



## **Pedagogical Competence of Arabic Language Lecturers at Islamic University**

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### **Abstract**

This study aims to explore more deeply about the pedagogical competence of Arabic language lecturers at Islamic University. This study used a descriptive qualitative approach with case study type of research. For data collection, the researcher used three data collection techniques, namely: (1) observation, (2) in-depth interview, and (3) documentation study. The results of this study lead to a conclusion that the pedagogical competencies of Arabic language lecturers are: firstly, the ability to understand the characteristics of students. The strategies are: (1) introduction at the beginning of the lecture, (2) daily in-depth observations, and (3) placement tests (*ikhtibār al-tashnīf*). This understanding of student characteristics helps lecturers in optimizing the achievement of learning objectives, planning, implementing and evaluating learning. Secondly, the ability to utilize technology in learning. Two of the technology-based infrastructure used by lecturers are the Arabic Language Laboratory and the Computer and Multimedia Laboratory. In addition, lecturers also utilize technology in the form of social media as an alternative media in learning Arabic, namely: (1) Instagram, (2) Youtube, (3) Facebook, (4) Zoom Cloud Meeting, and (5) WhatsApp Group. The benefits of utilizing technology for learning Arabic are : assisting and simplifying the learning process, making learning more flexible both in terms of time and place, making students think creatively, growing self-confidence for students, assisting to improve the four language skills, and making students able to wisely utilize technology, especially technology in the form of social media. Researchers hope that with this research, Arabic language lecturers can understand better the characteristics of their students and can utilize technology in learning, including alternative media in learning Arabic, that is technology in the form of social media.

**Keywords:** Pedagogical Competence, Arabic Lecturer, Islamic University

## Introduction

In order to implement the national education goals at the tertiary level, lecturers are one of the important elements that play a role and are responsible for implementing them. The purpose of national education is to educate the intellectual life of the nation, improve the quality of Indonesian people, including the quality of faith/*taqwa*, noble character, and mastery of science, technology, and art, to realize an advanced, just, prosperous and civilized Indonesian society. To carry out these strategic roles and functions, professional lecturers are needed.<sup>1</sup>

As stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that a lecturer is a professional educator and scientist who has the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and education. community service. A person is called professional if he does a job or activity that requires expertise, finesse, or skills that meet certain quality standards or norms and requires professional education so that it can be a source of income for him.<sup>2</sup>

The competence of educators, especially lecturers, is defined as a set of knowledge, skills and behaviors that must be possessed, internalized, mastered, and realized by lecturers in carrying out their professional duties. These competencies include pedagogical competence, personality competence, social competence, and professional competence. Mediawati (2020) in her research found that lecturer competence had a positive and significant effect on student achievement, either partially or simultaneously.<sup>3</sup> In addition, the competence of lecturers also greatly influences the quantity and quality of the implementation of the Tridharma of Higher Education which is shown in the professional activities of lecturers. Referred to as a competent lecturer to carry out his duties

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<sup>1</sup> *Buku Pedoman Sertifikasi Pendidik Untuk Dosen (Serdos) Terintegrasi, Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*, 2013.

<sup>2</sup> "Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen" (2005).

<sup>3</sup> Elis Mediawati, "Pengaruh Kompetensi Dosen, Kurikulum Dan Motivasi Terhadap Prestasi Belajar Mahasiswa," *Dinamika Pendidikan* 1, no. 2 (2020): 134–46, <https://doi.org/10.15294/dp.v5i2.4922>.

professionally if the lecturer has four competencies, namely: (1) pedagogical competence, (2) professional competence, (3) personality competence, and (4) social competence. These four competencies are needed in education, research, and community service activities.

