The Competence of Arabic Language Teachers in The Digital Era: A Study Based on The Technological Pedagogical Content Knowledge (TPACK) Framework

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Abstrack: The digital era demands Arabic language teachers to possess integrated competencies, encompassing Content Knowledge, Pedagogical Knowledge, and Technological Knowledge within the Technological Pedagogical Content Knowledge (TPACK) framework. This study aims to analyze the competencies of Arabic language teachers in Indonesia in addressing the challenges of the Society 5.0 era using a Systematic Literature Review (SLR) approach. The analysis was conducted on 17 relevant studies. The findings reveal that most teachers have adequate content and pedagogical knowledge; however, the integration of technology in teaching remains limited. Teachers tend to utilize technology at a basic level, such as for communication and information sources, without fully leveraging its potential to support innovative and interactive teaching. This study recommends structured TPACK training, improved access to technology, and the development of teacher communities to share best practices. These findings provide strategic guidance for enhancing the quality of Arabic language teaching to meet the needs of the digital era.

Keywords: Teacher competence, Arabic language, TPACK, digital era, Society 5.0

INTRODUCTION

In the rapidly evolving digital era, technology has become a crucial aspect of the education sector. This also impacts the teaching of Arabic as a foreign language. The utilization of technology enables the creation of learning experiences that are more engaging, effective, and efficient (Nafilah et al., 2024). This advancement introduces various tools and platforms to enrich students' learning experiences while creating a dynamic and flexible learning environment. The integration of technology in education also plays a significant role in enhancing student engagement, motivation, and accessibility to learning materials (Fitrianto, 2024). However, the success of technology integration in learning is highly determined by the role of teachers. Therefore, it is essential for teachers to enhance their skills and capacity in adopting and developing technology-based teaching practices (Konstantinidou & Scherer, 2022).

While technological proficiency is crucial, teacher competence is not limited to the use of technology alone. Teachers also need to continuously develop other competencies, such as pedagogical competence (the ability to manage the learning process) and content competence (in-depth knowledge of the subject matter being taught). The combination of these three competencies is essential to ensure that the learning process runs effectively and yields optimal results (Absari et al., 2020). Therefore, the development of these three competencies becomes highly important in the field of education, particularly in the teaching of Arabic as a foreign language.

To enhance teachers' competencies, the first step is to understand the extent of their current competencies. This assessment serves as an essential foundation for evaluating the strengths and weaknesses of teachers in terms of pedagogy, content mastery, and technological skills. Without a clear understanding of their competency levels, efforts to develop teachers professionally risk being misdirected and less effective.

The Technological Pedagogical Content Knowledge (TPACK) framework is one approach that can be used to analyze and develop teacher competencies. This framework integrates three main elements that teachers must master: content knowledge, pedagogical knowledge, and technological knowledge. A deep understanding of the interaction between these three elements is key for teachers to design effective and contextually relevant teaching strategies, thereby supporting the creation of high-quality learning processes (Mishra & Koehler, 2006).

In the context of education in Indonesia, particularly for Arabic language teachers, it is crucial to assess their competencies based on the TPACK framework. This will provide a clearer picture of the extent to which Arabic teachers in Indonesia have mastered these three competencies. By utilizing TPACK, we can identify the challenges faced by teachers in teaching Arabic, especially in terms of technology usage, and find solutions to improve the quality of teaching. Moreover, this understanding will be highly beneficial in preparing teachers to face the challenges of Society 5.0, where technologies such as artificial intelligence, the Internet of Things, and robotics become integral parts of daily life (Abrilian, 2024).

