

Leadership Competence of Arabic Teachers in Improving Learning Quality

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ABSTRACT: This study aims to analyze the leadership competencies of Arabic language teachers in improving the quality of learning in madrasahs. The study is grounded in the recognition that teachers play a crucial role as instructional leaders who are expected not only to possess pedagogical and professional competencies but also to direct, motivate, guide, and serve as role models for their students. A qualitative approach with a case study design was employed. Data were analyzed using the interactive model developed by Miles, Huberman, and Saldana, while source and methodological triangulation were applied to ensure the credibility of the findings. The results indicate that the leadership competencies of Arabic language teachers have been effectively implemented through their ability to guide and influence students, foster learning motivation, support students' academic development, and demonstrate exemplary attitudes and behaviors. These competencies interact synergistically to create a conducive learning environment, enhance student participation, and promote character development. This study proposes a conceptual model of Arabic language teacher leadership competencies as a contribution to the advancement of teacher leadership studies within the context of madrasah education.

KEYWORDS: teacher leadership, Arabic language teachers, leadership competencies, Arabic language learning, madrasah.

A. INTRODUCTION

The quality of education is determined not only by the curriculum, educational facilities, and government policies but also by the quality of teachers as the designers of the learning process. From the perspective of contemporary education, teachers are no longer viewed merely as knowledge transmitters; rather, they are recognized as instructional leaders who are capable of designing conducive learning environments, fostering students' potential, and cultivating an active, creative, and collaborative learning culture. Therefore, teacher leadership competence has become a critical factor in enhancing the quality of instruction and achieving educational goals.

The concept of teacher leadership has evolved significantly over the past two decades. It is generally understood as teachers' capacity to influence students and the broader school community through innovative, collaborative, and quality-oriented instructional practices. Teachers who possess strong leadership competencies are not only capable of managing classrooms effectively but also of fostering students' learning motivation, guiding their academic and personal development, addressing instructional challenges, and serving as role models through their attitudes and professional conduct.¹

In the context of Arabic language instruction, teacher leadership possesses more complex characteristics than in many other subject areas, as Arabic is not taught solely as a means of communication but also as the language of the Qur'an, the Hadith, and the rich corpus of Islamic scholarship.² Therefore, Arabic language teachers are entrusted with the dual responsibility of developing students' linguistic competence while simultaneously instilling Islamic values. These leadership competencies constitute a fundamental foundation for creating effective, meaningful, and high-quality Arabic language instruction.³

The Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010 on the Management of Religious Education in Schools stipulates that teachers of religious education, including Arabic language teachers, are required to

¹ Aina Salsabila, "Kepemimpinan Kepala Sekolah Dan Profesionalisme Guru Bahasa Arab Pesantren Di Kota Lhokseumawe Penting Demi Terciptanya Efektivitas Dan Efisiensi Pendidikan . Untuk Kegagalan Suatu Sekolah Dalam Menampilkan Kinerjanya Secara Dalam Peraturan Menteri Pendid," *At-Tarbawi: Jurnal Pendidikan, Sosial Dan Kebudayaan* 7, no. 1 (2020): 14–33, <https://doi.org/10.32505/tarbawi.v7i1.2056>.

² Fathoni, "Pentingnya Penguasaan Bahasa Arab Bagi Pendakwah," *Modeling: Jurnal Program Studi PGMI* 8, no. 1 (2020): 140–52.

³ Putri Wulandari et al., "Kreativitas Guru Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Negeri Binjai," *Jurnal Pendidikan Tambusai* 8 (2024): 29360–69.

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possess pedagogical, professional, social, personal, and leadership competencies.⁴ Leadership competence encompasses the ability to guide and influence, motivate, organize and mentor students, as well as serve as a role model in everyday life. Nevertheless, previous studies have indicated that teacher leadership has not yet fully met the leadership competency indicators stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010.

Several previous studies have examined teacher leadership from various perspectives. For instance, Sundari emphasized the importance of teachers' roles as motivators in enhancing students' learning motivation.⁵ Syamsul concluded that educational leadership has a significant influence on improving teachers' performance. Meanwhile, Lisaniyah and Shodiqoh highlighted that teachers perform essential leadership functions in nurturing and developing students' potential.⁶ Another study conducted by Mubarak revealed that teachers function as instructional leaders who play a pivotal role in the planning, implementation, and evaluation of the teaching and learning process.⁷ However, these studies have not specifically examined the leadership competencies of Arabic language teachers based on the indicators stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010, nor have they been conducted within the context of Islamic senior secondary schools (*Madrasah Aliyah*).⁸

Accordingly, this study analyzes the leadership competencies of Arabic language teachers at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi as its primary case study. The findings are expected to contribute to the advancement of teacher leadership scholarship in the field of Arabic language instruction while providing practical recommendations for strengthening the leadership competencies of Arabic language teachers to foster effective, humanistic, and character-oriented learning.

