



Exploring Pedagogical Content Knowledge in Improving Learning Outcomes at Al-Musyawah Islamic High School Bandung

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Abstract: This study aims to explore the implementation of Pedagogical Content Knowledge (PCK) by Arabic language teachers in improving students' learning outcomes at SMA Islam Al-Musyawah Bandung, employing a qualitative approach with a case study design. The primary focus lies on the teacher's ability to choose an appropriate approach for a particular topic, simplify complex grammatical concepts, and relate the material to the cultural context and students' daily lives. The results of the study indicate that teachers who apply contextual, collaborative, and project-based approaches, such as learner-centered learning and experiential learning, can create more meaningful and engaging learning experiences compared to conventional, structural approaches. In addition, the simplification of concepts is achieved through visual strategies, games, and scaffolding that facilitate students' understanding of abstract grammatical concepts. Both also demonstrate the ability to ground Arabic in students' real lives and integrate Arabic and local cultural values interculturally, making learning more relevant and oriented towards the development of communicative competence and cultural awareness. These findings emphasize the importance of mastery of PCK by Arabic language teachers in designing adaptive and contextual learning to meet the demands of 21st-century education.

Keywords: Arabic, Content Knowledge, Learning Outcomes, Pedagogic, 21st-century

Introduction

The quality of the learning process is currently the primary key to achieving optimal learning outcomes. One of the determining factors for successful learning is the teacher's pedagogical competence in integrating content knowledge with appropriate teaching strategies (pedagogical knowledge), known as the concept of Pedagogical Content Knowledge (PCK) (Sauri et al., 2022; Sanusi et al., 2023; Schmid et al., 2024). Shulman (1987) emphasized that PCK is a form of teacher's unique knowledge that combines understanding of teaching materials with the best way to teach them to students in schools. PCK is becoming increasingly relevant in the context of learning Arabic as a foreign language in Islamic-based schools that not only emphasize cognitive aspects but also religious values and character building (Sauri et al., 2022; Sopian et al., 2024). Improving learning outcomes in Arabic language learning is a strategic challenge that requires intervention through the

understanding and application of Pedagogical Content Knowledge (PCK) by teachers. Teachers are not only required to master the subject matter but are also required to understand student characteristics, local context, and relevant and practical pedagogical approaches (Kind, 2009; Rizqiyah, 2025).

Previous studies have demonstrated that effective PCK implementation can enhance student learning motivation, active class participation, and a deeper understanding of concepts (Depaepe et al., 2015; Shinde & Shinde, 2025). However, the study's results did not explicitly consider other factors that influence the success of PCK, including the quality of teacher training and student readiness. In this regard, research by Sakaria et al. (2023), employing a systematic review method, identified crucial aspects that influence the PCK of mathematics teachers, particularly at the elementary and secondary education levels. These individual factors include personal characteristics of teachers, such as motivation, beliefs, and attitudes toward learning.

More specifically, in the context of teaching Arabic, Hasan et al. (2024) identified students' perceptions of the Arabic language learning process based on TPACK (Technological Pedagogical Content Knowledge) in schools. The results of their study stated that TPACK-based Arabic language learning involves the use of online media, online class administration, and the availability of online learning resources, as well as the improvement of pedagogy quality through the use of learning technology. However, their research only assessed student perception from a subjective perspective without involving objective data such as learning outcomes and observations of teaching practices. Thus, a gap remains between theory and practice in the application of PCK in many schools, including those in Indonesia. Additionally, previous research suggests that PCK studies in Indonesia are still predominantly quantitative and are limited to specific subjects, such as mathematics or science. Few studies have investigated PCK in the context of Arabic-speaking subjects in schools.

Therefore, this study aims to bridge this gap by adopting a qualitative, contextual approach to gain a deeper understanding of PCK practices in schools. This raises an important question: To what extent do Arabic teachers in Islamic high schools apply Pedagogical Content Knowledge (PCK) in their learning activities? The study provides a new contribution to the pedagogical literature, which is still dominated by studies in public schools. Thus, this study not only provides theoretical contributions but also practical value for the professional development of Arabic teachers in Islamic schools.

The urgency of this research is further strengthened by the encouragement of the Merdeka Curriculum, which emphasizes differentiated learning, formative assessment, and strengthening the profile of Pancasila students. All of these components are closely related to PCK elements, especially in adjusting the Arabic language teaching approach to student characteristics (Nisa & Al Ghifari, 2023; Umam, 2020). This is because teachers with high PCK will be better able to design relevant, adaptive, and outcome-oriented learning experiences.

