

Student Perceptions of PP 74/2008 Teacher Competency and Arabic Learning Motivation in a Madrasah Tsanawiyah

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ABSTRACT

This study aims to examine the relationship between students' perceptions of teacher competency—aligned with Indonesia's four-domain framework in Government Regulation 74/2008—and Arabic learning motivation at MTs Ummul Quro Pekanbaru. Using a quantitative correlational design, we drew a stratified random sample of 193 students from a population of 373 and administered two questionnaires (teacher competency perceptions: 22 items, $\alpha = 0.891$; Arabic learning motivation: 14 items, $\alpha = 0.894$). After listwise deletion, Spearman's rho on 191 paired composites showed a strong positive association ($\rho = 0.689$, $p < .001$; $\rho^2 \approx 0.475$). The pattern is consistent with Self-Determination Theory and Social Cognitive Theory and supports an operational model linking national competency domains, global student perceptions, and Arabic motivation in this junior secondary madrasah. Findings are contextual to a single site and do not establish causality; they nonetheless imply that quality education agendas in similar Islamic schools should couple motivational initiatives with structured monitoring of teacher competency as students experience it in daily Arabic classes.

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INTRODUCTION

A large body of research links teacher competency to student motivation, and much of this work stresses that effective teaching supports engagement and achievement. Two complementary frameworks provide the conceptual mechanism for the present study. Self-Determination Theory (SDT) posits that intrinsic motivation is more likely when students experience support for autonomy, competence, and relatedness; competent and supportive teachers are therefore plausible sources of those need-satisfying conditions (Deci & Ryan, 2000, p. 227; Ryan & Deci, 2020). Social Cognitive Theory (SCT) likewise emphasizes observational learning and modeling: students' appraisals of teacher competency function as social cues that shape self-efficacy, effort, and engagement (Bandura, 1997, p. 15). In language education—and especially Arabic—those links grow more complex because linguistic, cultural, and religious aims intersect in Islamic school settings.

Recent syntheses of language-teacher psychology foreground classroom experience and teacher qualities as levers for sustained engagement (Mercer & Pawlak, 2024, p. 1). Research on second language motivation has also highlighted willingness to communicate as sensitive to teacher–student interaction and perceived teacher competence (Lee & Chiu, 2024, p. 1). Empirically, student ratings of teaching quality and teacher professional competence have been shown to covary with instructional quality and student development outcomes beyond the Arabic classroom (Kunter et al., 2013; Fauth et al., 2014). Together, these

strands justify treating perceived teacher competency as a theoretically grounded predictor of Arabic learning motivation rather than as a post-hoc interpretive gloss.

In Indonesian madrasah tsanawiyah, Arabic is typically positioned as both a school subject and a carrier of religious literacy, so lessons often carry normative weight beyond vocabulary and grammar. Students therefore interpret teacher messages through a dual lens: whether the teacher appears credible as a language model and whether the teacher appears trustworthy as a moral guide in the classroom. When instructional explanations are unclear, assessment feels arbitrary, or classroom management feels unfair, motivation can decline even if students value Arabic in the abstract. Conversely, when teachers display consistent warmth, accurate content, and organized learning tasks, students may more readily invest effort in drills, memorization, and oral participation—activities that Arabic classrooms still rely on heavily. This institutional reality makes perceived competency a plausible proximal predictor of motivation in MTs settings, independent of students' long-term career plans.

Indonesian educational standards define teacher competency through four key dimensions: pedagogical competence (teaching methods and classroom management), professional competence (subject matter knowledge), personality competence (teacher-student relationships), and social competence (communication and interaction skills) (Peraturan Pemerintah RI, 2008). In Arabic language education, these dimensions take on added significance, as teachers must navigate the intersection of language instruction and Islamic values.

Madrasah tsanawiyah students occupy a developmental window in which peer influence intensifies while academic self-concept is still malleable; in that window, Arabic teachers serve as salient adult models whose warmth, clarity, and subject-matter confidence can either amplify or dampen motivational trajectories. Prior Indonesian scholarship has therefore urged schools to pair competency audits with student-centered learning designs rather than relying on textbook coverage alone. Literacy-focused strands of that scholarship further remind us that Arabic motivation is partly anchored in students' perceived manageability of nahwu and similar subsystems (Susanto & Samin, 2025). The present study treats student perceptions as a valid window on how those designs are experienced day to day; perceptions may diverge from supervisor ratings yet still predict homework effort and oral practice outside class.