Research on TPACK, the competencies of Arabic language teachers, and the use of technology in Arabic language learning has been conducted several times. Previous studies indicate that the TPACK (Technological Pedagogical Content Knowledge) competencies of prospective Arabic language teachers have been analyzed in various studies. Zakiyah et al. (2022) found that although the TPACK competencies of Arabic Education students at IAIN Pekalongan are categorized as "good," aspects such as Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPCK) still need to be improved. Meanwhile, Hanifah et al. (2024) highlighted the importance of digitalization in learning to enhance the pedagogical competencies of prospective Arabic language teachers in the post-COVID-19 era. This study revealed that prospective teachers at UIN Sunan Ampel Surabaya were able to design TPACK-based lesson plans, utilize technological media, and conduct online evaluations effectively using platforms such as Quizizz, Kahoot, and Google Forms. However, this research only examined the competencies of prospective Arabic language teachers, not those who are already actively engaged in professional teaching practice.

Other studies, such as those conducted by Ilmiani et al. (2022), Febriani et al. (2024), and Sabella & Hasan (2022), discussed teachers' ability to utilize educational technology. Ilmiani et al. (2022) found that Arabic teachers at Madrasah Aliyah Nuruzholam, Seruyan Regency, Central Kalimantan, faced challenges related to limited technological skills, despite being accustomed to using the internet, such as Google and YouTube, to search for information, albeit without data validation. Febriani et al. (2024) highlighted variations in teachers' technological skills. Most teachers felt relatively comfortable using basic technology but lacked confidence in utilizing advanced technology. The main obstacles included a lack of

training, limited access to devices, and resistance to change. Sabella & Hasan (2022) demonstrated teachers' creativity during the COVID-19 pandemic through the use of interactive multimedia such as Wordwall. However, further training is still needed as not all teachers are capable of developing technology-based teaching. However, these studies have not yet examined the comprehensive integration of pedagogical aspects, content knowledge, and technology in teaching.

The study by Hanifah et al. (2022) discussed the effectiveness of learning with the integration of Technological, Pedagogical, and Content Knowledge (TPACK). However, TPACK was used as a reference for online learning in the Teacher Professional Education (PPG) program to develop teachers' competencies, rather than as a framework for evaluating teachers' competencies. From these studies, there remains a gap in research that comprehensively measures the competencies of Arabic language teachers in Indonesia using the TPACK framework, which integrates content, pedagogy, and technology aspects. Further searches through *Publish or Perish*, sourcing from *Google Scholar* and *Scopus* databases, revealed no studies specifically addressing the competencies of Arabic language teachers in Indonesia using the TPACK framework. This research fills that gap by assessing the competencies of Arabic language teachers in Indonesia based on TPACK, while providing a deeper understanding of the challenges and developmental needs of competencies in the Society 5.0 era.

Thus, this study aims to analyze the competencies of Arabic language teachers in Indonesia using the TPACK framework as an effort to provide a reference for improving and developing the quality of Arabic language teaching that aligns with the needs of the times.

METHOD

The research method used in this research is a Systematic Literature Review (SLR) method, aimed at systematically synthesizing scientific evidence to answer research questions. This method is conducted transparently and includes all published evidence on the research topic while also assessing the quality of the evidence. The SLR process in this study follows eight stages: 1) Formulating research questions, 2) Defining inclusion and exclusion criteria, 3) Collecting related studies, 4) Selecting relevant studies, 5) Assessing the quality of studies, 6) Extracting data, 7) Analyzing and presenting results, and 8) Interpreting the findings (Lame, 2019).

Formulating Research Questions

At this stage, the researchers formulate the issues to be discussed in depth. The research questions are developed based on the needs of the selected topic, namely:

RQ1: What is the level of competency of Arabic language teachers in Indonesia based on the TPACK framework?

RQ2: What are the challenges faced by Arabic language teachers in integrating technology, pedagogy, and learning content?

RQ3: What are the best strategies or recommendations for improving the competencies of Arabic language teachers based on the TPACK framework?

Defining Inclusion and Exclusion Criteria

The inclusion criteria for this study are:

1. Studies specifically addressing the competencies of Arabic language teachers.
2. Studies conducted in Indonesia or relevant to the educational context in Indonesia.
3. Articles published in scientific journals or conference proceedings within the timeframe of 2019–2024.
4. Articles written in English or Arabic.

