

## The Systematic Eclectic Method and Its Relationship with Arabic Teacher's Efficacy

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### Abstract

The systematic eclectic is one of the methods that is used for Arabic Teaching in religious primary schools and it is important for Arabic teachers to achieve their efficacy. Therefore, the purpose of this study was to determine the level of knowledge of the systematic eclectic method and the efficacy level among Arabic teachers and its relationship between both. This study is a quantitative design using descriptive survey methods. The respondents consisted of 108 Arabic teachers in Sepang district who were selected using a purposive sampling method. A questionnaire instrument was used to collect data in this study. This instrument is divided into three parts namely demographic information, the systematic eclectic knowledge level and Arabic teachers efficacy level. The data was analyzed through descriptive statistics and also inferential statistics. The analysis showed that the level of systematic eclectic knowledge and the level of teachers efficacy was moderately high. This finding also shows that the systematic eclectic method has a strong relationship with Arabic teacher's efficacy. Therefore, the results of this study will give implications to Arabic teachers and Department of Islamic Religion in Selangor to improve the quality of teaching and to ensure that Arabic teachers efficacy was in a good condition.

**Keywords:** Systematic Eclectic Method, Teacher's Efficacy, Arabic Language, Religious Primary School

### Introduction

Arabic is one of the languages frequently used in daily conversations. Besides, it is also one of the foreign languages studied worldwide (Hakim, 2022). The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recognized Arabic as the sixth language used since 1973 in any daily matters, making December 18 every year a day to celebrate Arabic for over 400 million native and non-native speakers (UNESCO, 2023). This proves that Arabic is not only a lingua franca for international communication but also can be learned by people of all ages, whether in the Middle East, Europe, Asia, Latin America, or North America (Abdullah et al., 2022).

Arabic in teaching and learning in Malaysia has gone through several phases corresponding to the times. Arabic learning began in 1936 through madrasah education and later through the j-QAF program under the Ministry of Education Malaysia (Jusoh et al., 2019; MoE, 2017). This aims to uphold Islamic education as enshrined in the philosophy of Islamic Education in schools (MoE, 2015). Thus, various teaching methods have been used to help master Arabic well (Mustari et al., 2012). One of the methods used by teachers in teaching language skills is the systematic eclectic method (Mwanza, 2017). This method aligns with the elements of 21st-century education (PAK-21) as it is considered a friendly form of teaching between teachers and students in learning Arabic (Lubis et al., 2016). Hence, this method is important to ensure that Arabic teaching can be varied according to the current educational needs.

The systematic eclectic method began to be used in the 1990s, aligning with the style of teaching language skills today (Kumar, 2013). This method has been studied by several countries, including Malaysia, to identify the implementation of this method and its effects on learning outcomes and the pedagogy used by teachers in schools in language learning (Al-Khasawneh, 2022). However, the practice of this teaching method is at a low level, especially for non-Arabic option teachers. For instance, Ghani and Sulaiman (2019) in their study explained that the relationship between knowledge level and the implementation of this teaching method among j-QAF teachers is weak. Indirectly, this will cause non-option teachers to be unprepared in teaching the subject due to their difficulty in mastering and understanding Arabic well (Yahya et al., 2018).

Pedagogical materials are undeniably among the most important factors in Arabic teaching practices in schools to improve student performance (Yahya et al., 2018). However, teachers face difficulties in choosing suitable pedagogy, which significantly impacts teaching in schools as their quality depends on students' performance in class (Zaini et al., 2019). Therefore, courses and training related to Arabic language teaching techniques are necessary to enhance teacher professionalism while improving their understanding and skills in implementing PAK-21 in religious primary schools according to current educational needs (Abdullah et al., 2022; Yahya et al., 2018).

Additionally, the systematic eclectic method can impact teacher efficacy. This occurs because this element is used throughout the teaching and facilitating (PdPc) process (Yahya et al., 2018). However, teacher efficacy can be weak if teachers only use traditional approaches in class, affecting students' attitudes and motivation (Ahmid et al., 2018). Therefore, past researchers suggest that teachers' knowledge and skills need to be enhanced so that their efficacy is at a good level during PdPc implementation, alongside the need for research on teaching strategies and their influence on teacher efficacy (Alfayez, 2022; Mansor & Baharudin, 2023).