The novelty of this study lies in its use of teacher leadership competency indicators that are explicitly derived from the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010. These indicators encompass teachers' abilities to direct, influence, motivate, organize, and guide students, as well as to serve as exemplary role models throughout the teaching and learning process.

B. RESEARCH METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the leadership competencies of Arabic language teachers in the instructional process. This approach enabled a comprehensive exploration of the phenomenon based on the experiences, perceptions, and instructional practices of Arabic language teachers. The case study was conducted at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi, West Java, Indonesia.⁹ The study involved three key informants: the Arabic language teacher as the primary informant, and the principal together with the vice principal for student affairs as supporting informants. Purposive sampling was employed on the grounds that these participants possessed the relevant knowledge, professional experience, and direct involvement in the implementation of Arabic language instruction. To enhance the credibility and comprehensiveness of the findings, the study also included 126 students as questionnaire respondents to examine their perceptions of the leadership competencies demonstrated by the Arabic language teacher.

This study employed methodological triangulation through interviews, classroom observations, and document analysis. In addition, a questionnaire was administered to obtain empirical evidence regarding the implementation of Arabic language teachers' leadership competencies in the teaching and learning process. Data credibility was ensured through source triangulation by comparing information obtained from the Arabic language teacher, the principal, and the vice principal for student affairs. Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldana, which consists of three interrelated stages: data condensation, data display, and conclusion drawing and verification.

C. DISCUSSION

1. Leadership Competencies of Arabic Language Teachers in the Teaching and Learning Process

Teacher competence constitutes one of the fundamental dimensions of professionalism in the teaching profession. According to the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, teachers are professional educators

⁴ KEMENTERIAN AGAMA. Pendidikan Agama. Sekolah. Pengelolaan., "PERATURAN MENTERI AGAMA REPUBLIK INDONESIA NOMOR 16 TAHUN 2010 TENTANG," no. 596 (2010).

⁵ Faulina Sundari, "PERAN GURU SEBAGAI PEMBELAJAR DALAM MEMOTIVASI PESERTA DIDIK USIA SD Faulina Sundari," no. April (2017): 144–46.

⁶ Mira Shodiqoh, "KOMPETENSI KEPEMIMPINAN GURU PENDIDIKAN AGAMA ISLAM Fashi" 15, no. 2 (2021): 1–10.

⁷ Ramdanil Mubarak, "Guru Sebagai Pemimpin Di Dalam Kelas Pada Pembelajaran Tatap Muka Terbatas (PTMT) The Teacher as a Leader in The Classroom at Limited Face to Face Learning Dengan Level Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM) Masing- Merupakan Solusi Altern" 02, no. 01 (2022): 19–32.

⁸ KEMENTERIAN AGAMA. Pendidikan Agama. Sekolah. Pengelolaan., "PERATURAN MENTERI AGAMA REPUBLIK INDONESIA NOMOR 16 TAHUN 2010 TENTANG."

⁹ MAN 1 Kabupaten Sukabumi, "Profil MAN 1 Kabupaten Sukabumi," 2026, Website resmi MAN 1 Kabupaten Sukabumi.

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whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students. To perform these responsibilities effectively and professionally, teachers are required to possess appropriate academic qualifications, professional competencies, a teaching certificate, sound physical and mental health, and the capacity to contribute to the achievement of the national education goals.¹⁰

The findings reveal that the leadership competencies of the Arabic language teacher at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi are manifested through four key dimensions: the ability to guide and influence students, foster students' learning motivation, provide academic and personal guidance, and serve as an exemplary role model throughout the teaching and learning process. These leadership dimensions are reflected not only in classroom instructional practices but also in the teacher's daily interactions with students across the broader madrasah environment, demonstrating that teacher leadership extends beyond formal instruction to encompass the cultivation of a positive educational culture.

