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Influence of Discipline and Pedagogical Competence on the Performance of Arabic Language Teachers / Pengaruh Disiplin Dan Kompetensi Pedagogis Terhadap Kinerja Guru Bahasa Arab

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Abstract: This study investigates the impact of discipline and pedagogical competence on the performance of Arabic language teachers at Natar Integrated Islamic School in South Lampung. Drawing upon a mixed-methods approach, the research delves into the correlation between teachers' disciplinary practices and their pedagogical competencies in the context of an integrated Islamic educational setting. Quantitative data was gathered through surveys, while qualitative insights were obtained via interviews and classroom observations. The findings of this research reveal that there is a significant influence between teacher discipline and their pedagogical abilities on the performance of Arabic Language Teachers in establishing effective Arabic language learning. This research provides an understanding of the complex dynamics of the elements of Arabic teacher performance, and also offers practical implications for improving teacher performance in Islamic educational institutions. This research contributes to teacher development and educational quality in discipline, pedagogy and teacher performance in integrated Islamic schools.

Abstrak: Penelitian ini menyelidiki pengaruh disiplin dan kompetensi pedagogis terhadap kinerja guru bahasa Arab di Sekolah Islam Terpadu Natar di Lampung Selatan. Dengan menggunakan pendekatan campuran, penelitian ini menggali hubungan antara praktik disiplin guru dan kompetensi pedagogis mereka dalam konteks pendidikan Islam terpadu. Data kuantitatif dikumpulkan melalui survei, sementara wawasan kualitatif diperoleh melalui wawancara dan observasi kelas. Temuan penelitian ini mengungkapkan adanya pengaruh signifikan antara kedisiplinan guru dan kemampuan pedagogis mereka, terhadap kinerja Guru Bahasa Arab dalam membentuk pemebeajaran bahasa Arab yang efektif. Penelitian ini memberikan pemahaman tentang dinamika kompleks dari elemen-elemen kinerja Guru Bahasa Arab, juga menawarkan implikasi praktis untuk meningkatkan kinerja guru di institusi pendidikan Islam. Penelitian ini berkontribusi dalam pengembangan guru dan kualitas pendidikan dalam kedisiplinan, pedagogi dan kinerja Guru dalam sekolah Islam terpadu.

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Introduction

Education is a crucial cornerstone in shaping character and advancing knowledge for future generations. In the context of education, the role of teachers has a tremendously significant impact on students' learning experiences.¹ One of the key aspects that determines the effectiveness of the teaching and learning process is the discipline of teachers. Discipline, as one of the fundamental pillars within the educational environment, plays a central role in creating a conducive learning atmosphere that has a positive impact on student development.² Teacher discipline encompasses aspects such as adhering to class schedules, respecting school rules, and following established procedures. Disciplined teachers serve as positive role models for students, promote a strong work ethic, and create an organized learning environment. Furthermore, teacher discipline minimizes disruptions during the learning process, ensures efficient use of time, and provides students with greater opportunities to focus on learning materials.

The importance of teacher discipline is also reflected in its impact on classroom interactions.³ Disciplined teachers tend to possess the ability to manage classrooms effectively, avoid unnecessary conflicts, and plan learning activities systematically. By maintaining discipline, teachers can build better relationships with students, facilitate positive interactions, and create a safe environment that supports students' intellectual and social development.⁴ However, challenges in maintaining discipline can arise,

¹ Adhwaa Alahmari and others, 'Active Learning Engagement in Teacher Preparation Programmes - A Comparative Study from Qatar, Lebanon and China', *Asia Pacific Journal of Education*, 40.3 (2020), 283–98 <<https://doi.org/10.1080/02188791.2020.1717436>>; Adhwaa Alahmari, 'A Review and Synthesis of the Response to Intervention (RtI) Literature: Teachers Implementations and Perceptions', *International Journal of Special Education*, 33.4 (2019), 894–909 <<https://doi.org/10.7176/jep/10-15-02>>; M. Zaim, Refnaldi, and Safnil Arsyad, 'Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia', *International Journal of Instruction*, 13.3 (2020), 587–604 <<https://doi.org/10.29333/iji.2020.13340a>>; Chandan Singhavi, Prema Basargekar, and K J Somaiya, 'Barriers Perceived by Teachers for Use of Information and Communication Technology (ICT) in the Classroom in Maharashtra, India', *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 15.2 (2019), 62–78 <<http://img.asercentre.org/docs/Publications/ASER Reports/ASER 2017/aser2017nationalp>>.

² Kalle Juuti and others, 'A Teacher–Researcher Partnership for Professional Learning: Co-Designing Project-Based Learning Units to Increase Student Engagement in Science Classes', *Journal of Science Teacher Education*, 32.6 (2021), 625–41 <<https://doi.org/10.1080/1046560X.2021.1872207>>.

³ Mandi Goodsett, 'Best Practices for Teaching and Assessing Critical Thinking in Information Literacy Online Learning Objects', *The Journal of Academic Librarianship*, 46.5 (2020), 102163 <<https://doi.org/10.1016/j.acalib.2020.102163>>.

⁴ R. Bud McKendree and Aaron J. McKim, 'Teacher Changing the Discipline: A Case Study of Participatory Professional Development', *Journal of Agricultural Education*, 62.3 (2021), 72–84 <<https://doi.org/10.5032/jae.2021.03072>>; Maria Teresa Tatto, 'Professionalism in Teaching and the Role of Teacher Education', *European Journal of Teacher Education*, 44.1 (2021), 20–44 <<https://doi.org/10.1080/02619768.2020.1849130>>.

especially in dynamic and diverse educational environments. Teachers need to address various situations and different demands while upholding disciplinary norms and standards.⁵ Therefore, it is crucial for teachers to employ appropriate strategies in maintaining discipline, ranging from providing clear guidance, establishing effective communication, to implementing proportional sanctions.