The exclusion criteria for this study are:
1. Studies that only discuss Arabic language education without addressing the competencies of Arabic language teachers.
2. Studies focusing on subjects other than Arabic language learning.
3. Studies not conducted in Indonesia or unrelated to the educational context in Indonesia.
4. Studies that do not include empirical data or use data considered less valid.
5. Articles that are not fully accessible (full-text) for analysis.

Collecting Related Studies

The researchers used Publish or Perish for data collection by combining keywords such as "Arabic language teacher," "competence," "technology," "digital," and "TPACK." Data were gathered from the Google Scholar and Scopus databases, focusing on publications from 2019 to 2024. Additionally, the researchers included data from specific searches within the Google Scholar database. From this search, a total of 913 journal articles and conference proceedings were collected.

Selecting Relevant Studies

All the collected studies were analyzed to identify those relevant to the research. The screening process involved analyzing titles and abstracts to determine the relevance of each study based on the inclusion and exclusion criteria. Out of the 913 studies, 882 were excluded as they were not relevant to the research. This left 31 studies to proceed to the quality assessment stage.

Assessing The Quality of Studies

The remaining studies were analyzed in full to select those meeting the inclusion and exclusion criteria. From this analysis, 14 studies were excluded. This left 17 studies to be used as the primary data for this research.

Data Extraction

The researchers then collected relevant and significant information from the selected studies. This information was used to answer the research questions and to construct an analysis that could yield meaningful conclusions. During this process, the researchers utilized a form that included:
1. **Basic Information:** title, authors, year of publication, and source.
2. **Study Characteristics:** research design, location, population, sample, and data collection methods.
3. **Key Findings:** results relevant to the research questions.
4. **Methodological Quality:** information on validity, reliability, or potential biases.

Analyzing, Presenting, and Interpreting Results

The collected data were analyzed using a thematic analysis approach to identify key emerging patterns and to provide an in-depth description of the phenomena. Subsequently, the analysis results were synthesized and comprehensively interpreted to systematically answer the research questions.

RESULTS AND DISCUSSION

Technological Pedagogical Content Knowledge (TPACK) is a type of knowledge that integrates three main components: content, pedagogy, and technology. Therefore, to analyze teacher competencies based on TPACK, it is essential to first outline teacher competencies

based on these three main components: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

Content Knowledge, Pedagogical Knowledge, and Technological Knowledge
Content Knowledge (CK)

Content Knowledge (CK) refers to a teacher's understanding of the subject matter they teach. This includes knowledge of key facts, concepts, theories, and procedures within a specific field. Teachers must have a deep understanding of all these aspects to effectively support the learning process (Mishra & Koehler, 2006).

The mastery of content knowledge among Arabic language teachers in Indonesia shows satisfactory results in several aspects, particularly in phonology and grammar. Most teachers are able to pronounce Arabic letters correctly and provide accurate corrections to students' phonological errors (Nurbayan et al., 2023; Sanusi et al., 2020). In terms of grammar, teachers also demonstrate adequate competence, with the ability to provide examples of Arabic language rules not only derived from textbooks but also through creative approaches that enrich students' understanding (Sanusi et al., 2020). However, vocabulary and its use in active communication remain significant challenges. Although teachers can provide examples of sentences in Arabic, only a few consistently use Arabic during the learning process, which may hinder students' habituation in communicating using the language (Nurbayan et al., 2023). Furthermore, the breadth of vocabulary and the teachers' ability to actively use Arabic are considered areas that need improvement to support more effective teaching (Saputra & Ammar, 2023). Therefore, although the teachers' Content Knowledge is theoretically adequate, its application in communicative contexts within the classroom still requires greater attention through continuous training and mentoring.