While previous research has established the importance of teacher competency in language education, much international motivation research concentrates on widely taught languages—especially English—where teacher support and classroom experience are repeatedly tied to engagement (Dörnyei & Ryan, 2015; Ushioda & Dörnyei, 2009). Arabic language learning in Islamic educational settings has received comparatively less attention in that global literature stream. Recent evaluation studies by Zurqoni et al. (2020, p. 715) revealed that Arabic language learning in Indonesian madrasah has not been successfully implemented, with students experiencing low motivation and poor mastery of Arabic language skills. Limited teacher competency emerged as one of the key challenges. Studies on Arabic language learning motivation in Indonesian contexts have shown that student motivation is influenced by various factors, including teaching methods and learning environment (Nurizkiyah et al., 2024, p. 47; Yenni Yunita et al., 2020, p. 39). Additionally, research on Arabic language learning environments in pesantren has identified challenges related to teacher competency and implementation strategies (Samin et al., 2025a, p. 1). Empirical work on the same theme shows that creating a sustained Arabic environment is not merely a matter of posting vocabulary charts: Alfitri, Supriyady, and Saproni (2020) traced concrete obstacles faced by a Pekanbaru pesantren when students rarely transfer classroom Arabic into dormitory routines, which indirectly signals gaps in teacher orchestration and follow-through. At the tertiary level, Samin, Zulkifli, and Supriady (2023) framed informal Arabic environments as networks of peer contact, digital practice, and lecturer support that can either reinforce or undermine motivation depending on how competently teachers broker access to those networks. Provincial case-study evidence from twelve pesantren in Riau further clarifies systemic constraints that can shape motivational climates: Samin, Pebrian, Alfitri, Supriady, Yunita, and Yasin (2025c) reported frequent misalignment between formal Arabic-environment policies and

everyday communication, shortages of confident Arabic instructors, and minimal supporting facilities—conditions that parallel competency challenges documented in national evaluations of madrasah Arabic programs (Zurqoni et al., 2020, p. 715).

Complementary Indonesian Arabic-education research clarifies mechanisms linking perceived competency to motivation. Heutagogy and autonomy-supportive design in higher education Arabic programs (Samin, 2020; Samin, Pebrian, & Zulkifli, 2019), self-regulated learning routines in turbulent policy periods (Samin et al., 2022), and analytics-informed articulation of outcomes (Samin et al., 2025b) each imply that students read competency through recurring instructional signals rather than through slogans alone. Digital mediation—AI-informed teaching plans (Samin & Osman, 2024) and Moodle-based feedback loops (Saproni & Hikmah, 2021)—adds further channels through which professionalism becomes visible. Across these strands, perceived competency remains pedagogically situated rather than monolithic.

Despite emerging studies in this area, the evidence base remains uneven for holistic, PP 74/2008-aligned competency perceptions paired with Arabic motivation in a single junior-secondary site. Prior Indonesian work has linked Arabic teacher competency to motivation in madrasah settings (Arlin Nuhia et al., 2023, p. 62), and related school-based evidence likewise documents positive associations between perceived teacher competency and learning motivation (Setiowati, 2019, p. 1). Even so, many studies emphasize isolated dimensions, convenience samples, or instruments that do not map cleanly onto the four-domain national framing (Peraturan Pemerintah RI, 2008). The incremental contribution of this article is therefore conceptual–operational as well as empirical: it specifies a transparent model in which the four PP 74/2008 domains feed a global student perception composite that is then related, via rank-based correlation, to Arabic learning motivation (Figure 1). The study tests whether that global perception shows a strong monotonic association with motivation among students at MTs Ummul Quro, with explicit reporting of listwise-complete analytic *n*. This is not a claim of an entirely new psychological theory; it is a claim of a clearer, policy-aligned operational model for Arabic education research in Indonesian madrasah.

MTs Ummul Quro Pekanbaru operates within the broader Riau provincial system, where Arabic is taught across grades with increasing expectations for reading, listening, and simple interaction. Like many madrasah of its type, the school serves families who want religious formation alongside general junior-secondary preparation; Arabic teachers therefore face heterogeneous incoming proficiency, uneven out-of-school exposure, and uneven home support for daily practice. In such settings, motivational talk from school leadership can ring hollow if students do not experience competent instruction week to week. Documenting how global competency perceptions cohere with motivation in one well-defined site is a pragmatic step toward evidence-informed improvement planning, even though single-site evidence cannot speak for all Indonesian madrasah.