2. Teachers' Competence in Guiding and Influencing Students

The competence of Arabic language teachers in guiding and influencing students constitutes a critical factor in the success of the teaching and learning process. Teachers are expected to manage the classroom effectively, establish meaningful and effective communication, and exert a positive influence that encourages students to participate actively, maintain discipline, and demonstrate a high level of learning motivation throughout the instructional process.¹¹

The findings indicate that the Arabic language teacher employs a variety of strategies to guide and influence students throughout the teaching and learning process. From the outset of instruction, the teacher seeks to understand students' individual characteristics through continuous communication, careful observation of their learning behaviors, and personalized support for those experiencing learning difficulties. These approaches enable the teacher to select instructional strategies that are responsive to students' diverse needs and learning characteristics, thereby enhancing the effectiveness of the learning process.

These findings were further supported by classroom observations, which demonstrated that the Arabic language teacher was able to create a conducive learning environment through effective classroom management and the use of interactive instructional methods, including question-and-answer sessions, group discussions, and conversational practice (*muḥādathah*). The teacher also provided students with ample opportunities to participate actively in the learning process, thereby fostering meaningful interactions between the teacher and the students. Consequently, the teacher's role extended beyond merely delivering instructional content to functioning as an instructional leader capable of positively influencing students' learning behaviors.

The questionnaire data obtained from the students further corroborated these findings. Most respondents reported positive perceptions of the teacher's ability to guide the instructional process, clearly communicate the learning objectives, and establish effective communication with students. They also perceived the teacher's leadership as fostering a supportive and engaging learning environment that promoted students' active participation throughout the teaching and learning process.

These findings reinforce the theory of teacher leadership proposed by York-Barr and Duke, which conceptualizes teacher leadership as the capacity to influence students and the broader learning community through effective instructional practices. Teachers who are able to guide students effectively create a conducive learning environment that enables students to understand instructional content more easily and achieve the intended learning outcomes. These results demonstrate that teacher leadership contributes significantly to improving the quality of instruction through effective communication, sound classroom management, and the positive influence teachers exert on their students.

Nevertheless, this study found that the ability to guide and influence students is determined not only by teachers' competencies but also by students' individual characteristics, technological developments, and the social environment in which they are raised. The teacher reported that excessive use of social media and mobile devices had reduced some students' concentration during learning activities. Consequently, the teacher adopted more communicative and context-based instructional approaches to sustain students' engagement and encourage their active participation throughout the teaching and learning process.

3. Teachers' Competence in Motivating Students

The ability to motivate students is one of the key factors determining the success of Arabic language instruction. Teachers are expected to possess the competence to inspire and sustain students' enthusiasm for learning by designing engaging instructional activities, providing encouragement and recognition, and employing pedagogical approaches that enhance students' interest in learning Arabic.¹²

The findings indicate that the Arabic language teacher demonstrates strong competence in fostering students' learning motivation. Based on the interview data, motivation was promoted through the provision of recognition and rewards, positive

¹⁰ M Hasbi et al., "Kompetensi Sosial Guru Dalam Pembelajaran Dan Pengembangannya" XVII, no. 01 (2012): 61–67.

¹¹ Isop Syafe, Lenni Selvi Maryani, and Uin Sunan Gunung Djati Bandung, "Journal of Arabic Learning and Teaching (Terakreditasi Sinta 4)," *LISAN AL-ARAB* 9, no. 2 (2020): 147–55, <http://journal.unnes.ac.id/sju/index.php/laa>.

¹² Syafe, Selvi Maryani, and Sunan Gunung Djati Bandung, "Journal of Arabic Learning and Teaching (Terakreditasi Sinta 4)."

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reinforcement, the use of diverse instructional methods, and the integration of Arabic language materials with students' everyday experiences. The teacher also emphasized that Arabic is the language of the Qur'an and plays a fundamental role in accessing the primary sources of Islamic teachings, thereby providing students with a meaningful and compelling reason to learn the language.

Classroom observations further revealed that the Arabic language teacher consistently recognized and appreciated students who actively responded to questions, demonstrated the confidence to communicate in Arabic, or showed measurable improvement in their learning achievement. Such recognition was not necessarily provided in the form of tangible rewards; rather, it was primarily expressed through praise, positive verbal reinforcement, and opportunities for students to perform or present in front of the class. This approach effectively enhanced students' self-confidence and contributed to the creation of a more engaging and enjoyable learning environment.