Based on the above statements, a study needs to be conducted to benefit stakeholders, especially the Selangor Islamic Religious Department (JAIS), to ensure that teachers can enhance their knowledge and understanding through the systematic eclectic method in SRA in Selangor with the aim of:

- i. Identifying the level of knowledge of the systematic eclectic method and the efficacy of Arabic language teachers in SRA
- ii. Identifying the relationship between the systematic eclectic method and teacher efficacy.

## Literature Review

### ***Systematic Eclectic Method***

Generally, the systematic eclectic method is one of the teaching methods that align with 21st-century education elements (PAK-21), which are communicative, creative, critical, and collaborative, as these characteristics are comprehensive and provide comfort for teachers to choose several appropriate teaching techniques to ensure students can learn Arabic in an enjoyable way (Wahidah et al., 2021). The systematic eclectic method is defined as a combination of several teaching and learning techniques and approaches in one class session (Kumar, 2013). In Arabic, the term referring to the systematic eclectic method is known as *at-Toriqah al-Intiqā'iyyah* (Janah & Nashoih, 2019; Wahyudi & Prihartini, 2019). This term only focuses on four Arabic language skills (Wahyudi & Prihartini, 2019).

The systematic eclectic method has its advantages, especially for Arabic language teachers, whether in mainstream schools or religious primary schools (SRA). According to Krisbiantoro and Pujiani (2020), Husna and Fatimah (2021), Sururoh and Hasan (2021), and Aji and Susilawati (2022), among the advantages obtained from the implementation of this method among teachers are that teachers will feel more confident and able to teach Arabic language skills and encourage students to actively participate in class during the PdPc session. Besides, it can make the learning atmosphere in the classroom enjoyable, based on the CBSA concept, which is communication, social behavior, and academic. Additionally, through this method, teachers' teaching will be more varied by applying various teaching techniques in the classroom session and can address individual differences with various student backgrounds in the classroom.

Most past studies on the implementation of this method in learning have been conducted by past researchers. The results of these studies found that this method can impact Arabic language learning through language skills. Among them is the study by Lubis et al (2016); Asrofi et al (2023), which found that the systematic eclectic method is effective for all language skills, which is listening, speaking, reading, and writing, as a result of combining traditional approaches (*Taqlidiyyah*) and the listening and speaking method (*as-Sam'iyyah asy-Syafahiyyah*). Meanwhile, the study by Janah and Nashoih (2019) stated that the systematic eclectic method is effective for classroom learning outcomes for control and treatment groups.

For the implementation of the systematic eclectic method among teachers, past researchers stated that this method can help teachers improve their teaching quality. This is proven when Chernus et al (2022) stated that 52% of teachers support the implementation of the systematic eclectic method because it can affect students' academic achievement. Moreover, Mwanza (2017); Amani and Serrine (2023) explained that positive attitude changes among teachers encourage them to use the systematic eclectic method in the classroom. Therefore, although the systematic eclectic method is the most effective method today, some teachers consider that its implementation depends on the suitability of the teacher in teaching a particular topic (Sbai, 2019).

### ***Pedagogical Content Knowledge (PCK) Model***

The Pedagogical Content Knowledge Model (PCK Model) is one of the models pioneered by Shulman (1986) which encourages teachers to understand the content being taught and to have effective teaching methods for conveying information to students in the classroom (Kultsum, 2017). This model was developed in response to several questions posed by him

regarding classroom teaching and other teacher-related issues, such as the transformation from student to novice teacher based on their ability to apply the knowledge learned in Teaching and Learning Processes (Shulman, 1986). As a result, he initially highlighted seven types of knowledge including curriculum knowledge, student knowledge and their characteristics, educational context, and educational background (Fernandez, 2014). However, three elements of knowledge have been studied by most previous studies, especially in the field of Arabic language education, which is pedagogical knowledge, content knowledge, and pedagogical content knowledge.