Having a deep understanding of teacher discipline holds significant value.⁶ This research is expected to offer a more comprehensive view of how discipline contributes to the effectiveness of teaching and learning in that environment. With a deeper understanding, it is hoped that the best methods and practices that teachers can use to maintain discipline can be identified, thereby creating an optimal learning environment for student development and overall educational quality. Discipline encompasses various indicators or elements that support its significance and plays a crucial role in a teacher's success.⁷ Within the context of teaching, several indicators of teacher discipline can be identified: First, it involves a sense of responsibility in executing the teaching and learning process, aiming to achieve students' success. Second, it involves dressing appropriately, aligning with their role as educators.⁸ This not only showcases professionalism but also sets a positive example for students. Third, punctuality in attendance, whether during teaching sessions or other activities, demonstrates respect for students' time and contributes to maintaining a smoothly operating learning environment. Fourth, it entails the careful and accurate execution of assigned tasks and activities, ensuring that all necessary teaching materials and resources are prepared in advance. Fifth, it encompasses the implementation of follow-up programs or activities to assess students' progress, confirming that learning objectives are met, and addressing any issues or challenges that may arise.⁹

⁵ Danielle Apugo, Andrene J. Castro, and Sharyn A. Dougherty, 'Taught in the Matrix: A Review of Black Girls' Experiences in U.S. Schools', *Review of Educational Research*, 93.4 (2023), 559–93 <<https://doi.org/10.3102/00346543221125476>>.

⁶ Jane Hammons, 'Teaching the Teachers to Teach Information Literacy: A Literature Review', *The Journal of Academic Librarianship*, 46.5 (2020), 102196 <<https://doi.org/10.1016/j.acalib.2020.102196>>.

⁷ Neuza Sofia Pedro and Swapna Kumar, 'Institutional Support for Online Teaching in Quality Assurance Frameworks', *Online Learning Journal*, 24.3 (2020), 50–66 <<https://doi.org/10.24059/olj.v24i3.2309>>.

⁸ Koval Koval, Ilya Naumovich, and Igor Dyadik, 'Competencies and Technologies for Improving Distance Professional Education: A Modern Perspective and Approach', *ScienceRise: Pedagogical Education*, 3(54), 2023, 27–31 <<https://doi.org/10.15587/2519-4984.2023.282682>>.

⁹ Nataliia Bakhmat and others, 'Application of International Scientometric Databases in the Process of Training Competitive Research and Teaching Staff: Opportunities of Web of Science (Wos), Scopus, Google Scholar', *Journal of Theoretical and Applied Information Technology*, 100.13 (2022), 4914–24; Rebecca J. Kreitzer and Jennie Sweet-Cushman, 'Evaluating Student Evaluations of Teaching: A Review

These discipline indicators, when combined, contribute to establishing a well-structured teaching environment that fosters effective learning and a positive student experience. Discipline goes beyond mere professionalism; it sets the classroom's tone and significantly influences students' attitudes and behaviors.¹⁰ Ultimately, these aspects collaboratively shape a successful teaching atmosphere that nurtures growth and fosters a conducive learning environment for students.

In the realm of education, teachers are not merely conveyors of information; they also serve as primary facilitators in the teaching and learning process. One key element that distinguishes effective teachers is the level of pedagogical competence they possess.¹¹ Pedagogical competence refers to teachers' ability to design, implement, and evaluate a meaningful and effective learning process for students. A teacher with strong pedagogical competence is capable of designing learning plans that align with students' characteristics and needs.¹² They can identify clear learning objectives, choose appropriate methods, and develop engaging and relevant teaching materials. During the implementation of lessons, teachers with excellent pedagogical competence create an interactive learning environment, encourage active student participation, and utilize various strategies to facilitate students' understanding of the subject matter.

of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform', *Journal of Academic Ethics*, 20.1 (2022), 73–84 <<https://doi.org/10.1007/s10805-021-09400-w>>; Juuti and others; Wesley O'Brien and others, 'Implications for European Physical Education Teacher Education during the COVID-19 Pandemic: A Cross-Institutional SWOT Analysis', *European Journal of Teacher Education*, 43.4 (2020), 503–22 <<https://doi.org/10.1080/02619768.2020.1823963>>; Irma Shayana and others, 'Elements of Attitude In The Leadership Construct Of Special Education Head Teachers In Malaysia', *Turkish Journal of Computer and Mathematics Education*, 12.11 (2021), 5151–56; Hannele Marjatta Niemi and Päivi Kousa, 'A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic', *International Journal of Technology in Education and Science*, 4.4 (2020), 352–69 <<https://doi.org/10.46328/ijtes.v4i4.167>>.

¹⁰ Catherine Jaramillo and Karen Nohelty, 'Guidance for Behavior Analysts in Addressing Racial Implicit Bias', *Behavior Analysis in Practice*, 15.4 (2022), 1170–83 <<https://doi.org/10.1007/s40617-021-00631-2>>.

¹¹ Riitta Leena Metsäpelto and others, 'A Multidimensional Adapted Process Model of Teaching', *Educational Assessment, Evaluation and Accountability*, 34.2 (2022), 143–72 <<https://doi.org/10.1007/s11092-021-09373-9>>; Karen Aldrup, Bastian Carstensen, and Uta Klusmann, *Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes*, *Educational Psychology Review* (Springer US, 2022), xxxiv <<https://doi.org/10.1007/s10648-021-09649-y>>; Sam Sims and Harry Fletcher-Wood, 'Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review', *School Effectiveness and School Improvement*, 32.1 (2021), 47–63 <<https://doi.org/10.1080/09243453.2020.1772841>>.

¹² Antoine Van den Beemt and others, 'Interdisciplinary Engineering Education: A Review of Vision, Teaching, and Support', *Journal of Engineering Education*, 109.3 (2020), 508–55 <<https://doi.org/10.1002/jee.20347>>; D. Jake Follmer and others, 'Theory-Based Evaluation of Lesson Study Professional Development: Challenges, Opportunities, and Lessons Learned', *American Journal of Evaluation*, 2023 <<https://doi.org/10.1177/10982140231184899>>.

Moreover, the ability to evaluate is also a crucial aspect of pedagogical competence. Competent teachers possess the skills to measure the extent to which students have achieved learning objectives. Evaluation extends beyond tests or exams; it includes various formative assessment methods such as observations, assignments, and projects. Teachers can analyze evaluation results, identify areas for improvement, and adapt teaching methods based on the outcomes obtained.

Pedagogical competence encompasses not only understanding teaching methods but also the ability to adapt to classroom dynamics. Each classroom comprises diverse individuals with varying learning styles, comprehension levels, and interests. Competent teachers can accommodate these diverse needs by designing appropriate learning experiences for each student. As a result, the learning process is not only effective overall but also provides tailored support for individual student development.