In the Special Program for Arabic Language Learning (PKPBA) UIN Maulana Malik Ibrahim Malang, the development and management of lecturer competencies is being a very serious concern. One of them is pedagogical competence. Uril Bahrudin (2012) in his dissertation revealed that the development and management of pedagogical competence is carried out by; (1) self-evaluation and needs analysis, (2) formulating a planning program for the development of pedagogical competence for Arabic lecturers, (3) implementing a planning program for developing pedagogical competence for Arabic lecturers, and (4) conducting evaluations for planning programs for developing pedagogical competence for Arabic lecturers.<sup>4</sup> In another study, Uril Bahrudin (2014) revealed that the pedagogical competencies possessed by PKPBA lecturers at UIN Maulana Malik Ibrahim Malang are, namely: (1) ability to design learning, (2) ability to implement learning processes, (3) ability to assess learning processes and outcomes, and (4) ability to utilize research results to improve the quality of learning.<sup>5</sup>

The results of the research above indicate that the PKPBA lecturers at UIN Maulana Malik Ibrahim Malang has fulfilled one of the requirements to be called a professional and competent instructor. This is in line with the guidelines issued by the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia which states that competent lecturers to carry

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<sup>4</sup> Bahrudin Ūrīl, "Tanmiyyah Al-Kafā'āt Al-Ta'līmiyyah Li Mu'allimī Al-Lughah Al-'Arabiyyah Fī Al-Jāmi'āt Al-Indūnīsiyyah: Dirāsah Al-Hālāt Al-Muta'addidah Fī Marākiz Ta'līm Al-Lughah Al-'Arabiyyah Bi Jāmi'āt Maulāna Mālik Ibāhīm Al-Islāmiyyah Al-Hukūmiyyah Bi Mālāng Wa Al-," *UIN Maulana Malik Ibrahim Malang* (UIN Maulana Malik Ibrahim Malang, 2012).

<sup>5</sup> Bahrudin Ūrīl, "Al-Kafā'āt Al-Ta'līmiyyah Li Mu'allimī Al-Lughah Al-'Arabiyyah Fī Al-Barnāmij Al-Mukaththaf Li Ta'Līm Al- Lughah Al-'Arabiyyah Bi Jāmi'āh Maulāna Mālik Ibāhīm Al-Islāmiyyah Al-Hukūmiyyah Bi Mālāng," in *Sijjil Al-Mu'tamar Al-Duwalliyyi Al-Thānī 'an Tajribah Ta'Līm Al-Lughah Al-'Arabiyyah Li Al-Nāṭiqīna Bi Ghairihā Bi Munāsabah Al-Ihtiāl Bi Al-Yaum Al-'Ālamī Li Al-Lughah Al-'Arabiyyah*, ed. Muhammad Faruq (Malang: Aditya Media Publishing, 2014), 637–56.

out their duties professionally are lecturers who have four competencies, one of which is pedagogical competence.<sup>6</sup>

Seeing this interesting phenomenon, the researcher is interested in continuing the research that was previously carried out by Uril Bahrudin, by exploring more deeply about the pedagogical competence of the PKPBA lecturers at UIN Maulana Malik Ibrahim Malang.

In addition to Uril Bahrudin's research, the following are some of the results of previous research on lecturers' pedagogical competencies that have been published, namely: Pulungan and Arda (2019) revealed that pedagogical, professional, personality and social competencies are positively and significantly correlated with student learning outcomes. These four competencies have a real and strong impact on changes in student learning outcomes. If the competence of the lecturers is good, then the student learning outcomes will also be good. On the other hand, if the competence of the lecturers is bad, then the student learning outcomes will also be bad.<sup>7</sup> Irianto (2015) revealed that pedagogical, professional, personality and social competencies simultaneously affect learning outcomes.<sup>8</sup>

Moonti and Sudirman (2018) revealed that the pedagogical competence of lecturers plays a very important role in the development of learning, covering several aspects, namely: mastery of student characteristics, mastery of learning theories and educational principles of learning, curriculum development, learning activities, development of student potential, communication with students, assessment and evaluation.<sup>9</sup> Selviani, et al., (2020) revealed that pedagogical competence has a significant influence on academic performance of lecturers at Nahdlatul Wathan University, Mataram.<sup>10</sup>

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<sup>6</sup> *Buku Pedoman Sertifikasi Pendidik Untuk Dosen (Serdos) Terintegrasi.*

<sup>7</sup> Delyana R Pulungan and Mutia Arda, "Kompetensi Dosen Dan Pencapaian Hasil Belajar Mahasiswa," *Liabilities (Jurnal Pendidikan Akuntansi)* 2, no. 2 (2019): 115–24, <https://doi.org/10.30596/liabilities.v2i2.3288>.