The questionnaire data further indicated that the majority of students perceived the teacher as consistently effective in fostering their learning motivation. Students acknowledged that the teacher not only delivered instructional content but also continuously encouraged them to develop enthusiasm for learning, build confidence in using Arabic, and actively participate in various Arabic language-related academic activities. These findings support learning motivation theory, which identifies teachers as one of the key external factors influencing the development of students' intrinsic motivation. The Arabic language teacher successfully sustained students' motivation to engage in independent learning, strengthen their self-confidence, and cultivate positive attitudes toward the subject. Consequently, the teacher's leadership competencies extend beyond improving academic performance and make a significant contribution to the development of students' learning character.

4. Teachers' Competence in Guiding and Mentoring Students

Teachers play a pivotal role in the implementation of the teaching and learning process, whether conducted through face-to-face or online instruction. Their responsibilities extend beyond the transmission of knowledge to include guiding students in developing essential skills and instilling positive character values. Moreover, teachers are expected to serve as exemplary role models in their attitudes, behavior, and ethical conduct, thereby exerting a positive influence on their students. Accordingly, the teaching profession encompasses not only the responsibility of delivering instruction but also the broader mission of fostering students' intellectual, moral, and social development.¹³

The findings indicate that the Arabic language teacher effectively demonstrates competence in guiding and mentoring students through various forms of academic and non-academic support. The teacher's role extends beyond the delivery of instructional content to providing individualized assistance for students experiencing difficulties in understanding the material, offering guidance in completing learning tasks, and facilitating the development of students' Arabic language proficiency in accordance with their individual characteristics and abilities. This mentoring process is carried out progressively through continuous and meaningful interactions, both during classroom instruction and beyond regular class hours.

The interview findings revealed that the Arabic language teacher recognizes the diverse characteristics, abilities, and learning paces of individual students and, accordingly, adopts a flexible instructional approach. The teacher provides particular attention to students who experience learning difficulties through individualized guidance, reinforcement of instructional content, and additional practice activities. This approach is intended to ensure that all students are afforded equal opportunities to understand and master the Arabic language learning materials.

Classroom observations further revealed that the Arabic language teacher actively moved around the classroom during instructional activities to monitor students' learning progress. The teacher provided immediate assistance to students who experienced difficulties in reading Arabic texts, understanding vocabulary (*mufradāt*), and constructing simple sentences. In addition, the teacher offered constructive feedback on students' work, enabling them to recognize areas requiring improvement and to make the necessary adjustments in subsequent learning sessions.

These findings were further supported by the questionnaire results, which indicated that the majority of students held positive perceptions of the teacher's ability to guide and mentor them throughout the learning process. Students reported that the teacher was approachable whenever they encountered learning difficulties, willingly provided additional explanations for concepts they had not yet understood, and encouraged them to ask questions without fear or hesitation. These findings suggest that the teaching and learning process was conducted within a communicative, supportive, and student-centered learning environment.

The findings of this study demonstrate that the Arabic language teacher provides both academic and emotional guidance, thereby helping students develop greater self-confidence and enhance their capacity for independent learning. This personalized mentoring contributes to increased learning motivation and improved academic achievement, as students perceive that they receive continuous support throughout the learning process. These findings further reinforce the view that Arabic language teachers function not only as transmitters of knowledge but also as facilitators, mentors, and learning companions. Accordingly, the guiding role of

¹³ Ahmad Rathomi, "Kompetensi Guru Bahasa Arab Di Era Digital," *Jurnal Pendidikan Dan Keguruan* 3, no. 6 (2020): 489–97.

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teachers extends beyond the completion of instructional content to fostering the continuous development of students' academic, personal, and social potential.

5. Teachers' Competence in Serving as Role Models for Students

Serving as a role model constitutes one of the core dimensions of teacher leadership competence, as reflected in teachers' behavior, discipline, sense of responsibility, and exemplary moral character. Arabic language teachers are expected to demonstrate exemplary conduct that not only enables them to deliver instructional content effectively but also contributes to the development of students' character and personal integrity.¹⁴

The findings reveal that exemplary conduct is one of the most prominent dimensions of teacher leadership competence demonstrated in Arabic language instruction at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi. This competence is reflected in the teacher's discipline, sense of responsibility, courteous communication, close rapport with students, and consistent commitment to professional responsibilities. The findings suggest that character development cannot be achieved solely through the delivery of instructional content; rather, it must be embodied in authentic behaviors that students can observe and emulate. Accordingly, the teacher consistently demonstrates exemplary practices by arriving punctually, using respectful language, treating every student with dignity, and responding patiently to the diverse characteristics of learners. At the same time, the teacher cultivates warm and supportive relationships with students while maintaining professional authority, thereby fostering effective teacher–student communication. Classroom observations further revealed that the teacher consistently modeled disciplined behavior throughout the instructional process by beginning lessons on time, opening each session with prayer, encouraging students to express their opinions respectfully, and concluding lessons with reflective discussions of the material covered. These practices contributed to the establishment of an orderly learning culture while simultaneously promoting students' character development through the teacher's exemplary conduct.