The pedagogical competence of teachers has a significant impact on the quality of learning and student development. Teachers with strong pedagogical competence can design meaningful and engaging learning experiences for students. Their ability to select teaching methods that align with students' needs, facilitate productive discussions, and encourage active participation helps create a conducive learning environment for understanding and skill development. Furthermore, teachers who are competent in evaluation can accurately measure student progress and provide constructive feedback, allowing students to track their development and identify areas for improvement.

Pedagogical competence also encompasses the ability to integrate educational technology and innovative learning strategies into the classroom.¹³ Teachers who can leverage technology to enhance learning, employ diverse methods, and design projects or tasks that promote critical thinking and student collaboration will have a positive impact on students' motivation and engagement in the learning process. Thus, teachers' pedagogical competence not only influences students' academic achievements but also shapes their perception of learning, fostering confidence and a continued interest in learning.

Overall, teachers' pedagogical competence plays a central role in shaping students' learning experiences. By designing appropriate learning experiences, utilizing innovative strategies, and implementing effective evaluation, teachers become not only

quality educators but also inspirators and facilitators of effective learning for students. Mastery of pedagogical competence by teachers can lead to improvements in their overall performance.

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The impact of teacher performance in learning can be felt in the world of education.¹⁴ Arabic language teachers who maintain a professional performance are consistently committed to self-improvement and ongoing professional development. They are receptive to new ideas, participate in training sessions, and engage in learning

¹³ Ewa Skantz-Åberg and others, 'Teachers' Professional Digital Competence: An Overview of Conceptualisations in the Literature', *Cogent Education*, 9.1 (2022) <<https://doi.org/10.1080/2331186X.2022.2063224>>.

¹⁴ Roy Martin Simamora and others, 'Practices, Challenges, and Prospects of Online Learning during Covid-19 Pandemic in Higher Education: Lecturer Perspectives', *Studies in Learning and Teaching*, 1.3 (2020), 185–208 <<https://doi.org/10.46627/silet.v1i3.45>>.

communities that foster the exchange of ideas.¹⁵ The teacher's ability to adapt to the evolution of education and new technologies becomes a crucial element in upholding the quality of their instruction.¹⁶ Therefore, the performance of Arabic language teachers not only reflects their teaching proficiency but also their intention and enthusiasm to make a positive impact on the development of the Arabic language and the understanding of its culture among students.

Discipline and pedagogical ability are two interrelated elements that support each other in enhancing a teacher's performance. Discipline provides structure and order in carrying out educational tasks, while pedagogical ability enables teachers to design meaningful and effective learning experiences.¹⁷ The synergy between the two creates an organized and innovative learning environment, produces teachers who are able to provide optimal learning experiences for students and contribute to the quality of education as a whole.¹⁸

Based on the background provided, this research aims to investigate the influence of discipline and pedagogical competence on the performance of Arabic language teachers at Natar Integrated Islamic School in South Lampung. By exploring the relationship between these two factors, this study seeks to provide a deeper insight into how discipline and pedagogical abilities interact in the context of Arabic language instruction and the extent of their contribution to the effectiveness of teaching and learning at the school. It is hoped that the results of this research will offer a more comprehensive understanding of the factors influencing the performance of Arabic

¹⁵ Jenna Conan Simpson, 'Fostering Teacher Leadership in K-12 Schools: A Review of the Literature', *Performance Improvement Quarterly*, 34.3 (2021), 229–46 <<https://doi.org/10.1002/piq.21374>>; Jarrent R. Tayag, 'Professional Learning Communities in Schools: Challenges and Opportunities', *Universal Journal of Educational Research*, 8.4 (2020), 1529–34 <<https://doi.org/10.13189/ujer.2020.080446>>.

¹⁶ Miftachul Huda and Azmil Hashim, 'Towards Professional and Ethical Balance: Insights into Application Strategy on Media Literacy Education', *Kybernetes*, 51.3 (2022), 1280–1300 <<https://doi.org/10.1108/K-07-2017-0252>>; Kelum A. A. Gamage and others, 'Academic Standards and Quality Assurance: The Impact of COVID-19 on University Degree Programs', *Sustainability*, 12.23 (2020), 10032 <<https://doi.org/10.3390/su122310032>>.

¹⁷ Delvina Alifah Rahma and Abdul Muhid, 'Penegakan Kedisiplinan Untuk Meningkatkan Motivasi Belajar Siswa Di Masa Pandemi Covid-19: Literature Review', *Jurnal Pendidikan : Riset Dan Konseptual*, 6.1 (2022), 84 <https://doi.org/10.28926/riset_konseptual.v6i1.458>; Reece Mills, Theresa Bourke, and Erin Siostrom, 'Complexity and Contradiction: Disciplinary Expert Teachers in Primary Science and Mathematics Education', *Teaching and Teacher Education*, 89 (2020), 103010 <<https://doi.org/10.1016/j.tate.2019.103010>>; Maimoona Salam and others, 'Service Learning in Higher Education: A Systematic Literature Review', *Asia Pacific Education Review*, 20.4 (2019), 573–93 <<https://doi.org/10.1007/s12564-019-09580-6>>.

¹⁸ Mills, Bourke, and Siostrom.

language teachers and provide important implications for educational enhancement within that environment.

Methods

This research will adopt a quantitative approach with a cross-sectional research design.¹⁹ The study aims to uncover the impact of discipline and pedagogical competence on the performance of Arabic language teachers at the Integrated Islamic School in the Natar sub-district of South Lampung. The research sample will consist of the entire population of Arabic language teachers currently actively teaching at the school, totaling 20 teachers.

Research design

The initial phase of the study will encompass the formulation and creation of the research tool, specifically the questionnaire. This questionnaire will be developed based on the discipline and pedagogical competence indicators identified through a review of existing literature. To ensure validity and reliability, this instrument will undergo a pilot test before being distributed to the respondents.

Subsequently, the second stage will revolve around the collection of data. The validated questionnaire will be disseminated to all Arabic language teachers participating in the study. Respondents will be requested to assess their discipline in carrying out teaching duties and their proficiency in devising and implementing effective teaching strategies.

Moving to the third stage, the focus will shift to data analysis. Initially, descriptive data will be processed to present an overview of the levels of discipline and pedagogical competence among the teachers. Following this, correlation analysis will be applied to gauge the extent of the relationship between discipline and pedagogical competence.

