



Technological Pedagogical Content Knowledge (TPACK) Approach In Arabic Language Learning At Madrasah Miftahul Afkar

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Abstract: The development of science and ICT (information, communication, & technology) requires teachers as the main component of the learning process to be able to integrate technology into the learning process. TPACK is a learning approach that integrates technology, pedagogy, and subject matter into learning. The use of technology in Arabic language learning, one of the goals of which is to master four language skills (maharatul istima', maharatul kalam, maharatul qiraah, and maharah kitabah), is very helpful in achieving the expected competencies both as a learning resource and as a learning media. This study aims to examine the implementation of TPACK-based Arabic language learning and its use at Madrasah Miftahul Afkar Kediri based on source searches (documentation and teachers and learning media) that are then classified and processed, interpreted, and concluded. This research employs a qualitative approach, proceeding through several stages. Initially, the researcher gathers various documents and data pertinent to TPACK. Second, the researcher observes the research object (Madrasah Miftahul Afkar, Kediri). Third, the researcher analyzes and draws conclusions from the obtained and collected documents and data. Based on the results of this study, it can be concluded that Arabic language teachers at Madrasah Miftahul Afkar have implemented TPACK, which combines technology, pedagogy, and content in learning Arabic through the learning and teaching process.

Keywords: *Learning Approach, TPACK, Arabic Language Learning*

INTRODUCTION

Seeing the progress of the current era, knowledge and language skills have become a necessity that must be possessed by all people (Sari and Wisdom 2024). Through language, a person will easily socialize with his/her environment. The ability to socialize in the environment begins when the child is in preschool, which is when the child begins to master language skills. To have language skills, it is necessary to have mastery of language (Dahlia, Azzahra, and Setiawan 2024). There are many reasons why non-Arabs study Arabic, such as religious motivations, especially for Muslims because the language of the Muslim holy book is Arabic, non-Arabs will feel foreign when visiting the Arabian peninsula if they do not

master Arabic, and many works of classical scholars, even those that have developed to this day, use Arabic (Norkhafifah and Syahabuddin 2022).

The development of Arabic language goes hand in hand with the development of science. Even the development of both aspects cannot be separated like two sides of a coin (Iqbaluddin and Aisa 2020). As Muslims, it is obligatory to continue to seek knowledge so that our lives can develop in an orderly manner (Fahmi 2021). The obligation includes studying sharia and general knowledge. so that we can understand the strong urgency of language science, especially Arabic language science in order to study every science including studying sharia science. Studying Arabic language is the key to mastering

and deeply understanding sharia sciences, such as Fiqh, tafsir, Al-Qur'an, hadith, and other sciences (al-Yamin 2023).

The development of Arabic has entered the education scene in Indonesia. The entry of Arabic into the madrasah education curriculum makes Arabic mandatory for every student who attends a madrasah (Belanisa, Amir, and Sudjani 2022). The development of Arabic language teaching materials in some schools is considered to still have many problems and does not meet the needs of teachers. This is according to Kholison et al., (2023) caused by teaching materials and strategies that are still classic. Parihin et al., (2022) also revealed that the problems that occur in the Arabic language learning process are caused by two factors. Among them are factors from within the student or internal factors in the form of motivation, interest, and also student emotions. While external factors or external factors can be in the form of economics, teacher methods, learning strategies, and learning environments. of the many problems that occur in the Arabic language learning process, the position of teaching materials and teachers is an important component in overcoming existing problems (H Nur Makhsun 2020). in the midst of today's development of science and technology, teachers are not enough to just provide material at every meeting, teachers are also required to be able to optimize technology in learning and understand the pedagogy of student (Supandi et al. 2020). The implementation of TPACK (technological, pedagogical, and content knowledge) in learning is seen as one of the solutions to overcome the problems of learning Arabic in madrasahs (Saputra et al. 2023).