<sup>8</sup> Irianto, "Pengaruh Kompetensi Pedagogik, Profesional, Kepribadian Dan Sosial Yang Dimiliki Dosen Terhadap Hasil Belajar Mahasiswa (Studi Empiris Pada STIE AMM Mataram)," *Bisnis Dan Kewirausahaan* 11, no. 1 (2015): 46–58, <https://doi.org/DOI.10.31940/jbk>.

<sup>9</sup> Usman Moonti and Sudirman, "Kompetensi Pedagogik Dosen Terhadap Pengembangan Pembelajaran," *Pedagogika* 9, no. Nomor 2 (2018): 152–78, <https://doi.org/https://doi.org/10.37411/pedagogika.v9i2.67>.

<sup>10</sup> Tuhfa Selviani, Wayan Karta, and Sudirman Wilian, "Pengaruh Kompetensi Pedagogik Terhadap Kinerja Akademik Dosen," *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* 4, no. 4 (2020): 583–89, <https://doi.org/http://dx.doi.org/10.36312/jisip.v4i4.1586>.

## Method

This research is a descriptive qualitative research by using case study research. The aim of this research is to explore more deeply about the pedagogical competence of PKPBA lecturers at UIN Maulana Malik Ibrahim Malang. Data was collected using three data collection techniques, namely: (1) observation, (2) in-depth interview, and (3) documentation. Researchers observed the learning process that took place at PKPBA UIN Maulana Malik Ibrahim Malang. The parties interviewed by the researcher, namely: PKPBA lecturers, PKPBA chairman, Head of Language Development Center, and students. The documentation of this research is in the form of photographs during the lecture process.

## Results and Discussion

In this study, the researcher will present the findings of the research that has been carried out based on the following two themes, namely: (1) the ability of lecturers to understand the characteristics of students and (2) the ability of lecturers to utilize technology in learning.

### Ability to Understand Student Characteristics

Understanding the characteristics of students is an important thing to conduct. Hamzah B. Uno (2010) reveals that learning that is implemented and developed by an educator and learning designer will not be meaningful for his students if the efforts chosen and carried out are not based on the individual characteristics of these students as learning subjects. Characteristics of students, especially college students, include aspects or individual qualities of these students which consists of interests, attitudes, learning motivation, learning style thinking skills, and initial abilities possessed.<sup>11</sup>

From the results of interviews with PKPBA lecturers at UIN Maulana Malik Ibrahim Malang, the lecturers revealed the strategies used to understand the characteristics of their students, namely:

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<sup>11</sup> Hamzah B. Uno, *Desain Pembelajaran : Referensi Penting Untuk Para Guru, Dosen, Mahasiswa, Tutor Kursus Dan Trainer Pelatihan*, 1st ed. (Bandung: MQS Publishing, 2010).

Lecturers provide the widest opportunity for students to discuss together about everything, especially related to their difficulties in learning Arabic. At the beginning of the lecture, lecturers and students introduce themselves to each other, this is one way to find out the background and personality of students so that lecturers can know that students in their class come from various educational backgrounds, for example some come from graduates of Islamic boarding schools so that they have language skills. good Arabic. However, they also have difficulties in learning Arabic. Students who come from Modern Islamic Boarding School graduates have difficulty in reading Arabic books and lack mastery of Arabic grammar rules while students who come from *Salaf* Islamic Boarding School graduates have difficulty in speaking Arabic.