Pedagogical knowledge is a crucial element for teachers related to the processes, strategies, and teaching and learning methods in the classroom (Mishra & Koehler, 2006). This type of knowledge encourages teachers to understand cognitive and social theories, how to apply them in the classroom, and how to prepare activities in the teaching and learning process (Fernandez, 2014; Kultsum, 2017). Meanwhile, content knowledge refers to the concepts, principles, and practices that teachers need to have, depending on the level and suitability of the students in the classroom (Ozden, 2008). This type of knowledge helps teachers understand the context contained in a topic, including facts, theories, procedures, and others, to avoid misunderstandings about the subject being taught (Mishra & Koehler, 2006). Finally, pedagogical content knowledge is a combination of the two types of knowledge to explore teachers' knowledge of pedagogy and content and its relationship to teaching and learning in the classroom (Ozden, 2008). Therefore, Shulman (1986) developed the PCK model to facilitate understanding related to pedagogical content knowledge, as shown in Figure 1 below.

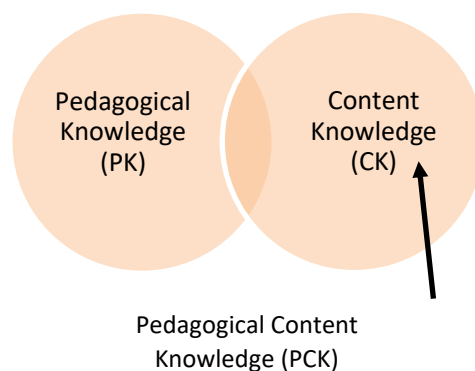


Figure 1. PCK Model by Shulman (1986)

The PCK model is one of the models proposed by previous researchers to observe the implementation of systematic eclectic methods among teachers in schools (Hinampas and Fajardo, 2024). There is limited research on the implementation of systematic eclectic methods based on the PCK model in Malaysia. Moreover, the aforementioned study also suggests the need for research on modifying the PCK model to align with systematic eclectic methods so that it can be applied in actual classroom environments (Hinampas & Fajardo, 2024). Additionally, teachers tend to prefer using systematic eclectic methods based on the PCK model over teacher-centered teaching approaches (Melo et al., 2017). This preference is because teacher-centered teaching relies entirely on explicit teacher instructions, which can affect student attitudes and motivation (Ahmid et al., 2018; Hilmi et al., 2020).

In Arabic language education, there are studies conducted to identify Arabic language teachers' knowledge based on the PCK model. For instance, the studies by Azizan et al (2017); Muzaffar et al (2020) indicate that teachers' knowledge of pedagogy, content, and both are at

a high level. Meanwhile, Majid et al (2016) explains that pedagogical knowledge achieves the highest level compared to content knowledge and pedagogical content knowledge. Moreover, there are study findings that highlight the significant role of pedagogical content knowledge by teachers in teaching Arabic in classrooms, as stated in the studies by (Zakaria et al., 2016; Aman and Baharudin, 2023). Therefore, researchers have modified the PCK model to align with the objectives of the conducted study.

### ***Teacher's Efficacy & Teacher Sense Of Efficacy Model***

Efficacy is a crucial element for teachers in building their confidence to address issues that arise during the teaching and learning process in the classroom. Generally, efficacy is divided into two forms which is self-efficacy and teacher efficacy. Self-efficacy refers to an individual's ability to perform given tasks to a certain level (Razak, 2006). It is also an evaluation of one's capability to manage and execute actions taken to achieve targeted performance (Bandura, 1986). In the context of education, Tschannen-Moran et al (1998) highlight teacher efficacy as a form of belief in a teacher's ability to fulfill their fundamental tasks as an educator in the classroom. Therefore, a teacher will achieve a good level of efficacy if they have the confidence that they can effectively execute and complete the tasks assigned to them based on proper planning and actions (Martin & Mulvihill, 2019).

Bandura (1997) lists four factors that influence teachers to achieve their efficacy: 1) mastery of something through active engagement, 2) observation of others, 3) verbal persuasion, and 4) emotional states. All these factors motivate school teachers to reach a good level of efficacy (Benitez, 2020). For instance, regarding mastery of something, Benitez (2020) emphasizes that individuals who can master a task will achieve a good level of efficacy as a result of their experience in successfully completing the task. Similarly, concerning emotional states, Mohamadi et al. (2011) explain that if an individual's emotional stimulus is positive, their efficacy level will also be positive, but if their emotions are negative, their efficacy will be negative as well.