Teaching is a complex activity where teachers are required to integrate various specialized knowledge in order to develop and optimize teaching in the classroom dynamically. The development of ICT (Information, communication, & technology) has changed the traditional education system into a modern technological education system, thus requiring teachers to innovate and align themselves with technological developments. The integration of technology in the learning process is in accordance with the regulation of the Minister of National Education No. 16 of 2007 which states that a teacher must have competence in the fields of technology, information and communication. Competence in the fields of technology, information and communication functions to develop oneself and as a support for the learning process. This statement is strengthened by Permendikbud No. 22 of 2016 in the process standard, namely the learning principle used is that teachers must be able to utilize information and communication technology to increase the efficiency and effectiveness of learning (Ritonga, Sumanti, and Anas 2023).

Proficiency in using technology, understanding of pedagogical skills, and content knowledge are three

elements needed in designing innovative and effective learning processes. TPACK is a key concept in a learning approach that combines elements of technology (TK), pedagogy (PK), and content (CK) (Hasan, Naseha, and Hasan 2024). So in learning Arabic, teachers need to have a holistic understanding of how to combine technology with effective teaching methods to deliver the material well. In line with technological developments, it should be able to open up opportunities for teachers to create a good and innovative learning environment, so that students can follow the learning well without feeling bored.

The less than optimal use of technology in Arabic language learning shows that teachers' ability to integrate technology is still low. There are still many Arabic language teachers who do not practice technology in learning, which shows a lack of teacher professionalism in teaching (Fuadah 2025).

In fact, the rapid development of technology and information today has a great impact on the field of education. Meanwhile, the TPACK approach has become one of the provisions in education in this era of global computing (Rahmawati and Khoirurrosyid 2022).

The problem in the world of education regarding ICT today is that 20th century teachers (those born before 2000) have not yet mastered technology, especially teachers in the regions and teachers aged 50 years and over (Mustari 2023). While the students faced are 21st century humans who are certainly different in terms of understanding and use of technology. Many teachers have not mastered ICT while almost all teachers have smart phones or smartphones and laptops. However, it is very rare for these media to be used to search for teaching materials, design concepts, and create learning videos for teaching and learning purposes (Ahmadi et al. 2021). In fact, having the skills to develop learning innovations by utilizing ICT in planning, implementing, and evaluating learning to the maximum will have a positive impact on learning.

The many benefits of using technology in learning that have been explained are certainly a consideration for teachers to utilize technology in learning. However, not all teachers are able to use technology in the learning process.

Teachers who master TPACK skills can apply them to learning by using technology that is appropriate to the material, methods, and learning strategies. TPACK is a teacher's ability that makes it easier for students to understand learning during the teaching and learning process (Yurinda and Widyasari 2022).

The teachers needed today are not teachers who are only able to deliver materials with interesting methods and not teachers who are only good at technology. However, the teachers needed are teachers who have harmonious competencies between technology, pedagogy, and material content.

There is no guarantee that teachers with a wealth of material knowledge are directly proportional to their pedagogical and technological competence. It is also not certain that teachers who have high material knowledge and pedagogical competence also have competence in the field of technology.

The use of technology in developing learning methods is a major problem in education in Indonesia. The reason is, there are still many schools that have not implemented or have not been able to integrate education and technology or TPACK properly. TPACK has never been heard of by teachers. Teachers only know that teaching online with computer technology.

However, the facts on the ground are quite astonishing. The results of observations conducted by researchers at Madrasah Miftahul Afkar, Kediri show that the Arabic language learning method is still conventional and traditional, teaching materials are centered on books, teacher-centered, so that interactive and communicative learning patterns are not reflected but some teachers have also used technology in their learning, including in Arabic language learning. The results of observations by interviewing one of the Arabic language teachers showed that teaching had been carried out using technology but was considered less effective and more difficult. This shows a lack of mastery of technology by teachers. So researchers consider that learning like this is far from being advanced in accordance with the demands of technological developments. In fact, there is no opportunity for students to construct their knowledge in the realm of developing metacognitive thinking skills. It is natural for students to become bored and tired.