Method

This study employs a qualitative approach, utilizing a case study design. This study aims to gain a deep understanding of the context, dynamics, and practices of

PCK in learning at SMA Islam Al-Musyawah Bandung. The case study was chosen because the researcher holistically explored the implementation of Pedagogical Content Knowledge (PCK) by Arabic language teachers and its impact on student learning outcomes. This study was conducted at SMA Islam Al-Musyawah Bandung, with participants consisting of two Arabic language teachers: Teacher 1, a graduate of S1-Arabic Language Education, and teacher 2, who holds a similar academic qualification. Teacher 2 is a graduate of Islamic Religious Education. The data collected relates to PCK, where the researcher adapted the PCK indicators from the opinion of Rozak et al. (2024) as follows.

Table 1. Pedagogical Content Knowledge Indicators	
1	Able to choose the appropriate approach for a particular topic
2	Able to simplify complex Arabic concepts into easy to understand ones.
3	Able to relate material to the cultural context and students' daily lives

Then, data were collected through several techniques as follows: (1) Classroom observation, conducted five times per teacher to directly record PCK practices in teaching, such as material delivery strategies, classroom management, and teacher-student interactions. (2) (2) In-depth interviews were conducted with teachers to explore their perceptions, knowledge, and reflections related to PCK. (3) Documentation study, including lesson plans, teacher reflective notes, student assessment results, and school curriculum documents. Data analysis was conducted using the Miles et al. (2014) model, which includes three stages:

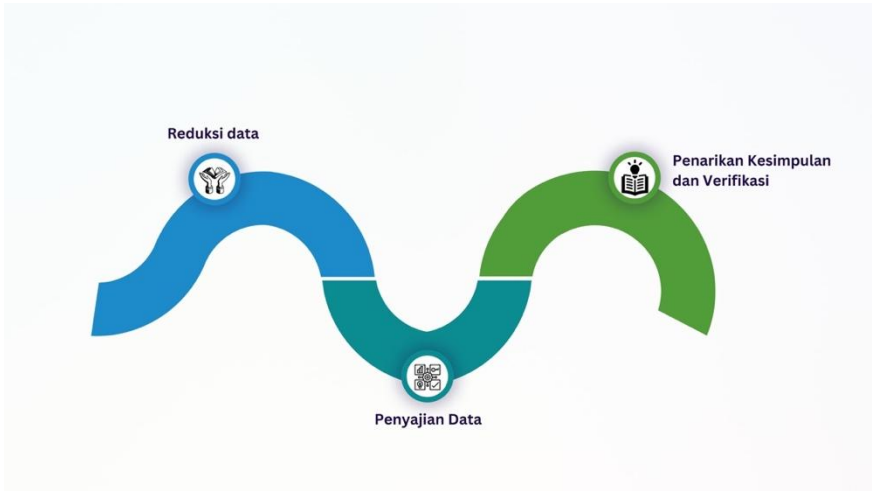


Figure 1. Data Analyst

Figure 1 shows that analyzing data consists of

1. Data reduction, which involves sorting, selecting, and summarizing key information from interview transcripts, observational results, and documents.

2. Data presentation includes compiling information in the form of matrices, tables, and thematic narratives.
3. Concluding and verification include compiling findings and triangulating between sources and methods to increase the validity of the results.

Meanwhile, to ensure the validity of the data, the following techniques are used: (1) Triangulation of sources and methods and (2) Member checks of participants.

Result and Discussion

Result

Arabic language teachers' ability to choose a learning approach

Based on the results of interviews, observations, and documentation studies conducted with two Arabic language teachers at SMA Islam Al-Musyawarah Bandung, it was found that there were differences in their ability to choose a learning approach that was appropriate for a particular topic. Teacher 1, who teaches in Class X, showed a better ability in choosing a learning approach compared to teacher 2, who teaches Classes XI and XII.

In the interview, teacher 1 said that the selection of learning approaches was always adjusted to the characteristics of the students and the type of material being taught. He consciously chose a collaborative and project-based approach when delivering material such as *attahiyyat* and *atta'aruf* (introduction) in *muḥādatsah* (conversation) activities to build students' self-confidence and courage to use Arabic actively. This was emphasized by the results of the interview with teacher 1 regarding the reasons for choosing a collaborative and project-based approach:

The ability to speak Arabic cannot be developed optimally if students only passively listen or memorize without actively engaging. Moreover, many students in class X have never studied Arabic before. Therefore, I chose a collaborative approach because, by working together, students can help one another, improve, and provide feedback. In small groups, students who were initially shy or hesitant usually become more courageous because they feel they are not alone.