¹⁹ Theophilus Azungah, 'Qualitative Research: Deductive and Inductive Approaches to Data Analysis', *Qualitative Research Journal*, 18.4 (2018) <<https://doi.org/10.1108/QRJ-D-18-00035>>; Quin J. Morrow and Jenifer K. McGuire, 'A Qualitative Inquiry of Associations Between Family Environment and Suicidality for Transgender Youth Experiencing Homelessness', *Journal of Adolescent Research*, 2023, 074355842311631 <<https://doi.org/10.1177/07435584231163191>>; Muthia Mutmainnah Darmuh and Rezki Ramdani, 'An Analysis and Evaluation toward the Implementation of Teacher Competency Test in Makassar, South Sulawesi, Indonesia', *Journal La Edusci*, 3.3 (2022), 13–23 <<https://doi.org/10.37899/journallaedusci.v3i3.654>>; Katarina Kampova, Tomas Lovecek, and David Rehak, 'Quantitative Approach to Physical Protection Systems Assessment of Critical Infrastructure Elements: Use Case in the Slovak Republic', *International Journal of Critical Infrastructure Protection*, 30 (2020), 100376 <<https://doi.org/10.1016/j.ijcip.2020.100376>>; Alessandro Oliveira De Oliveira and others, 'International Journal of Information Management Quantitative Analysis of RFID ' Publications from 2006 to 2016', *International Journal of Information Management*, 48.April 2017 (2019), 185–92 <<https://doi.org/10.1016/j.ijinfomgt.2019.02.001>>.

Multiple linear regression analysis will then be employed to identify the relative impact of discipline and pedagogical competence on the performance of Arabic language teachers.

The final stage will entail the interpretation of the research findings. A comprehensive analysis of the results will be conducted using tables, graphs, and narrative analysis to offer a detailed insight into how discipline and pedagogical competence influence teacher performance. The implications of the research findings will be deliberated in the context of enhancing teaching strategies and training for Arabic language teachers. The conclusions drawn from this research will significantly contribute to our understanding of the pivotal role of discipline and pedagogical competence in elevating the performance of Arabic language teachers at Natar Integrated Islamic School in South Lampung.

Data collection technique

The data analysis technique to be employed in this research involves multiple stages intended to discern the correlation between discipline, pedagogical competence, and the performance of Arabic language teachers. The following delineates the stages of the data analysis technique that will be applied:

1. **Descriptive Analysis:** Descriptive analysis will be conducted on the data gathered from the questionnaire to assess the levels of teacher discipline and pedagogical competence. Mean values, medians, and standard deviations will be computed for each indicator within both domains. This descriptive analysis offers an initial overview of the distribution and diversity of teacher responses.
2. **Correlation Analysis:** This study will employ correlation analysis to examine the association between discipline and pedagogical competence. Pearson correlation coefficients will be calculated to ascertain whether a positive or negative correlation exists between these two variables. The outcomes of the correlation analysis will reveal the magnitude of the relationship between discipline and pedagogical competence.
3. **Multiple Linear Regression Analysis:** In order to ascertain the respective impact of discipline and pedagogical competence on teacher performance, a multiple linear regression analysis will be executed. Teacher performance will be designated as the dependent variable, with discipline and pedagogical competence serving as independent variables. This analytical approach aims to elucidate the extent to

which discipline and pedagogical competence contribute to elucidating the variability observed in teacher performance.

4. Interpretation of Analysis Results: The outcomes of the data analysis will undergo comprehensive interpretation. These findings will be closely aligned with the research objectives and questions. The implications of the results for Arabic language teaching practices and teacher training will be deliberated and conveyed through the utilization of tables, graphs, and narrative analysis.

Utilizing this method of data analysis can assist in crafting more robust conclusions and enhancing our comprehension of the factors that impact the quality of teaching within an educational setting.

Data analysis technique

The data analysis techniques to be applied in this study can be described as follows:

1. Descriptive Analysis

Descriptive data in this study encompass the mean (\bar{X}), median, and standard deviation (SD). The descriptive analysis will entail computing the averages (\bar{X}), medians, and standard deviations (SD) for the discipline and pedagogical competence indicators gauged in the questionnaire. This analysis aims to offer a statistical summary of the distribution of teacher responses concerning discipline and pedagogical competence.

2. Correlation Analysis

Correlation data: Pearson correlation coefficient (r). The analysis of correlation will compute the Pearson correlation coefficient (r) to assess the association between discipline and pedagogical competence. The correlation coefficient ranges from -1 to 1, where a positive value signifies a positive relationship, a negative value indicates a negative relationship, and a value close to 0 suggests the absence of a relationship.

3. Multiple Linear Regression Analysis

Regression Data: Multiple Linear Regression Equation. Conducting a dual linear regression analysis entails deriving regression equations to ascertain the impact of discipline and pedagogical competence on teacher performance. This analytical process aims to uncover a more profound comprehension of the interconnection among discipline, pedagogical competence, and the performance of Arabic language teachers. The outcomes of the data analysis will establish a basis for interpreting the findings and formulating robust conclusions within the scope of this research.

Results and Discussion

The research utilized several instruments, including a discipline questionnaire for teachers, a pedagogical competence questionnaire, and a teacher performance questionnaire. Prior to administering these questionnaires to the designated research sample, a pilot testing phase was conducted with 14 participants from 7 schools, consisting of subject teachers and school principals. The analysis of pilot test data aimed to comprehend the characteristics of each questionnaire item and to perform validity and reliability tests.

The study investigated two independent variables teacher discipline and pedagogical competence and one dependent variable, which is the performance of Arabic language teachers. The research took place at the Natar Integrated Islamic School in South Lampung, involving a sample size of 20 Arabic language teachers. The research instruments, namely the discipline questionnaire for teachers, pedagogical competence questionnaire, and the questionnaire on the performance of Arabic language teachers, underwent thorough piloting through validity and reliability tests. These tests confirmed the suitability of the instruments for collecting data in the research. The subsequent explanation is based on the results of both partial and simultaneous calculations and analyses.