Pedagogical Knowledge (PK)

Pedagogical Knowledge (PK) is a deep understanding of the processes, practices, and methods of teaching and learning. PK encompasses the overall objectives, values, and goals of education. This knowledge is general and relevant to all aspects of student learning, including classroom management, lesson planning, implementation, and student assessment. PK involves knowledge of teaching techniques, learner characteristics, and strategies for evaluating student understanding (Mishra & Koehler, 2006).

The Pedagogical Knowledge of Arabic language teachers in Indonesia demonstrates significant variations in competence across aspects of planning, implementation, and assessment of learning. In terms of planning, many teachers have prepared Lesson Plans/*Rencana Pelaksanaan Pembelajaran* (RPP) that take into account students' characteristics, developmental levels, and learning needs (Ekasanti et al., 2022; Munawwaroh et al., 2024; Saputra & Ammar, 2023). Some teachers even design Lesson Plans (RPP) independently, formulating learning objectives that encompass cognitive, affective, and psychomotor domains (Sanusi et al., 2022). However, findings indicate that some teachers rarely prepare Lesson Plans (RPP) systematically and do not communicate learning objectives to students before starting the lesson, which impacts suboptimal student learning outcomes. Additionally, some teachers demonstrate low ability in developing RPPs (Ruhendi & Kosim, 2022; Sanusi et al., 2020).

In the implementation of learning, teachers tend to use various methods such as lectures, discussions, drills, collaborative learning, conversational practice, and role-playing to encourage student participation (Anwar et al., 2023; Munawwaroh et al., 2024; Nurbayan et al., 2023; Sanusi et al., 2024). However, some teachers remain too dominant in the learning process, which limits student activities (Ruhendi & Kosim, 2022). In selecting methods, strategies, and learning materials, teachers strive to adapt to the characteristics and abilities of their students (Ekasanti et al., 2022; Munawwaroh et al., 2024; Sanusi et al., 2020). Student

abilities and characteristics are identified through classroom observations, analysis of student work, and diagnostic tests (Ilmiani et al., 2023; Nurbayan et al., 2023). During the learning process, teachers conduct activities systematically. Before starting the lesson, they ensure student readiness, review previous material, and connect it to the material to be presented (Anwar et al., 2023; Barokah et al., 2024). Some teachers also begin lessons with creative activities, such as singing and clapping, while reviewing previous material (Saputra & Ammar, 2023). At the end of the lesson, teachers conclude with an evaluation to assess learning outcomes, either through oral or written exercises (Barokah et al., 2024; Munawwaroh et al., 2024).

In the aspect of learning evaluation, many teachers have conducted periodic assessments using various forms of tests, both formative and summative, to improve teaching methods and evaluate student achievements (Anwar et al., 2023; Barokah et al., 2024; Munawwaroh et al., 2024; Sanusi et al., 2020). However, some teachers are still unable to design questions aligned with indicators, analyze evaluation results, and determine follow-up actions, indicating that this aspect still requires improvement (Ruhendi & Kosim, 2022). This is supported by the findings of Ali et al. (2024), which revealed that the Arabic language exam instruments in one school had low face validity due to numerous technical errors. Content validity was relatively good in terms of topics, but there was a lack of questions focusing on speaking, idea analysis, and presentation of results. Construct validity was dominated by knowledge-based questions, with no allocation for imagination and creativity.

Some teachers demonstrate good self-reflection skills by evaluating the learning process, conducting classroom action research, and participating in training sessions or reading books to enhance their competencies (Ilmiani et al., 2023; Sanusi et al., 2020). Nevertheless, teacher participation in professional development activities such as seminars, workshops, or MGMP (Subject Teachers' Working Group) remains relatively low (Sanusi et al., 2020).

Overall, the Pedagogical Knowledge of Arabic language teachers in Indonesia is considered good in several aspects, such as lesson planning, method variation, and learning evaluation. However, there are still areas that need improvement, particularly in the consistency of lesson plan preparation, the ability to design evaluation questions aligned with indicators, analyzing evaluation results, and determining appropriate follow-up actions. These improvements can be achieved through continuous training and active participation in professional development activities.

