COMPETENCE OF ARABIC LANGUAGE LEARNING MEDIA LECTURERS IN THE PERSPECTIVE OF THE AUSTRALIAN FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS (AFMLTA)

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Abstract	The purpose of the study was to describe the competence of INSURI Ponorogo Arabic learning media lecturers with a standard perspective and teacher professionalism, according to The Australian Federation of Modern Language Teachers Associations (AFMLTA). This research is qualitative and uses a case study approach. Carried out in the INSURI Arabic language education study program. Research data in the form of competence and professionalism of PBA Learning Media lecturers are limited to projections of student receptive ability development through Arabic cartoons accessed from Marhaban Academy Channel on the https://www.youtube.com/@MarhabanAcademy link. The sources of research data are lecturers, students, and learning activities in the classroom. Data collection techniques are carried out by observation, interviews, and documentation. The analysis of research data is carried out by reducing data, presenting data, and drawing conclusions. The results showed, referring to the standards of AFMLTA foreign language teachers. Lecturers of Arabic learning media courses have met AFMLTA standards, namely mastering pedagogic, professional, and social competencies. Pedagogic competence is colored by the ability to manage classes. Professional competence is aimed at the formulation of learning objectives before lecturers step into the learning process. Meanwhile, social competence is aimed at creating a learning atmosphere by adjusting the curriculum and culture of the INSURI Ponorogo campus. Thus, the existence of AFMLTA can measure the competence and professionalism of language teachers outside Australian countries.
Keywords	AFMLTA, Teacher competence, INSURI Ponorogo

INTRODUCTION

The importance of innovation in Arabic language learning is a theoretical paradigm that must be truly implemented. However, the heterogeneous character, ability, absorption, and intelligence of students require teachers to always be creative and innovative in creating a humanist learning atmosphere. Teacher competence is also regulated through the Law of the Republic of Indonesia number 14 of 2005 article 8. Lecturer competencies include personality competencies, pedagogic competencies, social competencies, and professional competencies that will be obtained if you attend professional education (Pusat, 2015). This regulation is intended not only for teachers but also lecturers in universities or lecturers who are advised to master these four competencies. Innovation in Arabic language learning is a theoretical paradigm that is very important to apply in the field (Firmadani, 2020). This is due to the diverse characteristics of students, which require teachers to always be creative and innovative in creating a humanist learning environment (Khotimah & Syukur, 2020); (Mawardi & Supadi, 2018). The competence of teachers, including lecturers, is regulated by the Law. Lecturer competencies include personality, pedagogic, social, and professional competencies, which can be obtained through professional education. This regulation not only applies to teachers but it is also recommended for teachers in universities or lecturers to master the four competencies (Sanusi et al., 2020); (Apriani et al., 2020).

Lecturer competency standards have been regulated in such a way by the Indonesian government through the Indonesian Ministry of Education, Culture, Research, and Technology. This regulation also binds Arabic teachers. The translation of the Act is quite diverse. There is the development of Arabic teachers through professional organizations such as IMLA (Muradi, 2016), MGMP, Lecturers Association, teachers' unions, and lecturers. There is also development through conferences and workshops. All of these activities refer to efforts to develop the competence of Arabic lecturers to be skilled and master learning. Creating teacher creativity and innovation (Putri et al., 2022). Creating a scientific atmosphere, adding to the teacher's learning experience, and networking. The proper term is call to duty or *nidā' a;-wajīb* individuals, agencies, and governments (Abdel Moneim, 2023a); (Abdel Moneim, 2023b).

Regulations regarding the competence of language lecturers are not only regulated by the Indonesian government. Some International language organizations such as The Australian Federation of Modern Language Teachers Associations (AFMLTA) (Scrimgeour & Morgan, 2018), The Common European Framework of Reference for Languages (CEFR) (Little, 2007), American

Council on the Teaching of Foreign Languages (ACTFL), Canadian Language Benchmarks (CLB) (Stewart et al., 2001), The Interagency Language Roundtable (ILR), dan The Foreign Service Institute (FSI) (Clark & Clifford, 1988) Also regulates foreign language teacher standards, language materials, and language tests. Several such organizations contribute to the management of foreign language learning in each country and continent according to their respective standards (De Costa et al., 2019). These organizations have standards governing teachers of foreign languages, language materials, and language tests and contribute to the management of foreign language learning in various countries in accordance with applicable standards.