This study aims to examine how student perceptions of PP 74/2008-aligned teacher competency relate to Arabic learning motivation at MTs Ummul Quro Pekanbaru, and thereby to extend Arabic-specific evidence on teacher effectiveness in Indonesian Islamic junior secondary schools. The guiding question is: How are student perceptions of teacher competency related to Arabic learning motivation in this setting?

Based on the theoretical frameworks of Self-Determination Theory and Social Cognitive Theory, we hypothesized a significant positive rank-order association between students' global perceptions of teacher competency—informed by the four PP 74/2008 domains—and Arabic learning motivation. In other words, students who appraise their Arabic teachers as more competent overall were expected to report higher motivation. The hypothesis is conservative: it does not assume causality, it does not require unique effects for each domain, and it would be falsified if no positive monotonic association appeared in this madrasah sample.

Figure 1 presents the study's conceptual model: the four PP 74/2008 competency domains inform students' global perception of teacher competency, which is then examined in relation to Arabic learning motivation. The correlational design tests the monotonic association between the global perception composite and motivation; it does not estimate latent mediation among the four domains.

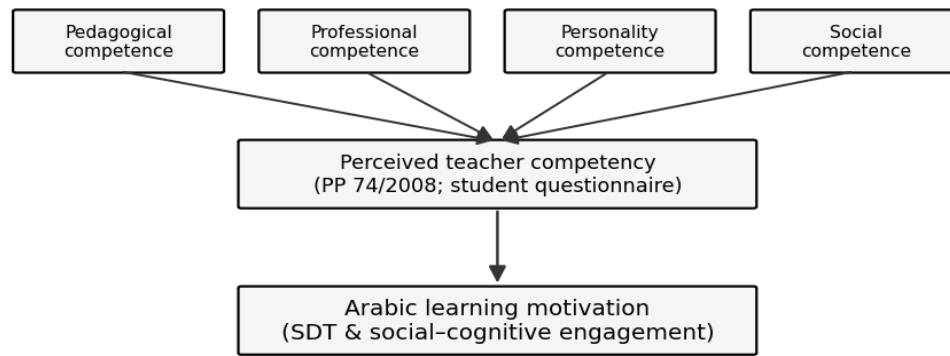


Figure adapted from Indonesian Teacher Standards and SDT (Deci & Ryan, 2000)

Figure 1. Conceptual Model Linking PP 74/2008 Teacher Competency Domains, Global Student Perceptions, and Arabic Learning Motivation

RESEARCH METHODOLOGY

We adopted a quantitative correlational design to relate student perceptions of teacher competency to Arabic learning motivation. A correlational survey is appropriate at this stage because the research question concerns the strength and direction of association between two continuous composites rather than the causal effect of an intervention. The target population consisted of all students enrolled in MTs Ummul Quro Pekanbaru during the 2024/2025 academic year, totaling 373 students across three grade levels. Using stratified random sampling and Slovin's formula, we determined a sample size of 193 participants (51.7% of the population). Stratification ensured proportional representation by grade. Because data were collected in one madrasah, all subsequent inferences are framed as contextual findings for MTs Ummul Quro rather than as nationally generalizable estimates (Taherdoost, 2016). This design matches the guiding question and hypothesis stated in the Introduction: it estimates the strength and direction of the association between the global perception composite and Arabic motivation rather than testing causal pathways among the four domains.

Two questionnaires measured the study variables and were developed to mirror theoretically defined constructs rather than ad hoc item pools. The teacher competency perceptions instrument initially contained 30 items across four dimensions—pedagogical, professional, personality, and social competence—using a 4-point Likert scale. Item content was mapped a priori to the competency domains in Government Regulation 74/2008 (Peraturan Pemerintah RI, 2008), following scale-development guidance that construct definition should precede item writing and reduction (DeVellis, 2017; Hinkin, 1998; Boateng et al., 2018). After item-total analysis and iterative removal of weak items, we retained 22 items ($\alpha = 0.891$). The Arabic learning motivation instrument initially contained 25 items covering intrinsic, extrinsic, and persistence indicators adapted to Arabic classroom tasks; we retained 14 items after the same procedure ($\alpha = 0.894$). Content validity was further supported by specialist review of item wording before fielding, in addition to the pilot study described below.

Composite scores for each instrument were formed by aggregating retained items so that higher totals reflected stronger perceived competency and stronger motivation, respectively. We kept the same item-weighting scheme across respondents and avoided ad hoc reweighting after seeing the correlation outcome, so the composites function as transparent summaries of the underlying item banks rather than as data-driven indexes tuned to maximize fit. The pilot administration with 20 students helped confirm that instructions, response labels, and estimated completion time were realistic for classroom administration; we used pilot feedback only to clarify wording ambiguities, not to alter the scoring logic of the retained items.