In addition, teacher 1 also added regarding the reasons for choosing a project-based approach:

I chose a project-based approach because it provides real context and clear goals for students. For example, when they make an introduction video in Arabic or play the role of a guest and host, they are more motivated and enthusiastic. Projects like this force them to use the vocabulary of attahiyyat and atta'aruf in a lively and meaningful context.

The selection of the two learning approaches is also listed in the module created by teacher 1 as follows:

Materi Pokok	التحيات و التعارف
Pendekatan Pembelajaran	Pendekatan Kolaboratif dan Pendekatan Berbasis Proyek
Capaian Pembelajaran	Menyimak Peserta didik mampu mengevaluasi informasi tentang memberi salam dan berkenalan, keluarga dan rumah, sekolah dan lingkungannya, kehidupan sehari-hari, hobi, makanan dan minuman, dengan menggunakan susunan gramatikal untuk menilai informasi yang didengar. Berbicara Peserta didik mampu membangun interaksi dengan teks kompleks tentang memberi salam dan berkenalan, keluarga dan rumah, sekolah dan lingkungannya, kehidupan sehari-hari, hobi, makanan dan minuman, dengan menggunakan susunan gramatikal sebagai alat komunikasi global. Membaca - Memirsa Peserta didik mampu memahami dan merefleksi beberapa paragraf dalam teks visual atau teks multimoda secara interaktif sebagai sarana mempelajari agama dari sumber autentiknya tentang memberi salam dan berkenalan, keluarga dan rumah, sekolah dan lingkungannya, kehidupan sehari-hari, hobi, makanan dan minuman, dengan menggunakan susunan gramatikal untuk memahami informasi tersurat dan tersirat dari berbagai jenis teks. Menulis - Mempresentasikan - Peserta didik mampu menghubungkan Mempresentasikan dan memaparkan kalimat ke dalam paragraf pada wacana terbatas, dan membuat urutan yang terhubung secara logis tentang memberi salam dan berkenalan, keluarga dan rumah, sekolah dan lingkungannya, kehidupan sehari-hari, hobi, makanan dan minuman, dengan menggunakan susunan gramatikal untuk mengungkapkan gagasan sesuai dengan struktur teks secara tulis dan lisan.
Alur Tujuan Pembelajaran	10.1 Pada akhir fase E Peserta didik Memahami fungsi sosial, struktur teks dan unsur kebahasaan (bunyi, kata, dan makna) dari teks yang berkaitan dengan tema: التحيات والتعارف yang melibatkan tindak tutur membandingkan sesuatu dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal تقسيم الكلمة - الأرقام 1 – 100 10.2 Pada akhir fase E Peserta didik Menganalisis gagasan dari teks bahasa Arab yang berkaitan dengan tema : التحيات والتعارف (البيانات الشخصية، تعريف بالنفس وبالغير) dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal تقسيم الكلمة - الأرقام 1 – 100

Figure 2. Arabic Language Module for Class X

Thus, it can be concluded that teacher 1 consciously chooses a collaborative and project-based approach in muḥādatsah learning because both are considered capable of optimizing students' speaking skills. The collaborative approach encourages interaction between students in small groups, which has a positive impact on increasing self-confidence, especially for shy students. Meanwhile, the project-based approach provides a real context and clear goals so that students are more motivated and active in using attahiyyat and atta'āruf vocabulary in meaningful communicative situations.

Meanwhile, teacher 2 tends to apply a uniform approach, namely a structural approach that focuses on grammar and memorization. Although the material in grades XI and XII requires a more critical understanding and application in real-life contexts, teacher 2 does not adjust the approach to these needs. In the interview, teacher 2 admitted that the choice of approach is often not prioritized due to time constraints and administrative pressures, resulting in a learning process that tends to be monotonous and less contextual.

The results of the observation support these findings, where teacher 1 appears more varied and creative in applying an approach that is appropriate to the

classroom situation. For example, when teaching introductory topics, teacher 1 uses role-plays and small-group discussions, which greatly help students understand the functional use of language. In contrast, teacher 2 often uses lectures and written exercises, even for materials that are intended to encourage active interaction and a deeper understanding of meaning in a broader context. Therefore, this finding suggests that teacher 1 has a better ability to select and implement learning approaches that are appropriate to the topics taught compared to teacher 2. This has a positive impact on student engagement and the effectiveness of Arabic language learning, especially in grade X, where students appear to be more active, motivated, and able to use language in meaningful contexts.