One of the international language organizations that compiles the above standards and qualities of foreign language teachers is The Australian Federation of Modern Language Teachers Associations (AFMLTA) (Matsui, 2023). Foreign language organizations owned by Australia. Accessible via https://afmlta.asn.au/. Some standards of foreign language teachers according to AFMLTA can be expressed by the following reflections: 1) the theory and practice of education of language and culture teachers who successfully possess knowledge of the development of the child/learner appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching (Fielding, 2022); 2) engage with current educational theory, general principles of teaching and learning, and classroom management; 3) always be up to date with developments in the field of education through professional learning and professional reading; 4) be aware of school culture in the context they teach (Tan, 2012); (Lase, 2019); 5) actively involved in education, policy, and curriculum frameworks; 6) be able to find language in a broader educational context, creating connections with other curriculum areas and with extracurricular activities (AFMLTA, 2005).

The results of the researchers' observations in the implementation of the PBA Learning Media course at INSURI Ponorogo are as follows: 1) the achievement of the course is that students are able to project learning media that are conventional and digital; 2) another projection is to improve students' receptive competence through *istimā'* activities of several cartoons accessed from *Marhaban Academy Channel* on the link https://www.youtube.com/@MarhabanAcademy; 3) able to operate digital media; 4) Increase creativity in making learning media on a micro and macro scale. These four observations reduce the methodology carried out by learning media lecturers. Lecturers and students seem communicative and interactive during learning. Lecturers use different methods and media at each meeting by considering the material taught.

The interesting thing that researchers noted was how lecturers were able to manage classes, deliver material, choose methods and media, and evaluate lectures well. Such a series of learning methodologies requires the integration of lecturer competencies. Lecturers are required to have comprehensive pedagogic competence. Adjusting course achievements with student human resources. It doesn't stop there. Lecturers are also required to always be up to date on digital media that have current and future pragmatic values. Digital media is really needed. The course can be achieved maximally by involving various competencies of student human resources, learning infrastructure, media, and outputs in the form of output and outcomes.

Some related studies: The main problems related to the professional competence of lecturers in teaching and learning Arabic are inappropriate academic qualifications, lack of lecturer welfare, lack of discipline, lack of awareness to guide students, and not being involved in some training (Sanusi et al., 2020); (Zakaria et al., 2019); (Haris et al., 2021). The existence of learning media is very helpful in improving the competence of Arabic learning media lecturers (Taubah, 2015); (Erlina, 2022). By using learning media, lecturers can provide more interesting and interactive learning materials to students. In addition, learning media can also help lecturers in clarifying concepts that are difficult for students to understand. In the use of learning media, lecturers need to pay attention to several things, such as choosing the right media, using media effectively, and evaluating learning outcomes. Lecturers also need to ensure that the learning media used are in accordance with the learning objectives to be achieved.

Some of these studies are broadly related to the competence of lecturers in various aspects. The professionalism of Arabic lecturers can be seen from the welfare of lecturers, digital media, and teaching orientation. All have different flowing directions. It depends on what obligations bind the Arabic lecturers. However, this study will review the professionalism of Arabic lecturers from the perspective of The Australian Federation of Modern Language Teachers Associations (AFMLTA). What indicators shape the professionalism of Arabic lecturers when managing foreign languages in their respective institutional units? By paying attention to these indicators, lecturers can improve their professionalism in managing foreign languages, especially in the context of teaching Arabic. The purpose of this study is to describe the competence of INSURI Ponorogo Arabic Learning Media lecturers in delivering material through Arabic cartoons accessed from the Marhaban Academy Channel at the link https://www.youtube.com/@MarhabanAcademy.