Hence, various models of teacher efficacy have been developed to identify the ability and capacity of teachers to perform given tasks (Tschannen-Moran et al., 1998). One such model used by researchers in this study is the Teacher Sense of Efficacy (TSE) model. This model was developed by Tschannen-Moran et al (1998) based on Bandura's social cognitive theory (1977), which includes four elements: motivation, experience, emotion, and mastery experiences (Benitez, 2020). The TSE model consists of three main elements in determining the efficacy level of teachers in schools: instructional strategies, classroom management, and student engagement (Tschannen-Moran et al., 1998), as illustrated in Figure 2 below.

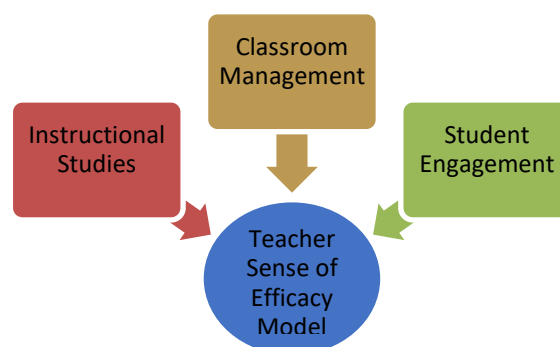


Figure 2. Element of TSE model

Therefore, teacher efficacy is indeed influenced by the implementation of systematic eclectic methods, which helps enhance students' abilities in mastering language skills as stated by (Ghafar et al., 2023). Additionally, Anwar and Hikmawati (2022) explained that teachers have confidence and ability in mastering Arabic language knowledge, but their pedagogical mastery remains at a moderate level. Meanwhile, Mansor and Baharudin (2023) indicated that technological knowledge also influences teacher efficacy in teaching Arabic in the classroom, although it is at a moderate level.

In the context of research, studies have been conducted to identify teacher efficacy when using systematic eclectic methods. Among them is a meta-analysis study in eclectic methods have a significant relationship with students' self-efficacy in language skills, communication, and academic achievement. However, in the context of Arabic language education, there has not been a specific study on the relationship between systematic eclectic methods and Arabic language teacher efficacy, suggesting the need for such research in the future (Alfayez, 2022).

### **Methodology**

This quantitative study design uses a descriptive survey method. The population consists of 150 Arabic language teachers serving in three types of schools under the administration of the Selangor Islamic Religious Department (JAIS) in the Sepang district. Meanwhile, the sample for this study involves 108 respondents determined based on the Krejcie and Morgan sample size determination (1970) and selected using purposive sampling techniques. This technique was chosen after considering specific characteristics identified as suitable for the study objectives. The selected sample characteristics in this study are:

- i. Teachers serving in Religious Primary Schools (SRA).
- ii. Teachers teaching the Arabic language subject for the 2024/2025 session.
- iii. Teachers serving in the Sepang district.

Additionally, the researcher used a questionnaire as the primary instrument in this study. The instrument consists of three parts: sections A, B, and C. Section A contains demographic information, including personal and teaching backgrounds. Section B includes items related to the knowledge of systematic eclectic methods based on an instrument adapted from Mohammad Rusdi's study (2017) using (Shulman's PCK Model, 1986). This section comprises three constructs: pedagogical knowledge with five items, content knowledge with ten items, and pedagogical content knowledge with five items. Section C contains questions related to the efficacy of Arabic language teachers based on the Teacher Sense of Efficacy Scale (TSES) by (Tschannen-Moran and Hoy, 2001). This instrument encompasses three constructs: classroom management with six items, teaching strategies involving five items, and student engagement with four items.

Before conducting the pilot study, the instrument was sent to three experts to obtain its validity. These experts included an academic and two experienced teachers in Arabic language teaching at SRA with over 20 years of experience. Subsequently, a pilot study was conducted with 40 Arabic language teachers. Afterward, reliability analysis was carried out to ensure the consistency of the instrument. The statistical results showed that the Cronbach Alpha value for systematic eclectic methods was 0.959, while the efficacy of SRA Arabic language teachers was 0.958. Sekaran (1992) explains that a Cronbach Alpha value exceeding 0.80 is considered good and suitable for use in actual studies. After validating and ensuring reliability, this instrument was sent to the SRA in the Sepang district for the required data collection process after obtaining permission to conduct the study from JAIS through the Research Unit.