Teachers' ability to simplify complex Arabic concepts into easy-to-understand ones

In the interview, teacher 1 explained that she is very aware of the importance of presenting Arabic language materials in a contextual and straightforward form, especially to students at the beginning level. Teacher 1 actively tries to identify parts of the material that are potentially confusing, such as changes in the form of verbs in various wazan, then explains them using analogies that are close to students' lives. Teacher 1 also frequently employs visual illustrations, language games, and vocabulary adjustments to make abstract grammatical concepts more concrete and easier to comprehend.

In more detail, teacher 1 opens the lesson with a simple game. He distributed several word cards to students containing verb vocabulary (fi'il) in the form of fi'il māḍī, such as:

- كَتَبَ (to write),
- ذَهَبَ (to go),
- أَكَلَ (to eat),
- شَرِبَ (to drink).

Teacher 1 then invited students to form simple sentences using the verbs, for example:

- كَتَبَ أَحْمَدُ رِسَالَةً (Ahmad has written a letter).
- ذَهَبَ خَالِدٌ إِلَى الْمَدْرَسَةِ (Khalid has gone to school).

After the students get used to it, the teacher gives them new cards with the form of the verb mudhari', such as:

- يَكْتُبُ (to write),
- يَذْهَبُ (to go),
- يَأْكُلُ (to eat),
- يَشْرِبُ (to drink).

Teacher 1 then asked the students:

"What is the difference between these sentences: كَتَبَ أَحْمَدُ and يَكْتُبُ أَحْمَدُ؟"

The students started to guess:

- "The first one has happened; the second one is happening!"

The teacher responded by conveying the *fi'il māḍī* (past tense verb) and *fi'il muḍāri'* (present or future tense verb). Let us first understand the meaning and usage before memorizing the terms.

With this gradual and interactive approach, students seemed enthusiastic about creating their sentences. They did not hesitate to ask questions and even dared to come forward to compose sentences from the word cards provided by the teacher. Thus, teacher 1 was able to explain the concept of changing the verb *māḍī* and verb *muḍāri'* in a fun and interactive way, where teacher 1 arranged the word cards and formed sentences gradually with the students. In his explanation, he did not immediately use complicated grammatical terms but instead started with concrete examples in the classroom and then gradually linked them to linguistic terms. This approach made it easier for students to follow the flow of understanding and dare to try.

While teacher 2 is learning Arabic in class XI with the material *ḥurūf al-jar* (jar letters), teacher 2 uses a contextual approach based on visual projection media through PowerPoint, which contains illustrations and real photos. Teacher 2 does not start the lesson with a definition or a long list of jar letters such as *fī*, *'alā*, *min*, *ilā*, and so on directly but invites students to observe a series of images displayed on the LCD projector screen. At the beginning of the lesson, teacher 2 displays a picture of a table with a book on it. Under the picture, the teacher writes the sentence "الكتاب على المكتب" (*al-kitābu' alā al-maktab* – the book on the table) in Arabic letters and accompanies it with a translation. After reading the sentence together, teacher 2 provokes questions from students: "What is the relationship between the words 'book' and 'table' in this sentence?" Then, the teacher highlights the word *'alā* as a conjunction that indicates position. Teacher 2 explains that this is one of the jar letters, and the word after it (*al-maktab*) has changed from *i'rāb* to *majrūr* (with the *kasrah* vowel). Next, the teacher shows a picture of an open school bag with a key inside. Under the picture, the sentence "المفتاح في الحقيبة" (*al-miftaḥu fī al-ḥaqībah* – the key is in the bag) is written. The analysis process is carried out again together, where the teacher asks students to identify the first noun (*al-miftaḥu*), the jar letter (*fī*), and the second noun (*al-ḥaqībah*), which has changed its *i'rāb* to *majrūr*. Teacher 2 then highlighted the form of the change in *harakat* from *ḍammah* to *kasrah* as a consequence of using the letter jar.