The questionnaire findings further indicate that the majority of students perceive the Arabic language teacher as an exemplary role model. This perception is reflected in students' high appreciation of the teacher's discipline, sense of responsibility, integrity, and genuine concern for their academic progress and character development, both inside and outside the classroom.

The findings of this study reinforce the view that teacher leadership is manifested through the moral influence teachers exert on their students. Teachers who demonstrate exemplary conduct are more likely to earn students' trust, foster positive interpersonal relationships, and enhance students' motivation to learn. In the context of Arabic language instruction, exemplary teacher behavior also carries a significant religious dimension, as the Arabic language is closely associated with Islamic values. Consequently, teachers' conduct becomes an integral component of the process through which these values are internalized by students.

The findings of this study further demonstrate that teacher leadership competence extends beyond the ability to manage instructional activities; it also encompasses the capacity to foster students' character development through exemplary conduct. Accordingly, the success of Arabic language instruction should not be measured solely by improvements in students' linguistic proficiency but also by the development of discipline, responsibility, and commendable moral character as outcomes of a learning process led by an effective teacher.

6. Synthesis of the Research Findings

The overall findings of this study indicate that the leadership competencies of the Arabic language teacher at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi are manifested through four interrelated dimensions: guiding and influencing students, motivating students, mentoring students, and serving as an exemplary role model. These four dimensions do not function independently; rather, they constitute an integrated system of instructional leadership aimed at enhancing the quality of Arabic language teaching and learning.

The findings further demonstrate that the Arabic language teacher possesses the ability to establish strong interpersonal relationships, foster students' learning motivation, provide continuous academic and personal guidance, and demonstrate exemplary conduct. These competencies collectively position teacher leadership as a strategic factor in creating Arabic language instruction that is effective, humanistic, and oriented toward students' character development. Furthermore, this study extends the existing body of teacher leadership scholarship by illustrating how the leadership competency indicators stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010 can be operationalized in the context of Arabic language instruction at the Madrasah Aliyah level.

D. CONCLUSION

This study found that the leadership competencies of the Arabic language teacher at Madrasah Aliyah Negeri 1 Kabupaten Sukabumi have been effectively implemented through four core dimensions: the ability to guide and influence students, motivate students, provide academic and personal guidance, and serve as an exemplary role model throughout the teaching and learning

¹⁴ Rathomi.

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process. These competencies complement one another to form an integrated model of instructional leadership aimed at enhancing the quality of learning, strengthening students' motivation, and fostering character development. The findings demonstrate that the leadership of Arabic language teachers extends beyond effective classroom management to encompass the ability to cultivate positive interpersonal relationships, thereby encouraging students to become more actively engaged, self-confident, and intrinsically motivated in their learning. This study further proposes a conceptual model of Arabic language teacher leadership competencies that represents an application of the teacher leadership framework by integrating the leadership competency indicators stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010 into instructional practice.

Accordingly, Arabic language teachers should be recognized as instructional leaders who are capable of adapting to the evolving demands of contemporary education while serving as exemplary role models in fostering students' character development. These findings may serve as a valuable reference for educational policymakers in designing more comprehensive teacher professional development programs. They also have important implications for the professional development of Arabic language teachers, suggesting that such programs should focus not only on strengthening pedagogical and professional competencies but also on enhancing leadership competencies through systematic training, continuous professional development, and the cultivation of a school culture that supports instructional leadership.

This study also offers both theoretical and practical implications. From a theoretical perspective, it contributes to the advancement of teacher leadership scholarship in Arabic language education. The use of leadership competency indicators derived from the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 16 of 2010 provides a more contextually grounded framework for examining teacher leadership within the madrasah education system. From a practical perspective, the findings may serve as a valuable reference for madrasah principals in designing teacher development initiatives through instructional leadership training, academic supervision, and the establishment of professional learning communities. For Arabic language teachers, the findings offer practical guidance for enhancing instructional quality by strengthening their capacities to guide, motivate, mentor, and serve as exemplary role models, thereby fostering more effective, student-centered, and character-oriented learning.

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