This study offers valuable insights into how the application of the Technology Content Pedagogical Knowledge (TPACK) Model can significantly contribute to the teaching and learning of Arabic across the four Arabic language skills. The four skills include listening skills (Maharah Istima'), speaking skills (Maharah Kalam), reading skills (Maharah Qira'ah), and writing skills (Maharah Kitabah). By highlighting the four essential Arabic language skills - listening, speaking, reading, and writing, this study provides an in-depth understanding of how Arabic language teachers utilize TPACK in their teaching practices. Through this approach, the study seeks to identify the best strategies for integrating technology with the Arabic language curriculum, thereby creating a learning environment that facilitates the development of comprehensive language skills.

By focusing on the use of TPACK, this study also leads to a better understanding of how technology can be an effective tool in improving the quality of Arabic language learning. By examining the teaching practices carried out by Arabic language teachers, this study can identify challenges and opportunities in integrating technology in learning. Thus, the results of this study can

provide valuable guidance for policy development, teacher training, and further research in an effort to improve the quality of Arabic language learning.

METHOD

This study describes the effectiveness of Arabic language learning using the TPACK approach. In this study, the researcher used a qualitative approach with a case study method which is a type of qualitative descriptive research. This method was chosen to obtain a more comprehensive study. Data were obtained and collected through interviews with Arabic language teachers who would answer questions related to the implementation of the learning carried out. The researcher also conducted observations to see the learning process taking place and evaluate the process and results of students' mastery of Arabic. The researcher also obtained some documentation of the learning process, both in-class learning and learning outside the classroom as student assignments. Therefore, the research participants consisted of Arabic language teachers who had implemented TPACK in Arabic language learning at Madrasah Miftahul Afkar. To select participants, the purposive sampling method was used with a focus on teachers who had experience and a good understanding of TPACK. This study adopted a qualitative approach to explore the implementation and effectiveness of the Integration of Technological, Pedagogical, Content, Knowledge (TPACK) Knowledge in the context of Arabic language learning. To select participants, the purposive sampling method was used with a focus on teachers who had experience and a good understanding of TPACK. Research data were collected through three main techniques. First, a literature review was conducted to gather information related to TPACK theory, implementation of technology in Arabic language learning. Second, semi-structured interviews were conducted with Arabic language teachers. The interviews focused on their understanding of TPACK, experiences in integrating technology in learning, and the obstacles they faced. And third, the learning materials used in Arabic language learning were evaluated to assess the level of TPACK integration in teaching. Data analysis was conducted qualitatively with a thematic approach. Key themes emerging from the data were identified and analyzed to provide an overview of the implementation and effectiveness of TPACK in Arabic language learning. Findings from the data analysis were then linked to the TPACK concept and related research findings. Data triangulation was conducted to validate the findings by comparing and confirming the results of the literature review, interviews, and evaluation of learning materials.

RESULTS AND DISCUSSION

Understanding Technological Pedagogical and Content Knowledge

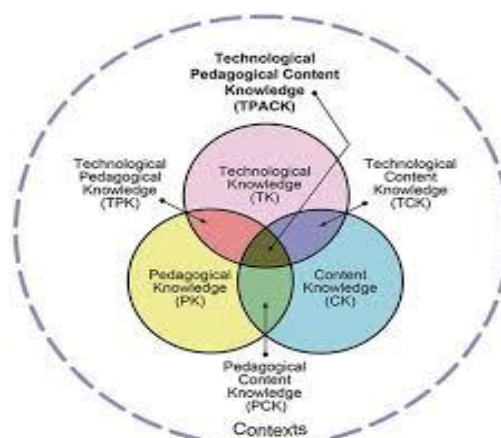
The development of science cannot be separated from the development of technology which continues to advance rapidly, and there is no end to the development of interesting media in learning (Sadriani, Ahmad, and Arifin 2023). this changes the way teachers and students interact and learn in an environment using technology. this means that learning activities require a reduction in the lecture method and are replaced with the use of more effective learning media (Baharuddin and others). Efforts to integrate technology into the learning process are often carried out as an effort to meet the needs of teachers for effective technological knowledge in teaching, these efforts have resulted in a framework designed to equip and develop teacher competencies in teaching using technology, this framework is known as Technological Pedagogical Content Knowledge (TPACK)(Hakim and Abidin 2024).