To strengthen understanding, the teacher developed activities by displaying interactive photos of classrooms, libraries, and schoolyards featuring various objects, such as chairs, blackboards, bookshelves, or student bags, inserted into the images. Students were asked to compose sentences based on the pictures, using the instructions: "Write where the objects are!" For example, students wrote: *al-kurrāsatu taḥta al-kitāb* (الكراسة تحت الكتاب - notebook under the book), or *al-maṣṭaratu fawqa al-maktab* (المسطرة فوق المكتب - ruler on the table).

Each sentence written by students was then discussed in class, and the teacher invited students to mark the letter jar used and the changes in word form afterward.

At the end of the lesson, the teacher concluded that the letter jar always causes the noun after it to change to *majrūr* and that the meaning of the relationship between objects can vary greatly depending on the letter jar used ('alā = above, fī = inside, taḥta = below, bayna = between, and so on). Through the use of visual media and contextual approaches like this, students not only understand the function of the letter jar in theory but also apply it in everyday sentences that are meaningful and relevant to their world. Learning is an interactive process, and students show a high level of interest because they feel they are being invited to think, not just memorize.

Meanwhile, in grade XII, with the material *na'at-man'ūt* (attributes and what is characterized), teacher 2 used a similar approach by prioritizing illustrations and associations with real objects. For example, he brought several objects to class, such as a red book, a large bag, and a long pen. He wrote phrases such as *kitābun aḥmar* (كتاب أحمر), *ḥaqībatun kabīrah* (حقيبة كبيرة), and *qalamun ṭawīl* (قلم طويل), then invited students to pay attention to the match between adjectives and nouns in terms of type, number, and *i'rāb*. Additionally, the teacher provided cards containing nouns and adjectives separately. Then, students were asked to match them according to the rules of *na'at-man'ūt* in various sentence forms.

This finding indicates that teacher 2 can transform abstract grammatical concepts into more concrete and practical ones. Her approach reflects a good pedagogical understanding of students' learning characteristics, namely by reducing cognitive load through material simplification and strong visualization.

Overall, the ability of teacher 1 and teacher 2 to simplify complex Arabic concepts into easy-to-understand ones is evident when delivering grammatical material, as mastery of grammar is a key factor in learning Arabic. Therefore, they put more effort into making this material easier to understand. On the other hand, they consider non-grammatical material not to require simplification because students can easily understand it.

Teachers' ability to relate material to the cultural context and students' daily lives

The results of the study showed that teacher 1 has a high ability to integrate Arabic language learning materials with the cultural context and students' daily lives. This ability is evident in the teaching strategy, which does not solely emphasize the linguistic aspects of Arabic but also attempts to make Arabic a tool for understanding the socio-cultural dynamics of both the Arab world and students' daily lives.

In the interview, teacher 1 explained that he consistently presents examples of students' daily activities, such as shopping at the market, helping parents at home, or chatting with friends at school, to teach Arabic vocabulary and sentence structure. The teacher not only provides abstract sentences but frames them in a context that is close to students' life experiences. For example, sentences such as "أريد أن أشتري موزاً في السوق" (I want to buy bananas at the market) or "أدرس مع صديقي" (I study with my friends in class), are used to strengthen language comprehension while instilling the practical relevance of Arabic in everyday life. In addition, teacher 1 also introduces elements of Arabic culture contextually, such as

the use of the greeting "السلام عليكم," which is associated with the culture of politeness in Indonesia, or the tradition of eating with the right hand in Arab culture, which is compared to the eating habits of the students' families. By making interesting comparisons between Arab and local cultures, teachers create a bridge of inclusive cultural understanding so that students do not feel alienated but instead find similarities and values that can be appreciated.

The findings of the classroom observation strengthen the interview data. Teacher 1 is actively creating a lively learning atmosphere through simulations of real-life activities, such as practicing buying and selling conversations in the school canteen or engaging in dialogue between peers in everyday situations. Arabic is used functionally, not only as a memorization tool but also as a means of communication that holds meaning in the social context of students. This approach makes students appear more involved and enthusiastic and demonstrates high learning motivation.

Furthermore, teacher 1's skills in linking material to students' lives also reflect a contextual pedagogical approach (contextual teaching and learning) that is very relevant in modern education. Teachers not only transfer knowledge but also build understanding that is rooted in students' experiences, making Arabic language learning more meaningful and applicable.

Thus, teacher 1's ability to link learning materials to the cultural context and students' daily lives has proven to be very effective in increasing student understanding and involvement. This approach demonstrates that contextual Arabic language learning can effectively bridge the cognitive, affective, and socio-cultural aspects of the teaching and learning process.