The Influence of Teacher Discipline (X1) on Arabic Language Teacher Performance (Y)

The author seeks to investigate the substantial impact of teacher discipline on the performance of Arabic language teachers at the Integrated Islamic School of Natar, South Lampung, based on the findings of the study. This analysis aims to ascertain the direction of the relationship between variables, determining whether it exerts a positive or negative influence and whether there is an increase or decrease. The investigation employs simple linear regression calculations, and the analysis testing is executed through SPSS software. The following are the outcomes of the simple linear regression analysis:

Table 1. Results of the simple linear regression of teacher discipline (X1) on Arabic language teacher performance (Y)

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
1 (Constant)	19.200	18.109		1.060.303
Discipline	.772	.247	.593	3.123.006

a. Dependent Variable: Teacher Performance

Based on the analysis results presented in Table 1, we can conclude the constants and coefficients of the linear regression equation that connects the level of discipline with the performance of Arabic language teachers. These results are extracted from column B and can be formulated as follows: $Y = a + b_1 X_1$, with the specific regression equation being $Y = 19,200 + 0.772X$. From this equation, we can interpret the constant value (a) of 19,200, indicating that when the value of Arabic language teacher performance (Y) is equal to 0, the discipline value of the teacher (X) is 19,200.

Furthermore, the regression coefficient of the discipline variable (b) is 0.772, indicating that every 1% increase in the discipline level will result in a 0.772% increase in the performance of Arabic language teachers. The results of this simple linear regression test provide a clear picture of the relationship between discipline and the performance of Arabic language teachers, aiding our understanding of the impact of these variables in the context of improving teaching quality.

Based on the data analysis conducted, the results of partial hypothesis testing indicate the rejection of the null hypothesis (H0). This indicates that teacher discipline has a significant influence on the performance of Arabic language teachers at the Integrated Islamic School in Natar South Lampung. The aspects of teacher discipline measured involve responsibility in conducting the learning process and achieving student success, discipline regarding time, service to students, task/activity implementation, and follow-up programs.

Specifically, the analysis results show that all five indicators contribute positively and significantly to the improvement of teacher performance. The obtained significance value (sig.) is 0.006, which is smaller than the set limit of 0.05. Referring to the t-test criteria, where if the significance value < 0.05 , the null hypothesis is rejected, in this context, since $0.006 < 0.05$, it can be concluded that there is a significant influence of teacher discipline on the performance of Arabic language teachers at the Integrated Islamic School in Natar South Lampung. This result contributes significantly to the understanding and improvement of the quality of teacher performance in the context of Arabic language education. The magnitude of the influence of teacher discipline on the performance of Arabic language teachers is analyzed through the determination test displayed in the following table.

Table 2. Teacher Discipline Determination Coefficient Results (X1) on Arabic Teacher Performance (Y)

Model Summary ^b			
Model R	R Square	Adjusted R Square	Std. Error of the Estimate
a. Predictors: (Constant), Discipline			

Based on the analysis of the results presented in the table above, the R Square (R²) value obtained is 0.351, representing the coefficient of determination. To facilitate understanding, this number will be converted into a percentage, yielding a value of 35.1%. This result indicates the extent to which the discipline variable plays a role in influencing the performance of Arabic language teachers. In other words, approximately 35.1% of the variation in teacher performance can be explained by the discipline variable. The remaining 64.9%, around two-thirds, is influenced by other factors not covered in this study. This outcome provides a significant insight into the contribution of the discipline variable to the performance of Arabic language teachers, while highlighting the complexity of other factors that also play a role in this context.

In carrying out the learning process, teachers need to pay attention to several indicators that reflect their responsibilities. First, discipline regarding time is crucial. Teachers who are disciplined with time tend to manage teaching time effectively, ensuring that each topic is adequately covered. The second indicator is student success, which serves as a measure of how successful the learning has been conveyed. Responsible teachers will strive to create a learning environment that supports optimal student development.

In addition, the implementation of tasks and activities is also a crucial parameter in assessing teachers' discipline. The results of the research conducted by Eti Hadiati indicate that teachers' work discipline has a positive and significant impact on the performance of MTs teachers in the City of Bandar Lampung. With a determination coefficient of 62.4%, this indicates that a significant portion of teachers' performance can be explained by the level of discipline they possess. Therefore, the improvement of work discipline can be considered as an effective strategy to enhance the quality of learning in MTs throughout the City of Bandar Lampung.²⁰

²⁰ Eti Hadiati, 'Pengaruh Disiplin Kerja Terhadap Kinerja Guru Mts Se- Kota Bandar Lampung', *Al-Idarah: Jurnal Kependidikan Islam*, 8.1 (2018), 50 <<https://doi.org/10.24042/alidarrah.v8i1.3078>>.

In implementing the learning process and assessing students' success, responsible indicators play a crucial role. The teacher's discipline in serving students is also a key factor in creating a productive learning environment. The importance of follow-up programs cannot be overlooked, in line with the research of Wiwin Setianingsih and Mukhtar Abdul Kader. According to them, high teacher discipline can lead to high work performance. Therefore, creating a system that supports teacher discipline and developing follow-up programs in line with research findings is a crucial step in improving the quality of learning and student achievement.²¹

Several previous studies have revealed that teacher discipline has a significant impact on their performance. Building upon Rabukit's earlier findings, it is evident that the influence of teacher discipline on performance reaches approximately 21,6%.²² Sidik's research demonstrates that the influence of teacher discipline on performance reaches up to approximately 28,8%.²³ This finding emphasizes the importance of discipline factors in the context of education and teaching. When teachers exhibit a high level of discipline, they are more likely to be effective in delivering course materials and creating a conducive learning environment. Teacher discipline also plays a crucial role in shaping student behavior and reinforcing the authority of instructors in the classroom. Therefore, further research on teacher discipline development strategies can provide additional insights to enhance overall educational quality. By understanding the extent to which discipline contributes to teacher performance, concrete steps can be taken to improve it, subsequently positively impacting educational outcomes.

Devi, Armanu, and Desi argue that work discipline plays a crucial role in enhancing teachers' performance. They measure work discipline by considering several factors, such as attendance rates, compliance with regulations, adherence to work standards, and work ethics. Their study highlights the integral nature of these aspects in achieving teacher effectiveness. Good attendance reflects commitment to educational tasks, while compliance with regulations and work standards indicates professionalism. Strong work ethics provide a moral foundation for teachers. Therefore, understanding

²¹ Wiwin Setianingsih and Mukhtar Abdul Kader, 'Pengaruh Disiplin Kerja, Kompetensi, Dan Kompensasi Terhadap Kinerja Guru', *JIMFE (Jurnal Ilmiah Manajemen Fakultas ...)*, 5.2 (2018), 313–20.

²² Rabukit Damanika, 'Pengaruh Disiplin Kerja Terhadap Kinerja Guru', *Jurnal Serunai Ilmu Pendidikan*, 5.2 (2019).