The TPACK approach is one type of approach that is currently considered appropriate when reviewing learning in the 21st century.(Andini et al. 2024). This approach is a learning approach that emphasizes the integration of knowledge about technology, learning knowledge, and knowledge about the subject being taught. TPACK stands for "Technological Pedagogical and Content Knowledge", a concept used to describe the relationship between the three types of knowledge in the learning process (Muzaini 2023).

The Last Supper (2024) defines the PTACK approach as a learning approach that emphasizes a combination of knowledge about technology, knowledge about learning, and knowledge about the subject being taught. TPACK stands for "Technological Pedagogical and Content Knowledge", which is a concept used to describe the relationship between the three types of knowledge in the learning process.

In its development, TPACK has become a framework that can be used to analyze teacher knowledge related to technology integration in learning. The following is an overview of the TPACK framework(Ulya, Lubis, and Sukiman 2023).

Figure 1: Technological Pedagogical and Content Knowledge



Source:<https://www.geografi.org/2023/07/technological-pedagogical-and-content.html>.

TPAK is formed from a combination of 3 types of basic knowledge, namely Technological Knowledge, Pedagogical Knowledge, Content Knowledge. The results of the combination of the 3 basic knowledges produce 4 new knowledges, including Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge and Technological Pedagogical Content Knowledge. The image above explains the interrelation between the 3 basic knowledges that produce 4 knowledges (S.Pd et al. 2024).

Sukmawati et al., (2022)explains the meaning of the 7 components above as follows:

1. Technological knowledge (TK) or technological knowledge is knowledge about various technologies as tools, processes, or sources. Pedagogical knowledge. Technological Knowledge (TK) is teacher knowledge about the concept and working procedures of technology, software, or applications that can be used for learning media. TK also includes the ability to adapt and learn new technologies into the learning process. The ability to continue learning consistently and curiosity about the latest technology that can be used as learning media is very important considering that technology continues to grow and develop rapidly from time to time. For example, the development of software in learning starting from power point, canva, lectora, adobe captivated, adobe flash until now the emergence of google slides technology, prize, Augmented Reality, even to artificial intelligence (AI). Knowing the rapid development of technology, it is very possible for teachers to use the software that can be used for the learning process.

2. (PK) or pedagogical knowledge is defined as mastery of theory and practice in learning planning, learning process, and learning evaluation. Pedagogical knowledge (PK) is the knowledge of teachers or prospective teachers about student characteristics, development of learning plans and evaluation of learning

outcomes, and what learning methods/models/strategies can be used in learning mathematics in elementary schools. Pedagogical knowledge also includes the ability to adapt and learn the latest learning methods or even create learning strategies according to class needs.

3. Content knowledge (CK) is knowledge about the content or subject matter that must be mastered by teachers and taught to students.

4. Pedagogical content knowledge (PCK) or pedagogical content knowledge is pedagogical knowledge related to specific content. Content knowledge (CK) is the mastery of prospective teachers on subject matter or material substance broadly and deeply. This Content Knowledge is certainly different at each level of education, for example geometry material in elementary school is certainly different from that in high school.

5. Technological content knowledge (TCK) or technological content knowledge is knowledge about the reciprocity between technology and content. Technological pedagogical knowledge. Technological Content Knowledge (TCK) is the ability of teachers to deliver materials using technology. TCK is how teachers can describe content (material) in a different way with technology that was previously impossible. TCK is the ability of teachers to accurately determine and use technology to create new representations in the process of transferring learning materials that have special characteristics so that they can change the mindset of students.

6. (TPK) or pedagogical technological knowledge is knowledge about various technologies that can be used to facilitate learning and teaching so that learning objectives can be achieved optimally.