Meanwhile, teacher 2 also has a good understanding of the importance of linking Arabic language material to the realities of students' lives at the senior high school level, especially in grades XI and XII. This is reflected in the way the teacher compiles learning materials that are not only textual and theoretical but also directly related to the student's experiences and socio-cultural environment. In the interview, teacher 2 stated that he intentionally selected topics relevant to the world of teenagers, including themes such as friendship, learning activities, social media use, school organizational activities, and family and community dynamics. Teacher 2 uses these topics as a context for teaching new vocabulary, sentence structures, and expressions in Arabic. For example, when discussing al-ḥiwār (dialogue), the teacher gives an example of a conversation between two friends discussing a joint study plan or extracurricular activities, such as:

أين نلتقي لمراجع دروسنا؟ (Where do we meet to review our lessons?)

or

هل حضرت الاجتماع في المجلس الطلابي؟ (Did you attend the OSIS meeting?)

This association of material helps students understand that Arabic is not only used in religious texts but is also relevant in the lives of modern teenagers. Additionally, teacher 2 introduces elements of Arabic culture in an engaging and

interesting manner, making comparisons that are both applicable and thought-provoking. For example, when teaching about greetings or table manners in Arab culture, the teacher compares them with norms of politeness in Indonesian culture. In grade XII, the teacher also associates reading texts with trending global issues, such as ethics in using digital media, the spirit of young entrepreneurship, and the importance of environmental protection. Thus, learning Arabic becomes a window to understanding other cultures while deepening reflection on one's own culture.

Based on observations in grades XI and XII, teacher 2 was able to create contextual learning dialogues by stimulating students through discussions, role-plays, and conversation simulations in everyday situations. The teacher gave students space to share their own experiences and then translated them into Arabic. This approach shows that the teacher not only transfers language as a grammatical structure but also instills it as a means of cross-cultural communication.

Teacher 2's approach aligns closely with the principles of contextual learning and experiential learning, where students learn through reflection on real and relevant experiences. The teacher's ability to tailor the material to the psychological and social development level of high school students makes learning feel more engaging and relevant.

Thus, teacher 2 demonstrates pedagogical skills in linking Arabic language learning with the cultural context and daily lives of students in grades XI and XII. By raising relevant themes and bringing Arabic closer to the reality of adolescents, learning becomes more communicative and meaningful, building intercultural awareness. This strategy not only enhances language comprehension but also fosters student engagement and motivation in learning Arabic.

Discussion

A teacher's ability to choose an appropriate learning approach is a crucial aspect in ensuring that learning objectives are achieved effectively and meaningfully. The findings of this study indicate differences in ability between two Arabic language teachers at SMA Islam Al-Musyawah Bandung. Teacher 1, who teaches grade X, demonstrates better skills in adjusting the learning approach to student characteristics and types of materials compared to teacher 2, who teaches grades XI and XII. The choice of learning approach by teacher 1 is based on the principle of a learner-centered approach, which emphasizes active student involvement and provides contextual learning experiences. Teacher 1 applies a collaborative and project-based approach to muḥādatsah materials such as attahiyyat and atta'āruf, which aims to develop students' speaking skills through group work, simulations, and real-life assignments. As Simon et al. (2025) emphasized, a collaborative approach helps build students' self-confidence because they learn together in small groups, provide feedback to one another, and do not feel burdened individually. This aligns with Vygotsky's socioconstructivist theory, which emphasizes that learning is a social activity formed through social interaction and collaboration (Vygotsky, 1978).

The project-based approach used by teacher 1 is also consistent with Kolb's (1984) experiential learning theory, which states that learning is more effective when students are directly involved in concrete experiences, reflect on them, and apply knowledge in real-world contexts. In this case, making an introductory video

or simulating the role of guest and host in Arabic is a means for students to practice the language in a real and meaningful way. Research conducted by Sarip et al. (2024) demonstrates that the project-based approach fosters students' cognitive and emotional engagement, thereby enhancing learning outcomes in foreign language learning.