All obtained data will be analyzed using IBM Statistical Package for the Social Science Version 27 for Windows (IBM SPSS Statistics 27). All data will be analyzed descriptively and inferentially. Descriptive statistics involve mean and standard deviation values to report systematic eclectic knowledge with teacher efficacy. Table 1 below presents the mean score interpretation adapted from Nunnally and Bernstein (1994) to determine the interpretation of the given constructs.

Table 1

*Mean score interpretation by Nunnally and Bernstein (1994)*

<b>Mean Score</b>	<b>Interpretation</b>
4.01 - 5.00	High
3.01 - 4.00	Moderately High
2.01 - 3.00	Moderately Low
1.00 - 2.00	Low

Inferential statistics are also involved in inferential tests on the measured constructs. Thus, Pearson correlation is used to identify the relationship between systematic eclectic methods and the efficacy of SRA Arabic language teachers. Table 2 presents the strength interpretation of the correlation test taken from Schober et al. (2018) to determine the strength of the relationship between systematic eclectic methods and the efficacy of SRA Arabic language teachers.

Table 2

*Pearson correlation coefficient strength interpretation*

<b>Correlation Coefficient Size</b>	<b>Interpretation</b>
0.90 to 1.00	Very Strong
0.70 to 0.89	Strong
0.40 to 0.69	Moderate
0.10 to 0.39	Weak
0.01 to 0.10	Very Weak
0.00	No Correlation

## **Results**

A descriptive and inferential statistics were conducted to meet the objectives of the study. A descriptive statistics involved frequency and percentage for each item, while mean, standard deviation, and interpretive levels were obtained for the overall items. Meanwhile, an inferential statistics showed the results of correlation analysis to identify the relationship between the two constructs in this study.

### ***Demographic Information***

Demographic information was used to obtain data related to the respondents' background in this study. Thus, the summary of the 108 Arabic language teachers can be seen in Tables 3 and 4. This information includes two parts: personal background and teaching background. Personal background encompasses gender, age, educational background, and field of study. Meanwhile, teaching background consists of teaching duration and teaching category in SRA. To report demographic information, frequency and percentage were used to describe the background of each study respondent.

Based on Table 3, the majority of respondents were female teachers, with 91 respondents (84.3%) compared to 17 male respondents (15.7%). Most of them were in the age range of 26 to 35 years, with 50 respondents (46.3%), compared to other age groups. Regarding the level of education, 41 respondents (38%) in this study were bachelor's degree holders, while 40 respondents (37%) were diploma holders. The remaining respondents were Arabic language teachers with matriculation, STPM, STAM, and other qualifications. Lastly, most respondents involved in this study were from fields other than Arabic Language, Education, and Islamic Studies, with 41 respondents (38%).

Table 3  
*Respondents' Personal Background (N=108)*

Background		Frequency (N)	Percentage (%)
Gender	Male	17	15.7
	Female	91	84.3
Age	18-25 years	8	7.4
	26-35 years	50	46.3
	36-45 years	31	28.7
	46-55 years	18	16.7
	56 years and above	1	0.9
Education Level	Bachelor's Degree	41	38
	Diploma	40	37
	STPM/STAM	15	13.9
	Foundation/Matric	1	0.9
	Others	11	10.2
Field of Study	Arabic Language	18	16.7
	Education	29	26.9
	Islamic Studies	20	18.5
	Others	41	38

Next, Table 4 below represents the demographic information regarding the teaching background. Overall, the majority of respondents in this study have taught at SRA for less than 5 years, with 40 respondents (37%), while the remainder are respondents with more than 5 years of teaching experience at SRA. Regarding the teaching category of Arabic language at SRA, most respondents teach at the first level, with 60 respondents (55.6%), compared to the second level, with 33 respondents (30.6%), and those who teach both levels, with 15 respondents (13.9%).