7. Technological Pedagogical Content Knowledge (TPACK) or knowledge of pedagogical technology and content is knowledge about the use of appropriate technology in appropriate pedagogy to teach content well. These seven knowledges need to be mastered by future prospective teachers who will teach in a learning environment filled with various technological instruments. So that teachers can use the right technology in appropriate pedagogy for specific content well. TPACK is an optimization of TK used in learning to integrate CK, PK, and PCK into a whole unit that can produce an effective, efficient and more interesting learning process. The following is a table of TPACK knowledge components.

Implementation of Technological Pedagogical and Content Knowledge

The Technological Pedagogical Content Knowledge (TPACK) framework from Matthew J. Koehler and Punya Mishra is a relevant theory in explaining TPACK. TPACK identifies basic knowledge in integrating technology in learning. The core of TPACK is the complex interaction of three main knowledges: Content Knowledge (CK) or knowledge of learning content/materials (Mishra

and Koehler 2006). Pedagogical Knowledge (PK) or Pedagogical knowledge, and Technology Knowledge (TK) or technological knowledge. The TPACK framework does not see these three knowledge bases separately, but TPACK emphasizes more on the type of knowledge that lies at the intersection of the three main knowledge bases: Pedagogical Content Knowledge (PCK). Technological Content Knowledge (TCK). Technological Pedagogical Knowledge (TPK), and Technological Pedagogical and Content Knowledge (TPACK) (Koehler et al. 2013).

In the world of education in this era, the very rapid development of technology has made the development of TPACK approach skills an approach that must be mastered by every teacher in the teaching and learning process (Muzaini 2023). Mastery of TPACK in teachers can create a learning environment for students to be maximized by integrating technology in the learning process according to the learning materials and appropriate learning strategies according to student characteristics and learning objectives (Rizal, Yakin, and Saparudin 2023). The ability to apply the Technological Pedagogical Content Knowledge learning model should be implemented in every subject because there are no longer any limitations to using any model and method at this time, especially since using the independent curriculum, teachers are free to design interesting learning for their students. The application of TPACK in learning is expected for teachers when dealing with material that is difficult for students to understand so that it becomes easy. Then how to use technology to overcome educational problems, for example material that is very difficult to understand then limited time, here effective media is needed to overcome it so that learning continues to run well.

Researchers mapped the TPACK elements which are spread into 7 elements which we will analyze, namely:

Table 1. TPACK elements

No		Element	Definition
1	TK	Technological knowledge	Basic knowledge of technology
2	PL	Pedagogical Knowledge	Teaching methods and strategies
3	CK	content knowledge	Material taught
4	TPK	pedagogical technology Knowledge	Use of technology for learning purposes
5	TCK	Technological content knowledge	The relationship between technology and materials
6	PCK	Pedagogical Content Knowledge	The right method to teach the material
7	TPAC K	Technological Pedagogical	Knowledge in choosing to use technology to

No	Element	Definition
	Content	implement
	Knowledge	strategies in learning.

Technological knowledge (TK)

Technological knowledge (TK) can be interpreted as teacher knowledge regarding optimizing technology in the learning process.(Haniefah and Samsudin 2023). TK also includes the composition of the ability to adapt and learn new technologies, the ability to continue learning and finding out about the latest technologies that can be used in learning.(Khoerunisa 2022).

Technological knowledge in Arabic language teaching can be interpreted as teacher skills in optimizing technology in Arabic language learning and knowledge about technological developments that can be utilized during the Arabic language teaching process, of course not all technologies are suitable for teaching Arabic language skills. In teaching 4 maharah which are components of Arabic language learning, teachers can use various technologies that can produce sound either in the form of audio or video while for evaluation in teaching listening skills can use various technologies according to the type of evaluation applied during learning, for example, if the evaluation is in the form of multiple choice, pairing or short answers teachers can utilize various online applications/websites such as google classroom, schoology, quizziz, Edmodo, kahoot!, WordWall, educandy and others to make the quiz into an interactive and innovative evaluation.