Technology Knowledge (TK)

Technology Knowledge (TK) refers to knowledge about standard technologies, such as books, chalk, and blackboards, as well as more advanced technologies, such as the internet and digital video. This knowledge includes the skills needed to operate specific technologies. In the context of digital technology, it encompasses knowledge of operating systems and computer hardware, as well as the ability to use standard software applications such as word processors, spreadsheets, browsers, and email. TK also includes knowledge of how to install and uninstall peripheral devices, install and remove software programs, and create and save documents (Mishra & Koehler, 2006).

The mastery of technology among Arabic language teachers in Indonesia shows significant variations in their ability to use both basic and advanced technologies. Most teachers have utilized information and communication technologies such as laptops, smartphones, and online applications to support the teaching process. They use the internet as a source of information to enrich learning materials, and some are even capable of creating video learning content with cartoon visuals to engage students (Ilmiani et al., 2022; Sanusi et al., 2020). However, the level of technological proficiency among teachers varies, particularly between younger and older teachers. Teachers over the age of 40 tend to struggle with determining

search keywords on the internet and identifying search results, such as PDF files or e-books (Ilmiani et al., 2022).

In the teaching context, some teachers have utilized technologies such as projectors, online quiz applications, and communication platforms like Zoom and Google Meet. Platforms such as Google Forms and Google Drive are also used to collect student assignments (Anwar et al., 2023; Ekasanti et al., 2022; Jehian et al., 2023; Sanusi et al., 2024; Saputra & Ammar, 2023). However, many teachers still rely solely on whiteboards, textbooks, and student worksheets/*Lembar Kerja Siswa* (LKS) as the primary media for teaching (Anwar et al., 2023; Jehian et al., 2023). The use of Learning Management Systems (LMS) and interactive learning applications remains relatively low. Only a few teachers feel confident using such advanced technologies (Febriani et al., 2024).

The use of audiovisual media, such as learning videos from YouTube, is quite common among teachers. However, the validation and selection of learning resources from YouTube are often unstructured, making their reference aspects less measurable (Ilmiani et al., 2022; Sanusi et al., 2024). In addition, surveys indicate that most teachers have not yet utilized technology to optimally develop e-learning-based teaching media. This reflects a low level of teacher proficiency in leveraging technology to support innovative learning (Jehian et al., 2023; Ruhendi & Kosim, 2022).

Some teachers have demonstrated initiative in using technology for reflective teaching, such as utilizing video recordings to evaluate their teaching processes (Ilmiani et al., 2023). However, overall, teachers' ability to integrate technology to create interactive and engaging learning experiences still needs improvement. Most teachers are comfortable with basic technology but continue to face challenges in effectively developing and utilizing advanced technology (Febriani et al., 2024).

In general, the Technology Knowledge of Arabic language teachers in Indonesia ranges from basic to intermediate levels. The majority of teachers are able to use basic technologies such as the internet, communication applications, and learning videos, but they face difficulties in utilizing advanced technologies such as LMS and e-learning. This indicates that technological proficiency is not yet fully optimal, particularly in the aspects of innovation and the development of technology-based learning media.

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a knowledge framework that integrates three main components: content, pedagogy, and technology. TPACK goes beyond a deep understanding of a single discipline, technology, or general pedagogical expertise that teachers from various fields possess. As an analytical framework, TPACK emphasizes that the components of content, pedagogy, and technology interact dynamically, resulting in unique combinations such as Technological Content Knowledge (TCK)—knowledge that integrates technology with content, and Technological Pedagogical Knowledge (TPK)—knowledge that connects technology with pedagogy (Mishra & Koehler, 2006).

Technological Content Knowledge

Technological Content Knowledge (TCK) refers to an understanding of the reciprocal relationship between technology and content. Teachers are not only required to understand the subject matter they teach but also how technology can influence and transform the delivery and comprehension of that content (Mishra & Koehler, 2006).