METHOD

This research is qualitative and uses a case study approach. A study that departs from the post-positivistic paradigm to see, describe, and assess social phenomena (Creswell, 2010). This research was conducted at the Arabic Language Education Study Program INSURI Ponorogo. Research data in the form of competence and professionalism of PBA Learning Media lecturers are limited to projections of student receptive ability development through Arabic cartoons accessed from Marhaban Academy Channel on the https://www.youtube.com/@MarhabanAcademy link. The sources of research data are lecturers, students, and learning activities in the classroom. Data collection techniques are carried out by observation, interviews, and documentation. Researchers made direct observations of PBA Learning Media lecture activities at INSURI Ponorogo for three meetings. In these observations, researchers recorded data related to the competence and professionalism of lecturers in managing classes. Researchers also conducted interviews with two lecturers and fifteen students. The documents that support the research are data on lecture activities in the form of pictures and Semester Learning Plans (RPS). The analysis of research data is carried out by reducing data, presenting data, and drawing conclusions. In line with the idea of (Moeloeng, 2011), data reduction is carried out by selecting data on the competence and professionalism of lecturers in PBA Learning Media lectures. Furthermore, from these data, researchers present them in the form of matrices and tables. Finally, researchers conduct a critical-dialogical analysis of data on the competence and professionalism of lecturers with a discourse on the professional standards of foreign language teachers according to The Australian Federation of Modern Language Teachers Associations (AFMLTA), namely in pedagogic, professional, and social contexts. The researcher also dialogues with several other research results relevant to this topic in order to become a contributive-dialectical discourse.

FINDINGS AND DISCUSSION

Findings

The following are data related to the competence and professionalism of PBA Learning Media lecturers INSURI Ponorogo from the perspective of The Australian Federation of Modern Language Teachers Associations (AFMLTA). This data was collected by researchers through three techniques: observation, interviews, and documentation.

Table 1. Competence of INSURI Arabic Learning Media Lecturers in Perspective the Australian Federation of Modern Language Teachers Associations (AFMLTA)

No	AFMLTA Teacher Standards	Competence	Findings
1.	Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.	Pedagogical	Lecturers develop students' receptive abilities through Arabic cartoons accessed from Marhaban Academy Channel on the https://www.youtube.com/@MarhabanAcademy link. At that time, lecturers divided students according to their competencies. Division in the form of small and large groups. The group of students who were considered superior were shown advanced animated films. While the group of students who are less skilled in language, elementary level cartoon films are shown.
2.	They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.	Professional	The implementation of learning is carefully formulated through the Semester Learning Plan (RPS), through the validation stage from the head of the Study Program. Then the implementation of learning uses various approaches and learning methods oriented towards developing students' receptive abilities. As for learning materials, it refers to learning objectives. For learning media using LCD digital media and projectors. Then for the evaluation stage, lecturers conduct evaluations in oral and written forms.
3.	They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities	Social	Lecturers teach in *nahdliyyin culture*, because INSURI Ponorogo is affiliated with Nahdlatul Ulama. In the learning process, lecturers always update the content / content of the material with the right curriculum formulation, either KKNI or MBKM. Lecturers also create learning outcomes that the *output* of this learning is a project-based report. While *the learning outcome* is that the effectiveness of using Arabic learning media can be maximized when students carry out Community Service affiliated with the community.

Source; (AFMLTA, 2005).

Table 1 displays a description of the competence of INSURI Arabic learning media lecturers and refers to the professional standards of foreign language teacher teachers according to The Australian Federation of Modern Language Teachers Associations (AFMLTA). Arabic learning activities are oriented towards developing students' productive abilities, namely listening skills (mahārah al-Istimā') through Arabic cartoons accessed from the Marhaban Academy Channel.

First, the pedagogical competence of lecturers is demonstrated by the ability to manage classes. At that time, lecturers can manage classes, one of which is to divide student groups according to their Arabic language competence. The division of groups is based on the pre-test conducted by previous lecturers. With the division of groups according to the level of proficiency in languages, the material presented is quite varied. Students with intermediate Arabic language skills (mutawassiṭ) are shown films that require critical reasoning. At the same time, students with basic Arabic language skills (mubtadi') are shown films that require basic understanding, especially from native speakers. This student simply notes the main points, including foreign vocabulary.