Data collection took place during regular school hours with appropriate permissions. Before the main data collection, we conducted a pilot study with 20 students. Trained research assistants administered

the questionnaires in classroom settings. Students received standardized instructions emphasizing anonymity and the absence of consequences for honest responses. Participation was voluntary, and guardians provided informed consent consistent with school policy for educational research involving minors.

We scheduled sessions to minimize disruption to core subjects and to avoid examination weeks, because fatigue and time pressure can inflate careless responding. Research assistants used a standardized script, remained available for clarifying item intent without coaching answers, and collected materials immediately after completion to reduce peer discussion that could homogenize responses within classrooms. These procedural choices do not remove social desirability bias entirely—students may still tilt answers toward socially approved images of teachers—but they align data collection with common survey practice in schools and keep conditions comparable across classes and grade strata.

Due to the non-normal distribution of the data, we used Spearman's rho correlation coefficient for the primary analysis. We conducted prerequisite tests including normality testing (Kolmogorov–Smirnov and Shapiro–Wilk tests) and an omnibus linearity-of-relationship test (ANOVA). We treat the linearity outcome as compatible with a coherent monotonic trend between composite scores rather than as meeting the full set of parametric assumptions required for Pearson's r . All analyses used IBM SPSS Statistics version 25.0. We report ρ^2 as a conventional effect-size summary alongside ρ . We analyze a global competency composite rather than dimension-specific scores because the conceptual model (Figure 1) treats student perception as a holistic appraisal; partitioning unique dimensional contributions was outside the present analytic plan.

We inspected missing values at the item level and excluded cases listwise when computing scale scores so that each composite reflected the same underlying respondents across instruments. This procedure yielded 191 students with complete paired composites on both instruments; all inferential rank-correlation results refer to that effective n . Multicollinearity was not a formal threat because the analysis involved only two continuous composites; nevertheless, we verified that variance inflation factors remained within acceptable bounds in auxiliary ordinary least squares models used solely for diagnostic purposes. We avoided dichotomizing motivation or competency scores because doing so would have discarded gradient information that Spearman's rank correlation is designed to preserve under mild monotonicity assumptions.

Table 1. Summary of Instruments, Dimensions, and Reliability Estimates

Instrument	Dimensions (PP 74/2008)	Items retained	Cronbach's α
Teacher competency perceptions	Pedagogical, professional, personality, social	22	0.891
Arabic learning motivation	Intrinsic, extrinsic, persistence (adapted)	14	0.894

RESULTS AND DISCUSSION

Two validated instruments showed high reliability (Cronbach's alpha coefficients of 0.891 for teacher competency and 0.894 for learning motivation). The recruited sample consisted of 193 students from MTs Ummul Quro Pekanbaru, representing 51.7% of the total population (373 students). The Spearman analysis used 191 students with complete paired composites after listwise deletion, consistent with the Methodology section. Table 2 reports prerequisite tests and the main Spearman estimate.

Table 2. Prerequisite Tests and Main Correlation Result

Test	Statistic	df	p	Note
Normality (teacher competency)	Kolmogorov–Smirnov / Shapiro–Wilk	—	< .05	Non-normal; Spearman selected
Normality (Arabic learning motivation)	Kolmogorov–Smirnov / Shapiro–Wilk	—	< .05	Non-normal; Spearman selected
Spearman correlation (teacher competency $\times$ motivation)	$\rho = 0.689$	191	< .001	Large effect ($\rho^2 \approx 0.475$); $n = 191$ listwise

Prerequisite tests showed that both variables did not follow a normal distribution ($p < 0.05$), which is common in educational research. The ANOVA linearity test showed a significant linear component between

the composites ($F = 173.784$, $p < 0.001$), with a non-significant deviation from linearity ($p = 0.161$). Taken together with the rationale in the Methodology section, this pattern fits a strong monotonic association summarized by Spearman's ρ ; we do not treat the ANOVA result as a Pearson prerequisite.

Spearman's rho indicated a strong positive association between perceived teacher competency and Arabic learning motivation ($\rho = 0.689$, $p < 0.001$, $n = 191$). Squaring ρ ($\rho^2 \approx 0.475$) yields a conventional effect-size analogue: about 47.5% of ranked variability in motivation covaried with ranked variability in competency perceptions in this sample.