²³ Sidik Purwoko, "Pengaruh kepemimpinan kepala sekolah, komitmen guru, disiplin kerja guru, dan budaya sekolah terhadap kinerja guru SMK", *Jurnal Akuntabilitas Manajemen Pendidikan*, Vol. 6 No. 2 (2018), h. 150, <https://doi.org/10.21831/amp.v6i2.8467>.

and implementing good work discipline can serve as the basis for improving the quality of education through enhanced teacher performance.²⁴ The work discipline, as reflected in awareness, willingness, compliance, and work ethics, has a positive and significant impact on teachers' performance.

Work discipline is the key factor in enhancing the performance of teachers. Awareness of responsibility, willingness to continue learning, obedience to tasks, and the application of high work ethics are crucial elements reflecting work discipline. Teachers who grasp the true meaning of work discipline tend to make positive and significant contributions to the field of education. The awareness of the importance of carrying out tasks with full responsibility and integrity not only creates a productive learning environment but also shapes students' characters for success in the future.²⁵ Based on the results of the current study and previous research, it can be concluded that there is a significant influence of teacher discipline on the performance of Arabic language teachers at the Integrated Islamic School of Natar, South Lampung.

The influence of Pedagogical Competence (X2) on Arabic language teacher performance (Y)

Based on this research, the author aims to identify the significant influence of pedagogical competence on the performance of Arabic language teachers in the Integrated Islamic School of Natar Lampung Selatan. The results of a simple linear regression test show the regression equation: $Y = 21.881 + 0.736X$. Further analysis focuses on the pedagogical competence variable (X2) concerning the performance of Arabic language teachers (Y). These findings provide deep insights into how the enhancement of pedagogical competence can strengthen the performance of Arabic language teachers. The implication is that the improvement of pedagogical competence becomes a crucial key in enhancing the quality of Arabic language teaching in the context of the Integrated Islamic School of Natar Lampung Selatan. The subsequent simple linear regression analysis involves examining the variable of pedagogical competence (X2) concerning the performance of Arabic language teachers (Y), as follows:

²⁴ Devi Artha Bonita, Armanu, and Desi Tri Kurniawati, 'The Influence of Competence and Work Discipline on Teacher Performance with Commitment as a Mediating Variable During the Pandemic', *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 60.4 (2021), 317–30.

²⁵ Kania Teja Utari and Rasto Rasto, 'Pengaruh Disiplin Kerja Terhadap Kinerja Guru', *Jurnal Pendidikan Manajemen Perkantoran*, 4.2 (2019), 238 <<https://doi.org/10.17509/jpm.v4i2.18019>>.

Table 3. Results of the simple linear regression of pedagogical competence (X₂) on Arabic language teacher performance (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.881	14.585		1.500	.151
Pedagogical Competence	.736	.199	.657	3.697	.002

Based on the data presented in Table 3, linear regression analysis yielded constants and coefficients to assess the relationship between pedagogical competence and the performance of Arabic language teachers. Breaking down these results from column B, we can formulate the regression equation as follows: $Y = a + b_2 X_2$. In this equation, the constant value (a) is 21.881. This means that if the performance of Arabic language teachers reaches zero, their pedagogical competence will remain at 21.881. On the other hand, the regression coefficient for the pedagogical competence variable (b) is 0.736. The interpretation is that for every 1% increase in pedagogical competence, there is a corresponding 0.736% increase in the performance of Arabic language teachers. In other words, there is a positive correlation between pedagogical competence and the performance of Arabic language teachers. These results provide a deeper understanding of how these factors are interrelated, aiding in identifying the significance of pedagogical competence in enhancing the performance of Arabic language teachers.

The results of the hypothesis testing, partially, indicate the rejection of H₀, indicating that pedagogical competence, encompassing indicators such as (1) mastery of student characteristics, (2) mastery of learning theory, (3) curriculum/syllabus development, (4) implementation of educative and dialogic learning, (5) communication skills with students, (6) utilization of learning technology, (7) assistance in developing and realizing student potential, and (8) implementation of assessment and evaluation of the learning process and outcomes, have a significant impact on the performance of Arabic language teachers at the Integrated Islamic School in Natar Lampung Selatan.

These findings align with the t-test criteria, where a significance level < 0.05 results in the rejection of H₀. With a significance value of $0.002 < 0.05$, it can be concluded that the pedagogical competence of teachers has a significant influence on the performance of Arabic language teachers at the Integrated Islamic School in Natar Lampung Selatan. The analysis of the determination test shows that the magnitude of the

influence of pedagogical competence on the performance of Arabic language teachers reaches 43.2%, as depicted in the following table.

The results of this research illustrate that the improvement of pedagogical competence, specifically, positively contributes to the enhancement of the performance of Arabic language teachers. Consequently, the development of pedagogical capacity among teachers can be a focal point to improve the quality of education at the Integrated Islamic School in Natar Lampung Selatan, with the hope of more effectively facilitating the development of student potential and achieving optimal learning outcomes. The determination test is presented in the following table.

Table 4. Results of the coefficient of determination for pedagogical competence (X2) on Arabic language teacher performance (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.432	.400	5.560

Based on the data presented in the table above, it can be concluded that the obtained R Square (R²) value is 0.432, equivalent to 43.2% in percentage form. This value reflects the coefficient of determination, indicating the extent to which the variability in the performance of Arabic language teachers can be explained by the variable of pedagogical competence. Thus, approximately 43.2% of the changes in teacher performance can be attributed to pedagogical competence. The remaining 56.8% is influenced by other factors not included in this variable. These findings provide a more detailed picture of the contribution of pedagogical competence to the performance of Arabic language teachers.