Based on the literature review, Technological Content Knowledge (TCK) among teachers in Indonesia is still relatively low. This is reflected in findings showing that only a few teachers are capable of developing learning materials utilizing technology, such as creating interactive videos as teaching resources. Specifically, Arabic language teachers in Indonesia

tend to rely on pre-existing content rather than independently developing technology-based teaching materials.

Technological Pedagogical Knowledge (PK)

Technological Pedagogical Knowledge (TPK) refers to an understanding of the existence, components, and capabilities of various technologies in the context of teaching and learning, as well as how teaching can transform with the use of specific technologies. This knowledge includes understanding the availability of different tools for specific tasks, the ability to select tools appropriate to needs, strategies for utilizing technological features, and knowledge and application of pedagogical strategies relevant to technology (Mishra & Koehler, 2006).

Overall, the Technological Pedagogical Knowledge (TPK) of Arabic language teachers in Indonesia is still relatively low. Most teachers have not yet been able to optimally utilize technology in learning activities. Although some teachers have used technology for purposes such as teaching media, chat or communication platforms, and evaluation tools, the technologies used are still basic and limited in number. They have also not utilized technology for other purposes, such as recording attendance, grades, and classroom administration. In fact, the majority of teachers have not yet integrated technology into the learning process at all.

Technological Pedagogical Content Knowledge (TPACK)

Evaluation of the literature review results indicates that Arabic language teachers in Indonesia still face challenges in integrating Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) into their teaching practices. Some teachers possess strong CK but lack adequate PK to create effective and interactive learning experiences. Conversely, there are teachers with good PK, but their limitations in actively using Arabic hinder them from providing concrete examples to students in communicative contexts.

In terms of technology, its use is still limited to basic functions, such as communication tools or searching for information and teaching materials, including audiovisual content. However, this technology has not yet been optimally utilized to support CK and PK, such as in developing interactive teaching materials or implementing technology-based pedagogical approaches. The majority of Arabic language teachers in Indonesia still tend to use CK, PK, and TK separately, without integrating them into a meaningful and comprehensive approach to learning. For example, YouTube and Google are used solely for gaining knowledge or references, technology is utilized only for communication, or Google Drive and Google Forms are merely used for task submission. This highlights the need for efforts to enhance competencies within the TPACK framework to support more effective Arabic language teaching.

CONCLUSION

This study highlights the importance of Arabic language teachers' competencies in Indonesia within the framework of Technological Pedagogical Content Knowledge (TPACK), which encompasses Content Knowledge, Pedagogical Knowledge, and Technological Knowledge. Teacher competencies in these three aspects still show significant variation, with several areas requiring improvement. Although most teachers have a good understanding of the subject matter and can employ varied teaching methods, the integration of technology into the learning process remains suboptimal, with its use often limited to basic functions without supporting innovative and interactive teaching strategies. An evaluation of TPACK competencies indicates that teachers frequently manage these components separately, without fully integrating them into their teaching practices.

The implications of these findings emphasize the need for professional development for teachers through regular and structured TPACK-based training, focusing on advanced

technologies such as LMS, the development of digital teaching materials, and innovative technology-based pedagogical strategies. Educational institutions and the government are advised to provide adequate resources, including technological devices, internet access, and Arabic learning applications. Universities are also expected to integrate the TPACK framework into the Arabic language education curriculum to ensure that prospective teachers are well-prepared to face the challenges of the digital era.

Other recommendations include the establishment of Arabic language teacher communities to share experiences, mentorship programs with TPACK experts, and the integration of technology in learning evaluations. Further research is needed to identify more effective strategies for implementing TPACK in various educational contexts. With these measures, synergy between teachers, universities, and stakeholders can enhance the quality of Arabic language teaching to be innovative and aligned with the needs of the Society 5.0 era.

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