The strong positive association ($\rho = 0.689$) between teacher competency perceptions and Arabic learning motivation is consistent with the study's SDT–SCT mechanism: students who appraise teachers as more competent are more likely to experience competence support and credible modeling, conditions that co-occur with higher motivation (Deci & Ryan, 2000, p. 227; Bandura, 1997, p. 15; Ryan & Deci, 2020). Because the analysis used a global composite mapped to the four PP 74/2008 domains, the magnitude of ρ indicates that holistic competency appraisals co-vary strongly with motivation; it does not identify which domain contributes uniquely. International evidence that professional competence and student-perceived teaching quality predict instructional and developmental outcomes (Kunter et al., 2013; Fauth et al., 2014) makes the present Arabic–madrasah association theoretically plausible.

Because the teacher-competency instrument yields a global composite aligned with national standards (Peraturan Pemerintah RI, 2008), the present analysis does not partition variance among dimensions or identify which facet carries the largest unique rank contribution. That limitation is acceptable for a first-pass school-level survey, where holistic perceptions often drive students' willingness to engage, but it also means administrators should interpret the result as a system-level signal rather than as a fine-grained diagnostic map. Follow-up qualitative classroom observation or multi-scale modeling could disentangle pathways—for example, whether motivational gains track most closely with clarity of explanation, fairness of assessment, or relational warmth—without contradicting the overall monotonic association documented here.

The substantial rank-based association between teacher competency and learning motivation ($\rho^2 \approx 0.475$) has important implications for Arabic language education in Indonesian Islamic schools. These findings suggest that investing in teacher professional development and competency enhancement could substantially improve student motivation and learning outcomes in Arabic language instruction. The Islamic education context is particularly relevant, as Arabic language learning involves not only linguistic competence but also cultural and religious dimensions that require specialized teacher competencies. Previous research has shown that communicative language teaching methods can enhance language proficiency when implemented by competent teachers (Yenni Yunita et al., 2020, p. 39), and that teaching methods significantly influence student interest in Arabic language learning (Fazuhra & Samin, 2022, p. 47). Complementary evidence from speaking classrooms indicates that structured group interaction can improve oral Arabic performance when teachers facilitate feedback cycles responsibly (Yusri & Samin, 2024), whereas systematic reading programs such as the Saminiyah method illustrate how pedagogical competence becomes visible to young learners through sequenced decoding and fluency routines (Samin, et al., 2025).

These findings align with previous empirical work that directly examines teacher competency and student motivation. Setiowati (2019, p. 1) reported a positive association between students' perceptions of teacher competency and learning motivation in an Indonesian madrasah ibtidaiyah setting, while Arlin Nuhia et al. (2023, p. 62) documented significant relationships between Arabic teacher competency and student learning motivation in madrasah tsanawiyah. Broader research on teaching quality ratings likewise shows that learner appraisals of instructional clarity, classroom management, and supportive climate predict engagement-related outcomes (Fauth et al., 2014). The current study extends that literature by anchoring competency perceptions in Indonesia's PP 74/2008 four-domain framework, focusing on Arabic in a junior secondary Islamic school, and reporting a rank-based effect-size summary ($\rho^2 \approx 0.475$) with transparent listwise.

Read alongside recent Indonesian scholarship, the rank-based association suggests concrete levers for improvement. Heutagogical designs that position students as co-designers of Arabic learning tasks (Samin, 2020; Samin, Pebrian, & Zulkifli, 2019) may amplify the motivational returns of high competency perceptions because they make competence-supportive practices visible in weekly lesson cycles. Similarly, structured self-regulated learning routines (Samin et al., 2022) and analytics-informed outcome pathways (Samin et al., 2025b) depend on teachers who can model strategy use and provide timely feedback—behaviors that map onto the pedagogical and social dimensions measured here. Evidence from pesantren-wide fieldwork in Riau underscores that motivational rhetoric about Arabic environments seldom sustains engagement unless regulations, staffing, and facilities cohere (Samin et al., 2025c), a lesson madrasah leaders can translate into competency-focused improvement plans. When teachers integrate digital tools thoughtfully (Samin & Osman, 2024; Saproni & Hikmah, 2021), students appear more likely to attribute professionalism to their instructors, which can strengthen the motivational pathway documented in our Spearman association.