In this way, the lecturer also knows that the students in his class come from various family backgrounds. Some come from religious family backgrounds so that their parents support their children to study at UIN Maulana Malik Ibrahim Malang with the aim that their children can understand Islam with the right understanding, where this cannot be obtained except by mastering Arabic first. In addition, there are also students who come from non-religious family backgrounds, so they do not support their children to learn Arabic. The purpose of parents lecturing their children at UIN Maulana Malik Ibrahim Malang is not so that their children can understand Islam with the right understanding, but with various other goals.

From the results of interviews with other lecturers, the lecturer revealed that the students in his class came from various backgrounds. Some students are graduates from Islamic boarding schools, but others are graduates from public schools who have never studied Arabic before. Graduates from this public-school study at PKPBA because there is an obligation from the university, in this case from UIN Maulana Malik Ibrahim Malang. The characteristics of students like this are known by the lecturers by making in-depth observations every day. After that, the lecturer decides what to do so that students are always eager to learn Arabic; one of the examples is by continuously motivating students.

From the results of interviews with the Director of PKPBA, information was obtained, that another way to find out the characteristics of students is by

conducting a placement test (*ikhtibār al-tashnīf*). This test is held before the start of an Arabic language teaching program with the aim of knowing a person's level of language ability, then placing him in a class according to his level of language ability, namely: (1) *mutaqoddim* class (A), (2) *mutawassith* class (B), and (3) *mubtadi'* class (C). It was further stated that understanding the characteristics of these students would help lecturers in optimizing the achievement of learning objectives. It also helps lecturers in planning, implementing, and evaluating learning. In planning and implementing learning, for example, the lecturer will choose the learning method that will be used according to the characteristics, needs, and abilities of students. Likewise, in the evaluation of learning, the lecturer will arrange questions according to the students' language skills in each class.

Based on the juridical basis, it is necessary to identify the characteristics of students. In Government Regulation No. 19 of 2005 concerning national education standards, it is stated that learning development is carried out by considering; demands, talents, interests, needs, and interests of students.<sup>12</sup> This is corroborated by the results of research conducted by Janawi (2019) which revealed that the better an educator understands the characteristics of students, the better the process can have an impact on optimizing the achievement of learning objectives.<sup>13</sup> Hanifah, et al., (2020) in their research revealed that each student has different characteristics, including their learning styles. Therefore, every implementation of education must be able to meet all the characteristics of students. It aims to assist educators in choosing appropriate learning methods, so that the learning process will run effectively.<sup>14</sup>

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<sup>12</sup> "Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan" (2005).

<sup>13</sup> Janawi, "Memahami Karakteristik Peserta Didik Dalam Proses Pembelajaran," *Tarbawy : Jurnal Pendidikan Islam* 6, no. 2 (2019): 68–79, <https://doi.org/https://doi.org/10.32923/tarbawy.v6i2.1236>.

<sup>14</sup> Hani Hanifah, Susi Susanti, and Aris Setiawan Adji, "Perilaku Dan Karakteristik Peserta Didik Berdasarkan Tujuan Pembelajaran," *Manazhim: Jurnal Manajemen Dan Ilmu Pendidikan* 2, no. 1 (2020): 105–17, <https://doi.org/10.36088/manazhim.v2i1.638>.

## Ability to Use Technology in Learning

From the results of observations carried out, researchers found that PKPBA lecturers at UIN Maulana Malik Ibrahim Malang used technology-based infrastructure. It aims to help and facilitate the learning process. Two of them are Arabic Laboratory and Computers and Multimedia Laboratory. In addition, lecturers also use alternative media in learning Arabic, namely technology in the form of social media such as *Instagram*, *YouTube*, *Facebook*, *Zoom Cloud Meeting* and *WhatsApp Group*.

