the last three years, but the material presented only focuses on teaching materials according to the national curriculum without improving active, effective and efficient learning methods. This situation requires better management from the management of Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik.

In addition, the research raises important questions about the impact of teacher training and development on teacher efficacy and student achievement. Drawing on teacher efficacy theory, considerations are raised about the confidence and competence of Arabic language teachers in teaching non-native speakers, and the potential implications for student motivation, engagement, and achievement. Increasing teacher competence is useful in organizing the learning process for effective teaching (Sumardi et al., 2020).

The research also explores the collaborative nature of curriculum development within the school, highlighting the role of teachers in shaping the educational experience for students. Through participation in discussions and programs organized by the MGMP, teachers have the opportunity to contribute to curriculum design and exchange ideas with peers, fostering a supportive environment for professional growth and collaboration. Going forward, the research suggests strategies to increase teacher efficacy in Arabic language instruction, including targeted professional development opportunities and collaborative initiatives. By addressing the specific needs of Arabic language teachers and providing support in areas such as instructional strategies and cultural sensitivity, the school can further empower its educators and improve the quality of learning for students.

Thus, the management of Arabic teachers' qualifications in Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik, is very low without considering the quality and suitability of the teachers' field. The training and development program presented in this paper can help educational institutions, especially in Madrasah Aliyah Mamba'ul Ulum, Bungah, Gresik, in realizing teachers who have high skills, are professional and have good performance, so that in the end it will make the institution a high quality institution.

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