The strong monotonic association between teacher competency perceptions and learning motivation suggests several practical implications. Schools should prioritize comprehensive teacher training programs that address all dimensions of teacher competency. Regular assessment of teacher competency from student perspectives can provide valuable insights for continuous improvement. Arabic curricula can also foreground teacher competency as a lever for motivation—for example by aligning tasks with observable competence standards. Intervention-based approaches to improving learning outcomes have shown effectiveness when combined with teacher competency development (Al-Mubaid & Bettayeb, 2017, pp. 1232–1237). Research on language learning contexts has also emphasized the importance of creating supportive learning environments that maximize learning potential (Heinzmann et al., 2024, p. 339), which can be achieved through competent teaching practices.

At the level of everyday practice, the association invites Arabic coordinators to look for concrete signals students already use when they judge competency: punctuality with feedback, clarity of weekly learning targets, consistency in applying classroom agreements, and visible preparation for oral drills. Micro-interventions need not be expensive; they often involve tightening lesson cycles so students experience early success, then linking that success to slightly harder tasks, which is consistent with competence-supportive teaching emphasized in SDT. Pairing those classroom moves with modest investments in reading materials, audio models, and safe peer practice spaces can reinforce the same competency signals without treating motivation slogans as a substitute for instructional follow-through.

While this study provides valuable insights, we acknowledge several limitations. The cross-sectional design prevents causal inferences. Additionally, we conducted the study in a single Islamic school; findings should therefore be interpreted as contextual evidence from MTs Ummul Quro Pekanbaru rather than as nationally representative estimates. The study also relied solely on student perceptions rather than objective measures of teacher competency, and the analysis used a global composite without dimension-level unique effects. Future research should address these limitations through longitudinal multi-site designs, convergent classroom or supervisor measures, and—where samples allow—dimension-level modeling. Future studies could also examine how teacher feedback patterns (Sarandi & Nassaji, 2024, p. 571) and perceptions of communication appropriateness (Kostromitina & Miao, 2024, p. 291) interact with competency appraisals to shape motivation.

From an institutional standpoint, MTs Ummul Quro operates within the same national competency framework that guides teacher certification and continuous professional development nationwide (Peraturan Pemerintah RI, 2008). The strength of the observed association therefore invites school leaders to align classroom observation rubrics, peer coaching cycles, and student voice surveys with the four competency domains rather than treating motivation campaigns as isolated from instructional quality. When improvement plans explicitly reference pedagogical, professional, personality, and social indicators, accountability becomes clearer for Arabic teachers who must simultaneously advance language skills and religious literacy.

CONCLUSION

This study aimed to examine the relationship between students' perceptions of PP 74/2008-aligned teacher competency and Arabic learning motivation at MTs Ummul Quro Pekanbaru. A correlational survey of 193 students (51.7% of 373 enrolled) was analyzed; after listwise deletion, Spearman's ρ on 191 paired composites was 0.689 ($p < .001$), with $\rho^2 \approx 0.475$ —roughly 47.5% shared ranked variation. The result supports the hypothesized positive monotonic association between the global competency perception composite and Arabic learning motivation in this single-site sample. Theoretically, the pattern supports Self-Determination Theory (Deci & Ryan, 2000, p. 227) and Social Cognitive Theory (Bandura, 1997, p. 15; Ryan & Deci, 2020), both of which stress how perceived teacher competence and modeling relate to student motivation.

In practice, the association underscores the value of sustained professional development across pedagogical, professional, personality, and social domains. Workshop sequences for Arabic teachers in madrasah can draw on Indonesian evidence on self-regulated learning, heutagogy, analytics-based outcomes, and holistic assessment that makes graduate competence visible to learners (Samin et al., 2026). Recommendations for practice. School leaders at similar madrasah should couple motivational campaigns with a brief mid-semester student-voice check on the four PP 74/2008 domains and discuss results in Arabic department meetings. Arabic coordinators should prioritize observable competency signals—timely feedback, clear weekly targets, consistent classroom agreements, and prepared oral drills—and support peer coaching around those signals. Teachers can schedule short competence-supportive cycles (early success tasks followed by slightly harder Arabic production). District or foundation supervisors can align observation rubrics and continuous professional development menus with the same four domains.

These recommendations remain compatible with a correlational design and do not assume causation. Limitations include the cross-sectional design, single-site scope, reliance on student perceptions, and the use of a global composite. Future research should add longitudinal and multi-site designs, convergent classroom or supervisor measures, and dimension-level modeling where samples allow. Overall, the study contributes a clear operational model and contextual Arabic-specific evidence for quality education planning in junior secondary Islamic schools. Funding and conflict of interest. This study received no external funding. The authors declare no competing interests.

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