Pedagogical knowledge (PK)

Pedagogical knowledge (PK) is the teacher's ability in classroom management. This includes the teacher's ability to plan learning, evaluate learning and understand theoretically and practically the approaches, strategies, models, methods, techniques that can be used and are in accordance with the teaching and learning process in this case, especially teaching the four Arabic language skills.(Turmuzi and Kurniawan 2021). Teachers as an important component in the learning process are required to be able to recognize student character and carry out teaching in accordance with the learning objectives to be achieved.(Anggraini et al. 2022). Arabic language teacher's pedagogical knowledge can be seen through observation of the suitability of the learning process with the learning plan that has been prepared. The analysis covers many things including the teacher's ability to choose and apply learning strategies used for teaching Arabic language skills, the teacher's ability to manage the class, the teacher's ability to determine and carry out evaluations and so on.(Saputra, Ritonga, and Bahrudin 2024).

Describes knowledge related to the theory and practice of teaching and learning. For example, in the introduction "the teacher relates the learning material to be implemented with previous material or student experience." This is the teacher's pedagogical ability in designing learning. Furthermore, in the core activity "Students are formed into several groups to discuss and understand the meaning of vocabulary and analyze the contents of the hiwar text that has been heard and observed" after using technology, the teacher continues with his pedagogical abilities, namely with a group system and creating an active classroom atmosphere.

Content knowledge (CK)

Content knowledge (CK) is a teacher's competency and ability to master learning material broadly and deeply so that the ongoing teaching process can provide deep and meaningful knowledge and experience to students.(Handayani and Iqbal 2023). This also applies in teaching Arabic language skills, teachers are required to improve their competencies which include listening, speaking, reading and writing skills functionally, both receptively and productively, of course mastery of these four Arabic language skills is in line with the ability to master Arabic language rules and Arabic vocabulary.(Ayuwaningsih 2023). The existence of education and training is very important in improving the content knowledge of Arabic language teachers, because the language continues to develop along with the development of the times, technology and innovation in various fields, so that Arabic language teachers, in addition to needing to get used to using Arabic, also need to develop their language knowledge.(Hapidin, Ruswandi, and Zaqiah 2024).

Knowledge of the learning materials to be studied, in the Arabic language learning objectives flow at Miftahul Afkar Madrasah, Kediri has collected good learning materials that researchers analyze in terms of learning objectives, scope of materials, types of texts, and grammatical placement.

Technological Pedagogical Knowledge (TPK)

Technological Pedagogical Knowledge (TPK) is the ability of teachers to choose and utilize the right technology to support the teaching process. TPK emphasizes that in addition to teachers being able to choose and use a technology, teachers must also be able to teach with appropriate strategies and be able to integrate them with technology. Likewise, in teaching Arabic language skills, teachers must also be able to teach well using appropriate approaches and strategies, then supported by technology as a medium that facilitates the learning process.(Amalia 2023).

Loading the relationship between technology and the learning process chosen by the teacher, both in the

form of technology and the utilization process in learning. "The teacher shows a video about the chapter to be studied on the YouTube channel, students can listen and observe it. So the teacher has collaborated between technology such as Audio, Visual and YouTube channels that can be accessed by students after the learning is finished as enrichment and to increase understanding at home.

Technological Content Knowledge (TCK)

Technological Content Knowledge (TCK) is the ability of teachers to deliver materials using technology. TCK also includes the ability of teachers to choose and determine the right technology and use it in the learning process so that the learning process is more effective and interactive. In teaching Arabic language skills, Technological Content Knowledge can be interpreted as the ability of teachers to choose technology that is appropriate to the material and skills to be taught, then the teacher is able to operate the technology optimally for teaching Arabic language skills. Of course, in this case, teachers need the ability and knowledge of technology and also the content or substance that will be taught to students.(Maulana 2023).

The teacher has implemented his/her knowledge of the material and learning technology with evidence of the teacher's analysis linking the material. Learning with audio visual technology and group discussion systems.