Meanwhile, teacher 2 appears less responsive in adjusting the learning approach to meet the demands of the material and the needs of grade XI and XII students. He relies more on a traditional structural approach that focuses on grammar and memorization without providing enough space for students to apply the language in authentic contexts. This has an impact on learning that is monotonous, less interactive and does not foster students' communicative competence. According to Richards and Rodgers (2001), the structural approach is often ineffective in developing communicative skills because it emphasizes only the form aspect rather than the meaning or use of language in everyday life. The results of the observation reinforce this difference. Teacher 1 was able to create a dynamic class through role-playing and group discussions that were relevant to students' lives. In contrast, teacher 2 more often employed the one-way lecture method and written exercises, even for muḥādatsah material, which should encourage active communication. Research by Sanusi et al. (2024) emphasizes that the communicative approach must provide students with opportunities to use the target language in authentic situations, enabling them not only to know the form of the language but also to apply it in genuine interactions.

These findings confirm that the ability to choose the right approach not only impacts student engagement but also contributes to the development of broader language skills. Teacher 1, who applied a varied, contextual, and interaction-based approach, showed more positive learning outcomes than teacher 2, who continued to use a uniform and rigid approach. Therefore, Arabic teachers need to possess pedagogical competence in selecting an adaptive learning approach tailored to the needs, characteristics, and learning objectives of students.

Furthermore, the simplification of concepts in teaching Arabic, especially in grammatical material, is a concrete manifestation of teacher pedagogical competence that significantly influences the quality of learning. Findings from two Arabic teachers at SMA Islam Al-Musyawah Bandung showed that the simplification of concepts was carried out creatively and strategically, especially in complex materials such as changes in the form of fi'il, ḥurūf al-jar, and na'at-man'ūt. Although their strategies differed, both demonstrated a profound understanding of students' thinking patterns and the principles of pedagogical content knowledge (Luo & Zou, 2024).

Teacher 1 demonstrated the ability to transform the abstract concept of changing verbs from māḍī to muḍāri 'into a concrete, contextual, and interactive learning experience. She started with a word card game, constructing simple sentences and stimulating students' analysis of the differences in meaning in the context of time. This strategy demonstrates a strong scaffolding approach, namely providing gradual assistance according to the student's zone of proximal development until they can understand independently.

Furthermore, teacher 1 avoided grammatical terms from the beginning but emphasized meaning and function in authentic contexts. This is relevant to the

inductive approach in grammar learning, which involves learning from concrete examples before moving on to general rules. This approach has been proven effective in strengthening students' retention of language structures (Ellis, 2002), as students learn the rules implicitly through meaning rather than just memorization.

Meanwhile, teacher 2 demonstrated pedagogical skills in the use of visual media and a contextual approach in teaching the letters jar and na'at-man'ūt. By utilizing pictures, photos, and real objects, teacher 2 helps students build an understanding of the syntactic and meaning relationships in sentences. The teacher also employs provocative questions and exploratory tasks, reflecting an inquiry-based learning strategy where students are involved in discovering their patterns and rules (Harianto et al., 2024). The use of pictures of tables and books to explain the sentence al-kitābu' alā al-maktab (the book on the table), followed by an analysis of the syntactic structure of the letter jar and changes in harakat, reflects Paivio's (1986) dual coding theory which explains that combining visual and verbal information will strengthen students' understanding and memory. Additionally, reducing cognitive load through visualization, association with real objects, and engaging in meaningful yet straightforward activities (Sweller, 2011) can also be beneficial. Research by Mohammed and Ja'ashan (2024) also demonstrates that incorporating contextual and visual approaches into learning Arabic grammar at the intermediate level can enhance students' understanding, engagement, and confidence. Likewise, research by Amaliyah et al. (2025) concluded that Arabic language learning would be more effective if grammatical concepts were taught through media that are concrete and closely related to the student's world.

This finding also suggests that conceptual simplification is applied intensively to grammatical material, as it is considered to have a higher level of complexity compared to non-grammatical material. This shows the teacher's understanding of the type of material that requires special pedagogical attention. In this case, the teacher has adjusted the teaching strategy based on the level of difficulty of the material and the student's needs (Achmad et al., 2024). Overall, teacher 1 and teacher 2 demonstrated that the strategy of conceptual simplification in Arabic language learning does not involve making it easier superficially but rather presenting complexity gradually, contextually, and dialogically. This reflects a paradigm shift from content-based teaching to understanding-based instruction, where the teacher's role is that of a learning facilitator rather than just a transmitter of information.

Then, the teacher's ability to link subject matter to the cultural context and daily life of students is an important aspect of modern pedagogy, especially in learning a foreign language such as Arabic. This finding shows that both teacher 1 and teacher 2 demonstrate strong pedagogical competence in grounding Arabic language learning through a contextual approach and the integration of cultural values relevant to the realities of students.