Second, the professional competence of lecturers is aimed at the formulation of learning objectives before lecturers step into the learning process. The formulation of learning objectives refers to the vision-mission of institutions, faculties, and study programs that have been integrated into academic guidelines through the curriculum. The curriculum used for Arabic learning media courses is KKNI 2016 (Akademik, 2016). Because students who take this course sit on meters five and six. The MBKM curriculum is used by students in elementary semesters or semesters one and two in the 2022/2023 academic year. Lecturers also use varied approaches and methods. The selection of learning media in the form of LCDs and projectors is important because they have to display cartoon films. While learning evaluation is carried out orally and in writing.

Third, the social competence of lecturers is colored by creating a learning atmosphere by adjusting the culture and culture of the INSURI Ponorogo campus. Where the culture built at INSURI is Nahdliyyin, in their journey, lecturers always reconstruct the content of learning materials that are always dynamic. Adjust to academic guidelines and curriculum. Lecturers also create integrative learning experiences. That is by projecting learning outcomes with specified outcomes. The learning outcomes are outputs and outcomes, for output are project-based reports such as product design of learning media for Arabic in schools/madrasas. At the same time, the outcome is the use of learning outcomes for community service. Until now, the results of community service are not only to the community but also to various institutions that provide Arabic language education, including Islamic boarding schools.

Discussion

Citing the findings of Table 1, the competence of INSURI Ponorogo Arabic learning media lecturers was identified from pedagogic, professional, and social competencies. Pedagogic competence is colored by lecturers' ability to manage classes, one of which is to divide student

groups according to their respective Arabic language competencies. This is important when the orientation of learning Arabic is receptive ability or listening (Hamat et al., 2014). With the ultimate goal, students are able to understand, describe, and express what has been understood from what is seen (Al-Janaideh et al., 2022). The lecturer presented cartoon films with short film durations, with the main roles of ornamental fish, Finding Dory, and Spongebob. Both of these cartoons are considered easier for elementary students to understand (mubtadi'). For middle-level students (mutawassiṭ), we bear cartoons are shown. This cartoon is more appropriate for intermediate students to develop critical analysis, especially for foreign speakers who come from language and cultural heritage.

Pedagogic competence is actually not limited to knowing the characteristics of students in the academic space. But it also targets the emotions and morals of students (Maksymchuk et al., 2020). It is very important for teachers to understand first rather than knowing the academic background. Good emotions and morals can shape the academic ability of healthy learners (Nelson & Low, 2011). The lecturer is very precise in dividing the group into two parts. On the other hand, it also considers emotional and moral abilities for mere leveling needs. The emotional and moral level of INSURI students, according to researchers, actually includes empathy and social skills. Align with ideas (Cherniss et al., 2006) that social skills rank highest in a person's emotional intelligence. This means that with mature emotional characteristics, at least students are easier to manage.

The second professional competence of INSURI lecturers is colored by the ability to formulate learning planning, identify appropriate learning approaches and methods, select media, and conduct learning assessments. The formulation of learning objectives is aligned with the vision and mission of the institution, faculty, and study program. The material is aligned with learning objectives, academic guidelines, and curriculum. The selection of learning approaches and methods refers to the material and student competencies. Learning media is digital-based, and evaluation is normative to measure productive abilities. Matters in accordance with standards (AFMLTA, 2005); (Mason, 2018); (Mata, 2014), that teachers should be involved in the discourse of contemporary educational theory. Manage classroom management in a relaxed and professional manner. Refers to a learning system that is professional in nature.

Managing classroom management in a relaxed and professional manner according to teacher standards at AFMLTA reduces HR management and quality management. In other words, teacher professionalism is determined by the capacity of human resources. What incoming HR capacity is

in accordance with the provisions for recruitment, qualifications, and qualifications (Seyfarth, 2002). Then, in quality management, a series of actions are used to ensure that the quality of education is consistent or better (Manatos et al., 2017). The integration of two very important elements is important for INSURI lecturers when managing Arabic learning media courses. As a form of implementation, lecturers have applied an integrative Arabic learning methodology. Harmony between the formulation of learning objectives, implementation, and evaluation. The implementation of learning methodologies has avoided the disorientation of learning objectives.