### Utilizing *Instagram*

From the results of observations made, researchers found the steps used by lecturers in utilizing *Instagram* as an alternative media in learning Arabic. The steps are as follows:

*First*, the lecturer starts the lecture by greeting the students via *WhatsApp Group*. Then the lecturer shared the *Google Meet* application link that had been prepared in advance. Furthermore, the lecturer invites students to join the *Google Meet* application. When all students have joined, then the lecturer starts the *Mahārah al-Qiro'ah* learning lecture.

*Second*, during the lectures, the lecturers provide Arabic language learning materials with the theme *al-Jāmi'ah* (university). The lecturer gave an example of how to pronounce it, then the students followed. This is done several times until students can pronounce what is in the text with good and correct reading. Then the lecturer asked the students one by one in turn to read. If there is an error in reading, the lecturer will immediately remind the students.

*Third*, the lecturer then asked two people to read the Arabic script as exemplified by the lecturer.

*Fourth*, after the students are really fluent in reading, the lecturer then translates the dialogue script into Indonesian. Students record what is translated by the lecturer.

*Fifth*, the lecturer asked several students to translate the Arabic script into Indonesian as exemplified by the lecturer.



*Sixth*, at the end of the lecture, each student is assigned to make a video in which students are reading and translating the Arabic script that they have learned today and uploading the video on their respective *Instagram* accounts with the hashtag #pkpbauinmalang #bahasaarabitudah #uinmalang.

*Instagram* social media itself is an alternative media in learning Arabic that is effectively used as a medium for learning Arabic for teenagers. This is in line with the research conducted by Khalitova & Gimaletdinova (2016).<sup>15</sup> In addition, based on the results of research conducted by Utami, et al., (2015), *Instagram* social media is also able to make students think creatively.<sup>16</sup>

### Utilizing YouTube

From the results of observations made, researchers found that lecturers used *YouTube* social media for *Mahārah al-Istimā'* learning. The steps used by the lecturer are as follows:

*First*, the lecturer determines the competencies that will be obtained by students after attending lectures in the *Mahārah al-Istimā'* course.

*Second*, collecting material in the form of news (*al-Akhbar*) in Arabic from the Al-Jazeera Channel that is in accordance with the learning objectives. After being collected and selected, the Arabic news (*al-Akhbar*) is verified for credibility by comparing Arabic news messages (*al-Akhbar*) from *YouTube* with several other reliable news sources.

*Third*, assess the quality of the video and analyze its feasibility in terms of presentation and technical aspects such as sound and picture clarity.

*Fourth*, the lecturer starts the lecture by greeting. Delivered via *WhatsApp Group*. Next, share the Arabic news *YouTube* link (*al-Akhbar*) from the Al-Jazeera Channel. The lecturer asked the students to listen and watch the Arabic

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<sup>15</sup> Liliia Khalitova and Gulnara Gimaletdinova, "Mobile Technologies in Teaching English As a Foreign Language in Higher Education: A Case Study of Using Mobile Application Instagram," *ICERI2016 Proceedings* 1, no. November (2016): 6155–61, <https://doi.org/10.21125/iceri.2016.0395>.

<sup>16</sup> Rina Putri Utami, Riezky Maya Probosari, Umi Fatmawati, "Pengaruh Model Pembelajaran Project Based Learning Berbantu Instagram Terhadap Kemampuan Berpikir Kreatif Siswa Kelas X Sma Negeri 8 Surakarta," *Bio-Pedagogi* 4, no. 1 (2015): 47–52, <https://jurnal.uns.ac.id/pdg/article/view/5364/4762>.

news video (*al-Akhbar*) well. If there are vocabulary questions that are not understood, students can submit them in the *WhatsApp Group*.

*Fifth*, the lecturer asks students to write down conclusions from the videos that have been watched and witnessed. Conclusions are written by hand and in Arabic, photographed, and then collected in the Classwork column in *Google Classroom*.

The purpose of teaching the *Mahārah al-Istima'* course is so that students are able to understand and analyze Arabic discourse and utterances spoken by native speakers, either directly or indirectly. To help students achieve this goal, lecturers can use *YouTube* as an alternative medium for learning. As done by one of the PKPBA lecturers at UIN Maulana Malik Ibrahim Malang above.