Teacher 1 demonstrates an extraordinary ability to present the Arabic language functionally. Rather than only focusing on grammatical aspects and theoretical language structures, this teacher consistently compiles teaching materials that are closely connected to students' daily activities. By using example sentences that reflect students' life experiences such as "أريد أن أشتري موزاً في السوق" (I want to buy bananas at the market) and "أدرس مع صديقي في الفصل" (I study with my

friends in class), the teacher not only conveys linguistic knowledge but also constructs the meaning of language as a living communication tool in the socio-cultural context of students. This strategy aligns with the contextual teaching and learning (CTL) theory developed by Johnson (2002), which emphasizes that learning is more meaningful when students see the connection between the material being studied and their real-life experiences. Learning that is based on students' context can encourage them to think critically and reflectively and be more motivated to learn.

Furthermore, the integration of Arabic culture in teaching, such as the use of greetings or table manners associated with local Indonesian culture, demonstrates an inclusive intercultural approach. Teacher 1 creates a bridge between two different cultures, not to highlight differences but to find common ground that enriches students' perspectives. This aligns with Byram's (2020) view of intercultural communicative competence, which emphasizes the importance of learning a foreign language not only to master linguistic elements but also to understand and appreciate other cultures.

The findings of classroom observations also confirm that teacher 1's approach has a direct effect on increasing student participation and involvement. The lively classroom atmosphere, with various simulations of real activities, demonstrates that Arabic is not taught as mere memorization but as a relevant communication practice. This approach not only improves students' linguistic skills but also their affective aspects in responding to lessons.

Meanwhile, teacher 2 demonstrated an approach that was in line with, yet adjusted to, the characteristics and psychosocial needs of the students. This teacher consciously compiled materials based on the world of teenagers, including topics such as friendship, school organizations, social media, and contemporary issues that are relevant to their daily lives. Thus, Arabic is not positioned as a foreign language exclusive to religious contexts but rather as a means of expression and interaction in modern life. An example of a dialogue, such as "هل حضرت الاجتماع في المجلس الطلابي؟" (Did you attend the OSIS meeting?), is the teacher's attempt to demonstrate that Arabic can be used in everyday teenage conversation. This aligns with the research by Rahmawati et al. (2021), which concluded that effective learning is rooted in direct experience, reflection, and application in real-life situations. In language learning, authentic experiences such as role-playing, simulations, and discussions based on personal experiences enable students to develop more natural and relevant communicative skills.

Teacher 2's learning strategy also demonstrates the ability to build intercultural awareness by practically introducing Arabic culture, for example, through table manners or greetings, which are compared with Indonesian social norms. This comparison encourages students not only to learn the language but also to understand cultural diversity more deeply. With this approach, teacher 2 has succeeded in transforming Arabic language learning into a means of building identity, fostering cross-cultural communication, and promoting self-reflection on one's own culture. Observation findings support this by showing a classroom atmosphere that is dialogic, participatory, and based on students' experiences, which are translated into Arabic linguistic form.

Overall, both teacher 1 and teacher 2 have effectively implemented modern pedagogical principles. Their ability to relate material to students' lives and cultures not only increases the effectiveness of learning but also makes Arabic a medium for building intercultural understanding, social empathy, and high learning motivation. These findings confirm that contextual, communicative, and culture-based Arabic language learning can answer the challenges of 21st-century education.

Conclusion

Based on the findings of this study, strong PCK in Arabic language teachers significantly contributes to improving student learning outcomes at SMA Islam Al-Musyawah Bandung. Teachers who can choose the right learning approach, such as collaborative, project-based, and contextual approaches, are proven to be able to create an active and meaningful classroom atmosphere. The ability to simplify complex grammatical concepts, such as fi'il, ḥurūf al-jar, and na'at-man'ūt, through visual media, games, and everyday life contexts also demonstrates adequate mastery of PCK. In addition, integrating teaching materials with everyday life, such as local culture and Arabic culture, makes learning more lively, applicable, and relevant to the world of students. Both teachers demonstrated that Arabic language teaching is no longer confined to traditional methods but can develop into a means of cross-cultural communication that fosters empathy and social awareness in students. However, this study has limitations because it was only conducted on two teachers in one school, so the results cannot be generalized widely. Therefore, it is recommended that further researchers conduct comparative studies in more schools and different levels and integrate quantitative data on improvements in learning outcomes to strengthen the validity of these findings.

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