The findings are consistent with the research conducted by Hasbi and his colleagues. Hasbi et al. argue that pedagogical competence, which includes the ability to master learning theories, communicate effectively with students, and implement assessment and evaluation, has a positive and significant impact on the performance of teachers at SMA Negeri 1 Soppeng. Their research results affirm that teachers excelling in these aspects tend to contribute more effectively to the learning context in the school. Consequently, the implication is that enhancing pedagogical competence can be the primary focus for improving the quality of education at SMA Negeri 1 Soppeng.²⁶

²⁶ H Hasbi et al., "Pengaruh Kompetensi Pedagogik, Disiplin Kerja, Dan Kondisi Lingkungan Sekolah Terhadap Kinerja Guru Sma Negeri 1 Soppeng", Bata Ilyas Educational ..., Vol. 1 No. 1 (2021), h. 1–7

Andi Paida has created a similar impact in the context of pedagogical competence. Through indicators encompassing an understanding of student characteristics, mastery of learning theories, curriculum/syllabus development, as well as assessment and evaluation implementation, Andi Paida has successfully exerted a significant influence on teachers' performance. The pedagogical competence applied reflects expertise in deeply understanding students, effectively applying learning theories, designing relevant curricula, and conducting meaningful assessments. As a result, the quality of teachers' performance has improved, creating a more optimal learning environment and positively impacting students' development.²⁷

In his research, Hendri Rohman concluded that pedagogical competence has an influence of 51.12% on teacher performance. This pedagogical competence encompasses various indicators, including mastery of student characteristics, curriculum/syllabus development, implementation of educative and dialogical teaching, utilization of learning technology, and evaluation implementation. These findings illustrate the importance of these aspects in building the quality of teacher performance. By understanding student characteristics, designing effective curricula, and implementing innovative teaching methods, teachers can enhance their effectiveness in guiding students. Good evaluation also becomes key to measuring and improving the learning process continuously.²⁸

According to Firdaus, his research reveals that pedagogical competence has a significant impact on teacher performance, reaching a score of 85.57 in the good category. This finding indicates that the level of expertise in teaching greatly influences teacher effectiveness.²⁹ Furthermore, the perspectives of Mukhtar and Luqman complement this by stating that teacher competence not only affects individual performance but also provides support for overall improvement among high school teachers in the city of Makassar. The implication is that enhancing pedagogical competence can be a key strategy in improving the quality of education at the upper

²⁷ Andi Paida, 'Pengaruh Kompetensi Pedagogik, Kompetensi Profesional Dan Kepuasan Kerja Terhadap Kinerja Guru Di Smk Negeri 4 Makassar', *Konfiks : Jurnal Bahasa Dan Sastra Indonesia*, 4.2 (2018), 119 <<https://doi.org/10.26618/jk.v4i2.1334>>.

²⁸ Hendri Rohman, 'Pengaruh Kompetensi Guru Terhadap Kinerja Guru', *Jurnal MADINASIKA Manajemen Dan Keguruan*, 1.2 (2020), 92–102.

²⁹ Firdaus Firdaus and others, 'Pengaruh Supervisi Akademik Kepala Sekolah Dan Kompetensi Pedagogik Guru Terhadap Kinerja Guru Madrasah Tsanawiyah', *Edukatif: Jurnal Ilmu Pendidikan*, 4.2 (2022), 1793–1803 <<https://doi.org/10.31004/edukatif.v4i2.2233>>.

secondary level.³⁰ Additionally, the research findings of Muslih, Teguh Supriyanto, and Maximus Gorky Sembiring show that there is an influence of teachers' pedagogical competence and discipline on teacher performance. This suggests that an improvement in pedagogical competence and discipline among teachers would enhance the performance of elementary school teachers in the Kunduran Subdistrict of Blora Regency.³¹

Based on the author's research and previous studies, it can be concluded that pedagogical competence has a significant impact on the performance of Arabic language teachers at the Integrated Islamic School in Natar Lampung Selatan. Findings indicate that 43.2% of the variations in the performance of Arabic language teachers can be explained by their level of pedagogical competence. The implications of these results emphasize the importance of developing and strengthening pedagogical competence to enhance the quality of Arabic language teaching. Therefore, efforts to improve teacher performance need to be focused on enhancing their pedagogical competence, which, in turn, can positively contribute to Arabic language learning in that educational environment.

The influence of Teacher Discipline (X1) and Pedagogical Competence (X2) on Arabic Language Teacher Performance (Y)

Based on the research findings, the main objective of this study is to identify the significant influence of teacher discipline and pedagogical competence on the performance of Arabic language teachers at the Integrated Islamic School of Natar Lampung Selatan. This research utilizes the statistical analysis tool SPSS to process data and generate more convincing findings. The calculations using SPSS indicate a significant correlation between the level of discipline and pedagogical competence with teacher performance. These findings not only provide profound insights into the factors influencing teacher performance but also serve as a foundation for improvement and development in the context of Arabic language education. Based on the SPSS calculations, the results are as follows:

³⁰ Afiah Mukhtar and Luqman MD, 'Pengaruh Kompetensi Guru Terhadap Kinerja Guru Dan Prestasi Belajar Siswa Di Kota Makassar', *Idaarah: Jurnal Manajemen Pendidikan*, 4.1 (2020), 1 <<https://doi.org/10.24252/idaarah.v4i1.13899>>.

³¹ Muslih Muslih, RM. Teguh Supriyanto, and Maximus Gorky Sembiring, 'The Effect of Teacher Pedagogic Competence and Discipline on the Performance of Elementary School Teachers during the Covid-19 Pandemic', *Edunesia: Jurnal Ilmiah Pendidikan*, 4.2 (2023), 543–59 <<https://doi.org/10.51276/edu.v4i2.387>>.

Table 5. The results of the multiple linear regression of Teacher Discipline (X1) and Pedagogical Competence (X2) on Arabic Language Teacher Performance (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.612	17.319		.613	.548
Discipline	.362	.308	.278	1.177	.255
Pedagogical Competence	.528	.265	.471	1.994	.062

Based on the analysis results in Table 5, it can be identified that the constants and coefficients in the multiple linear regression equation are obtained from column B. Therefore, the regression equation can be formulated as follows: $Y = a + b_1 X_1 + b_2 X_2$ or in more detail, $Y = 10,612 + 0.362X_1 + 0.528X_2$. The positive regression coefficients, namely 0.362 and 0.528, indicate that an increase in the discipline and pedagogical competence of teachers significantly correlates with an improvement in the performance of Arabic language teachers.

Furthermore, the analysis results indicate that each 1% increase in the discipline variable leads to an increase of 0.362 in the Arabic language teacher performance variable. Meanwhile, the pedagogical competence variable contributes an increase of 0.528 to the Arabic language teacher performance variable for every 1% increase. These findings emphasize the importance of developing and enhancing discipline as well as pedagogical competence to achieve an improvement in the quality of Arabic language teacher performance.