Pedagogical content knowledge (PCK)

It is the teacher's ability to deliver material using certain strategies that are appropriate to the material being taught and the character of the students.(Dewi, Darmayanti, and Arif 2024). In learning Arabic language skills, Pedagogical content knowledge is a combination of the ability to understand the material to be taught and the teaching method. For example, in teaching Arabic speaking skills, teachers are required to master the material and in their teaching, teachers must be able to invite students to practice communicating in Arabic, because communication is one of the goals of learning speaking skills, this applies to other skills such as listening, so students are invited to listen and be able to understand and even express what has been heard, as well as reading and writing skills where teachers in their teaching try to make students read and understand their readings and even analyze, conclude and tell what they have read, while in learning writing skills, teachers invite students to practice writing both guided and free.(Hasibuan, Haerullah, and Machmudah 2023).

Knowledge about the learning process that the teacher will choose on the material being taught, the teacher is right to use media for Arabic language subjects, listening skills and vocabulary text analysis with the selection of audio media, this will support and learning objectives will be achieved because of the very close

relationship between listening and audio, then in the vocabulary analysis the teacher displays or visually uses a projector, so the material can be collaborated by students by seeing, observing and discussing with their friends about what is seen, heard on the projector.

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a teacher's ability to organize learning by integrating good understanding of content with learning strategies and technology.(Satriawati et al. 2022). TPACK is the optimization of knowledge about technology or Technological knowledge used in learning which is then integrated with PCK and becomes a complete unit and can produce an effective, efficient and interactive learning process.(Detavia 2024). Similarly, in teaching Arabic language skills, TPACK is defined as the teacher's ability to use technology in learning to support students' understanding of the learning content taught by the teacher with an appropriate approach and strategy. (Ni'mah, Rosyada, and Wanda 2023).

Technological Pedagogical Content Knowledge (TPACK) is very helpful in teaching Arabic language skills, because technology can complement teaching and make teaching more meaningful and interactive.(Fauzi et al. 2024). For example, in learning Arabic language skills, the use of technology can provide direct and indirect listening and communication experiences during learning with native speakers so that students get a more contextual learning experience. The implementation of TPACK in teaching Arabic language skills is different for each teacher, this is influenced by the teacher's ability to master the seven components of TPACK. The more Arabic teachers maximize their abilities, knowledge, and insights related to both Arabic and TPACK, the better their teaching will be.

The improvement of Technological Pedagogical Content Knowledge (TPACK) of teachers, especially Arabic language teachers, can be implemented through various strategies, both in the form of education and training and non-education and training. Education and training activities and activities other than training can be implemented internally in MGMP, schools/madrasahs or implemented by government and private institutions. In addition to the above activities, the improvement of Technological Pedagogical Content Knowledge must also start from each individual Arabic language teacher. Arabic language teachers must have the motivation, creativity, innovation and fighting spirit to improve their TPACK, because technological advances make it easier for teachers to obtain various knowledge needed from various sources, both nationally and internationally. Teachers have integrated technology, pedagogy, and content in Arabic language learning at Madrasah Miftahul Afkar, Kediri.

CONCLUSION

Technological Pedagogical Content Knowledge is a knowledge framework about a design that integrates technology into teaching. There are seven components in TPACK, namely (1) Content knowledge (CK), (2) Pedagogical knowledge (PK), (3) Pedagogical content knowledge (PCK), (4) Technological knowledge (TK), (5) Technological Content Knowledge (TCK), (6) Technological Pedagogical Knowledge (TPK), (7) Technological Pedagogical Content Knowledge (TPACK). TPACK is very helpful in teaching Arabic language skills, because technology can complement teaching and make teaching more meaningful and interactive. The implementation of TPACK in teaching Arabic language skills is different for each teacher, this is influenced by the teacher's ability to master the seven components of TPACK. The more Arabic teachers maximize their ability, knowledge, and insight, both related to Arabic and TPACK, the better their teaching will be.

Arabic language teachers at Madrasah Miftahul Afkar have implemented TPACK which combines technology, pedagogy and content in Arabic language learning through the learning and teaching process that researchers have analyzed in the Learning Objective Flow, interviews, observations and documentation.

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