According to the results of research conducted by Hamidah & Marsiah (2020), it is stated that *YouTube* social media can help improve students' Arabic language skills, both offline and online learning.<sup>17</sup>

### **Utilizing Facebook, Zoom Cloud Meeting and WhatsApp Group**

In addition to utilizing technology in learning in the form of social media above, the PKPBA lecturers at UIN Maulana Malik Ibrahim Malang also uses other social media such as *Facebook*, *Zoom Cloud Meeting* and *WhatsApp Group*. All three are alternative media in learning Arabic, both for elementary, secondary, and tertiary levels.<sup>18</sup> Linur & Mubarak (2020) in their research stated that users can use *Facebook* to develop *Mahārah al-Kitābah's* abilities using various supporting features, such as status column, comment column, and chat.<sup>19</sup>

In another study, it was revealed that the features available in Facebook groups allow educators to easily share teaching materials without having to share them one by one with students. In addition, students can also use the flexibility of

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<sup>17</sup> Hamidah Hamidah and Marsiah Marsiah, "Pembelajaran Mahārah Al-Istima' Dengan Memanfaatkan Media YouTube: Problematika Dan Solusi," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (2020): 147–60, <https://doi.org/10.23971/altarib.v8i2.2282>.

<sup>18</sup> Azkia Muharom Albantani, "Social Media As Alternative Media For Arabic Teaching in Digital Era," *Alsinatuna: Journal of Arabic Linguistics and Education* 4, no. 2 (2019): 148–61, <https://doi.org/https://doi.org/10.28918/alsinatuna.v4i2.2043>.

<sup>19</sup> Rahmat Linur and Mahfuz Rizqi Mubarak, "Facebook Sebagai Alternatif Media Pengembangan Maharah Kitabah," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020): 8–18, <https://journal.iaimsinjai.ac.id/index.php/naskhi>.

the *Facebook* social network to interact easily with other students and educators/instructors.<sup>20</sup> The use of facebook as a medium of learning itself is not without reason. Sanchez (2014) in his research revealed that *Facebook* is one of the most popular social media (Social Network Site, SNS) among students around the world.<sup>21</sup> The use of social media also aims to increase public awareness, especially students, that social media can not only reveal identity or personal information to a wide audience, but is also beneficial in the field of education.<sup>22</sup>

Likewise with the use of *Zoom Cloud Meeting*, Mubarak, et al., (2020) in his research revealed the advantages of *Mahārah al-Kalām* learning utilizing *Zoom Cloud Meeting* are, namely: flexible time and place, fostering discipline of lecturers and students, supported by several additional features that support smooth learning activities.<sup>23</sup> In addition, Leong, et al., (2020) in their research found that learning activities by applying the *Blended Learning* approach utilizing *Zoom Cloud Meeting* media were able to provide a positive response to lecturers at one of the universities in Malaysia. Lecturers can carry out learning activities face to face anywhere and anytime. So that it does not reduce the active interaction between lecturers and students.<sup>24</sup>

Sutterlin (2018) added in his research that with the *Zoom Cloud Meeting* media, teachers no longer cancel meetings due to bad weather, even students who are sick can still attend classes and do not worry about missing lessons.<sup>25</sup> Even in another study, it was found that students tend to disagree if a teacher must be physically present in the learning process because there is no significant

<sup>20</sup> Blaine A. Legaree, "Using Facebook to Engage Microbiology Students Outside of Class Time," *Journal of Microbiology & Biology Education* 15, no. 2 (2014): 301–3, <https://doi.org/10.1128/jmbe.v15i2.713>.

<sup>21</sup> R. Arteaga Sánchez, V. Cortijo, and U. Javed, "Students' Perceptions of Facebook for Academic Purposes," *Computers and Education* 70 (2014): 138–49, <https://doi.org/10.1016/j.compedu.2013.08.012>.