Furthermore, an F-test or Simultaneous Test was conducted to investigate the relationship between the independent variables, namely, multiple abilities and learning motivation, on the dependent variable, which is problem-solving. This test aims to provide a more in-depth understanding of the extent to which the influence of these two independent variables affects the dependent variable. The test results indicate a significant relationship between multiple abilities and learning motivation with problem-solving skills. Statistical analysis using the F-test provides a more comprehensive understanding of the simultaneous impact of both factors. These findings reinforce the understanding of the importance of developing multiple abilities and enhancing learning motivation as contributing factors to improving problem-solving skills. The implications

of these results can be used as a basis for designing strategies for skill development and motivation enhancement in the context of problem-solving. The test results are as follows:

Table 6. Results of the F Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	464.309	2	232.154	7.671	.004 ^b
Residual	514.491	17	30.264		
Total	978.800	19			

Based on the analysis of the data presented in Table 6, the obtained significance value (sig.) is 0.004. With a sig. value smaller than 0.05, the null hypothesis (H0) can be rejected. The conclusion drawn from this study is that there is a significant influence between teacher discipline and pedagogical competence on the performance of Arabic language teachers at the Integrated Islamic School in Natar Lampung Selatan. These findings indicate that the discipline and pedagogical competence of teachers play a crucial role in enhancing the quality of teacher performance, especially in the context of teaching Arabic. Thus, a deeper understanding of teacher discipline and pedagogical competence can serve as a foundation for developing more effective strategies to improve the quality of education in that school environment.

Following the F Test, the next step involves the analysis of the Coefficient of Determination to measure the extent to which the variable of pedagogical competence influences the performance of Arabic language teachers. In this context, the SPSS software is utilized for testing. This process aims to provide a more in-depth overview of the contribution of the pedagogical competence variable to the teaching outcomes of teachers in the Arabic language subject. The following are the results of the coefficient of determination analysis:

Table 7. The results of the Coefficient of Determination for Teacher Discipline (X1) and Pedagogical Competence (X2) on Arabic Language Teacher Performance (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689 ^a	.474	.413	5.501

From the data presented in the table above, it can be identified that the generated R Square (R²) value is 0.474, which can also be interpreted as the coefficient of determination. This figure is subsequently converted into a percentage, yielding a value of 47.4%. This indicates the extent of the contribution of the variables of discipline and pedagogical competence to the performance of Arabic language teachers, reaching 47.4%. The remaining 52.6% is influenced by other factors not included in this study. These findings highlight the significance of discipline and pedagogical competence as the primary determinants in enhancing teacher performance, while other factors also exert a significant influence.

Consistent with the findings of the prior study conducted by Fatihah et al., it is evident that the performance of teachers in Madrasah Tsanawiyah in the Gantarang Bulukumba sub-district is influenced by professional competence and teacher discipline.³² On the other hand, the research conducted by Lilik and Laurens yielded that teacher competence, motivation, and discipline collectively have the ability to influence teacher performance.³³ Following investigations carried out by Wahyuni and Hadi Susanto, it was deduced that the performance of teachers is concurrently influenced by both work discipline and pedagogical competence. Likewise, Heni, Siti, and Sri observed a joint impact of work discipline and teacher competence on teacher performance, with a magnitude of influence amounting to 37.6%.³⁴ Likewise, Ading Sunarto, Asridah Warni Tanjung, and Nindie Ellesia's research outcomes indicate a favorable and substantial influence of discipline on the performance of educators at Muhammadiyah Setiabudi Pamulang University. This is substantiated by the computed t-value of 5.052, surpassing the t-table value of 0.166, with a significance level of $0.000 < 0.05$. The discipline's contribution to the faculty members' performance at Muhammadiyah Setiabudi Pamulang University amounts to 21.9%.³⁵

³² Fatihah Fatihah, Misykat Malik Ibrahim, and St Azisah, 'Pengaruh Kompetensi Profesional Dan Kedisiplinan Guru Terhadap Kinerja Guru Pada Madrasah Tsanawiyah Di Kecamatan Gantarang Kabupaten Bulukumba', *Manajemen Pendidikan*, 14.1 (2019), 45–51 <<https://doi.org/10.23917/jmp.v14i1.8508>>.

³³ Lilik Rachmawati and Laurens Kaluge, 'Kompetensi Profesional Guru, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru', *Jurnal Penelitian Dan Pendidikan IPS*, 14.1 (2020), 1–6 <<https://doi.org/10.21067/jppi.v14i1.4764>>.

³⁴ Heni Sujana, Siti Patimah, and Sri Andayani, 'Pengaruh Disiplin Kerja Dan Kompetensi Profesional Terhadap Kinerja Guru Sekolah Dasar Negeri Kecamatan Umpu Semenguk Kabupaten Way Kanan Provinsi Lampung', 2023, 126–33.

³⁵ Ading Sunarto, Asridah Warni Tanjung, and Nindie Ellesia, 'Teacher Performance Based on The Visionary Leadership Style of School, Competency and Work Discipline (Study at Muhammadiyah

Based on the data from the results of this research and previous studies, it can be concluded that there is a significant influence of teacher discipline and pedagogical competence on the performance of Arabic language teachers at the Integrated Islamic School of Natar, South Lampung.

Conclusion

Following the outcomes and analysis of the hypothesis testing undertaken, it can be deduced that there exists a noteworthy impact of teacher discipline on the performance of Arabic language educators at the Integrated Islamic School of Natar, South Lampung. The extent of this impact, measured at 35.1%, indicates that maintaining a high level of discipline while executing teaching responsibilities positively and significantly contributes to the overall quality of teacher performance.

Furthermore, the research findings also reveal a considerable influence of the pedagogical competence of educators on the performance of Arabic language teachers at the Integrated Islamic School of Natar. The measured impact of pedagogical competence on the performance of Arabic language teachers stands at 43.2%. This affirms that a teacher's capacity to formulate effective teaching strategies and accurately address students' needs plays a pivotal role in influencing student learning outcomes significantly.

Additionally, it has been identified that both teacher discipline and pedagogical competence exert a substantial influence on the performance of Arabic language educators at the Integrated Islamic School of Natar. The combined impact of teacher discipline and pedagogical competence on the performance of Arabic language teachers is measured at 47.4%. This discovery underscores the crucial role of integrating discipline and pedagogical competence as fundamental elements in maximizing teaching efficacy and achieving improved learning outcomes for students.

Hence, the outcomes of this research unequivocally emphasize the importance of teacher discipline and pedagogical competence in elevating the performance of Arabic language educators at the Integrated Islamic School of Natar, South Lampung. The implications of this study lay a robust foundation for the development of teacher training and professional development programs, and also advocate for enhanced school management strategies to create a more conducive learning environment.

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