The social competence of INSURI lecturers can be found in creating a learning atmosphere for Arabic learning media by adjusting the curriculum and culture of the INSURI campus. As is known, INSURI Ponorogo is an affiliated institute of Nahdlatul Ulama (Humas, 2021). With the tagline The Awakening University, the management of the Arabic education curriculum at INSURI is integrated with the values of local wisdom of Ponorogo culture and Nahdliyyin community culture (Salma Nadiyah, 2021). This is reinforced by the output of the Arabic language education curriculum in research and community service (Ahsani, 2021), Field (Putra & Siregar, 2023), (Putra et al., 2023). Some course outputs are in the form of outputs and outcomes. The output is expected to be micro-useful for the learning of lecturers and students in class and scientific publications. The outcome that learning outcomes must always have pragmatic significance for communities and institutions outside INSURI (Akademik, 2016).

Referring to the standards of foreign language teachers in AFMLTA, language teachers must have social competence, which is translated through understanding the characteristics of the local wisdom of the institution (AFMLTA, 2005); (Sanchez & Beard, 2022); (Moloney, 2013). Arabic language learning media lecturers have adjusted the culture of the institution. All forms of learning activities are also colored by the values of local wisdom and the Nahdlatul Ulama organization. Not to forget, the orientation of Arabic learning media courses is so that students have pragmatic significance in society and external institutions. In the sense of learning Arabic in society in the form of Qur'anic education and book study. At the same time, Islamic boarding schools have projections of Arabic language learning. At least with the provision of knowledge and creativity in making Arabic learning media, students can apply it on a macro scale in the community and Islamic Boarding Schools.

These findings corroborate the results of the study (Morgan, 2010), where there is one student in Australia who has succeeded in mastering a foreign language (B2) with a foreign speaker teacher. Namely teachers from Indonesia. Lecturers who have sufficiently mature pedagogic, professional, individual, and social competencies. So that students can become skilled in foreign languages while still having the same focus. Research (Mata, 2014) pays attention to the openness of subjects to new perspectives on the formation of professional standards for pre-service teacher education in the mother tongue (B1). Further research (Absalom & Morgan, 2012) affirms the importance of ongoing AFMLTA to safeguard Australia's changing language teaching and learning landscape, as well as the professional learning wants and needs of language teachers (Rubino & Hajek, 2024); (Harbon, 2022). Especially foreign languages. The position of AFMLTA is not limited to people in Australia. However, it can penetrate neighboring countries and internationally (Ellis, 2017). AFMLTA is an organization that plays an important role in advancing modern language teaching in Australia. Despite being based in Australia, AFMLTA has a wider reach than just the people in the country. The organization also seeks to expand its influence to neighboring countries and internationally with various programs, cooperations, and initiatives that support modern language teaching around the world (Singh & Nguyễn, 2018a). By expanding its reach to neighboring countries and internationally, AFMLTA can strengthen collaboration between countries in the field of modern language teaching, enrich students' learning experience by introducing them to different cultures and languages, and promote deeper cross-cultural understanding. Through international engagement, AFMLTA can also expand its professional network, share best practices, and continuously develop quality modern language teaching standards (Singh & Nguyễn, 2018b).

CONCLUSION

Refers to the standards of foreign language teachers of The Australian Federation of Modern Language Teachers Associations (AFMLTA). Lecturers of Arabic learning media courses have met AFMLTA standards, namely mastering pedagogic, professional, and social competencies. Pedagogic competence is aimed at the ability to manage classes. Professional competence is colored by the formulation of learning objectives before lecturers step into the learning process. Meanwhile, social competence is aimed at creating a learning atmosphere by adjusting the culture and culture of the INSURI Ponorogo campus. The use of Arabic learning media is very helpful for lecturers in formulating learning objectives and evaluating learning for the better.

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