<sup>22</sup> Khe Foon Hew, "Students' and Teachers' Use of Facebook," *Computers in Human Behavior* 27, no. 2 (2011): 662–76, <https://doi.org/10.1016/j.chb.2010.11.020>.

<sup>23</sup> Mahfuz Rizqi Mubarak et al., "Zoom Cloud Meeting: Media Alternatif Dalam Pembelajaran Maharah Kalam Di Tengah Wabah Virus Corona (Covid-19)," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 211, <https://doi.org/10.29240/jba.v4i2.1445>.

<sup>24</sup> Lai Kim Leong, Anis Alisya Abdullah Siaw Nyuk Hiong, Yahya bin Sedik, Agatha anak Francis Umbit, Lim Boon Yann, "A SWOT-Thematic Analysis of Blended Learning Practices at Institute of Teacher Education Malaysia," *DEStech Transactions on Social Science, Education and Human Science*, no. ICedDE (2020): 284–97, <https://doi.org/10.12783/dtssehs/icedde2019/33702>.

<sup>25</sup> Jane Sutterlin, "Learning Is Social with Zoom Video Conferencing in Your Classroom," *ELearn* 2018, no. 12 (2018), <https://doi.org/https://doi.org/10.1145/3302261.3236697>.

difference between virtual communication and direct communication. It is even more ideal to use virtual communication provided by *Zoom Cloud Meetings* media.<sup>26</sup>

Likewise with the use of *WhatsApp Group*, the results of research conducted by Sa'diyah (2019) revealed that the use of *WhatsApp group* was able to foster student confidence and train them to speak Arabic.<sup>27</sup>

## Conclusions

From this research, the researcher concludes that the pedagogical competence of the Arabic language lecturer at PKPBA UIN Maulana Malik Ibrahim Malang, consists of: *first*, the ability to understand the characteristics of students. The strategies used are introductions at the beginning of the lecture, daily in-depth observations, and *placement test (ikhtibār al-tashnīf)*. This understanding of student characteristics helps lecturers in optimizing the achievement of learning objectives, planning, implementing, and evaluating learning.

*Second*, the ability to use technology in learning. Two of the technology-based infrastructures used by lecturers are the Arabic Laboratory and Computers and Multimedia Laboratory. In addition, lecturers also use alternative media in learning Arabic, namely technology in the form of social media, specifically: (1) *Instagram*, (2) *YouTube*, (3) *Facebook*, (4) *Zoom Cloud Meeting*, and (5) *WhatsApp Group*. The use of this technology helps and simplifies the learning process, makes learning more flexible both in terms of time and place, makes students think creatively, fosters self-confidence for students, helps improve four language skills, namely: (1) listening skills (*mahārah al -Istimā'*), (2) speaking skills (*mahārah al-kalām*), (3) reading skills (*mahārah al-Qirā'ah*) and (4) writing skills (*mahārah al-Kitābah*). In addition, utilizing technology correctly can also

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<sup>26</sup> ThuyTien Tran Amber Y Darr, Samantha Erickson, Tanya Devine, "Design and Students' Perceptions of a Virtually Facilitated Outpatient Pharmacy Practice Laboratory Course," *Currents in Pharmacy Teaching and Learning* 11, no. 7 (2019): 729–35, <https://doi.org/https://doi.org/10.1016/j.cptl.2019.03.012>.

<sup>27</sup> Halimatus Sa'diyah, "Upaya Menumbuhkan Self-Confidence Berbicara Bahasa Arab Mahasiswa Melalui Grup Whatsapp," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (2019): 149, <https://doi.org/10.35931/am.v2i2.119>.

make students wiser in utilizing technology, especially technology in the form of social media.

Researchers hope that with this research, Arabic language lecturers can better understand the characteristics of their students and be able to utilize technology in learning, including alternative media in learning Arabic, specifically technology in the form of social media.

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