Table 4

*Teaching Background at SRA (N=108)*

Background		Frequency (N)	Percentage (%)
Teaching Duration	0-5 years	40	37
	6-10 years	25	23.1
	11-15 years	15	13.9
	16-20 years	10	9.3
	21 years and above	18	16.7
Teaching Category	First Level	60	55.6
	Second Level	33	30.6
	Both Levels	15	13.9

***Level of Systematic Eclectic Method Knowledge Among Arabic Teachers***

The knowledge level of Arabic language teachers was measured based on 20 items in Section B of the questionnaire. These items were measured on a five-point Likert scale, summarized through Oxford's (1990) interpretation of low, moderate, and high levels. Thus, frequency and percentage are displayed for each item, while the mean and standard deviation are shown to represent the overall items. In summary, all items in this construct obtained a moderately high mean interpretation ( $M=3.84$ ,  $SD=0.614$ ). This indicates that the knowledge of systematic eclectic methods among Arabic language teachers is at a satisfactory level.

Table 5 below shows the frequency and percentage for the knowledge of systematic eclectic methods based on the overall items. The analysis results found that three items related to pedagogical knowledge recorded high frequency and percentage, with more than 80 Arabic language teachers, which is more than 75%. These items are item 2 related to using the method according to the student's level (75.9%), item 3 regarding the application of the method in the classroom (78.7%), and item 5, which is teaching language skills (76.8%). This shows that Arabic language teachers know how to implement the method according to the student's level of understanding and can apply it when teaching Arabic language skills in a conducive environment.

However, some Arabic language teachers lack knowledge of Arabic language content to apply the method. Through item 13, the findings showed that 52 Arabic language teachers (48.1%) lacked knowledge about Arabic speaking skills. These findings explain that teachers' knowledge of this skill is at an unsatisfactory level. Overall, it can be concluded that Arabic language teachers at SRA have basic knowledge of systematic eclectic methods that can be applied during PdPc sessions in class. However, knowledge related to speaking skills needs to be given proper attention.

Table 5

*The Knowledge of Systematic Eclectic Method among Arabic Language Teachers at SRA*

No	Item	Frequency/Percentage		
		Low	Medium	High
1	Knowledge of identifying students' weaknesses before using the systematic eclectic method	1 (0.9)	37 (34.3)	70 (64.8)
2	Knowledge of using the systematic eclectic method according to the student's level	1 (0.9)	25 (23.1)	82 (75.9)
3	Knowledge of applying the systematic eclectic method in the classroom environment	1 (0.9)	22 (20.4)	85 (78.7)
4	Knowledge of applying the systematic eclectic method according to different students	1 (0.9)	35 (32.4)	72 (66.7)
5	Knowledge of teaching Arabic language skills through the systematic eclectic method	3 (2.8)	22 (20.4)	83 (76.8)
6	Knowledge of the goals and objectives of Arabic language education	3 (2.8)	30 (27.8)	75 (69.4)
7	Knowledge of the JAIS Arabic Language curriculum	4 (3.7)	39 (36.1)	65 (60.2)
8	Knowledge of the structure of Arabic language knowledge	6 (5.6)	31 (28.7)	71 (65.7)
9	Knowledge of using Arabic language knowledge as a way of thinking	3 (2.8)	30 (27.8)	75 (69.4)
10	Knowledge of ways to enhance the understanding of Arabic language knowledge	6 (5.5)	34 (31.5)	68 (62.9)
11	Knowledge of the mastery of Arabic language vocabulary among students	7 (6.5)	36 (33.3)	65 (60.2)
12	Knowledge of Arabic language listening skills	2 (1.9)	41 (38)	65 (60.1)
13	Knowledge of Arabic speaking skills	9 (8.3)	43 (39.8)	56 (51.8)
14	Knowledge of Arabic reading skill	3 (2.8)	32 (29.6)	73 (67.6)
15	Knowledge of Arabic writing skill	7 (6.5)	38 (35.2)	63 (58.3)
16	Knowledge of the Arabic language curriculum to conduct PdPc	3 (2.8)	34 (31.5)	71 (65.7)
17	Knowledge of the objectives of JAIS Arabic language PdPc	2 (1.9)	39 (36.1)	67 (62.1)
18	Knowledge of students' needs during PdPc	3 (2.8)	35 (32.4)	70 (64.8)
19	Knowledge of students' abilities during PdPc	7 (6.5)	37 (34.3)	64 (59.2)
20	Knowledge of students' background and level of Arabic language skills	2 (1.9)	33 (30.6)	73 (67.6)
	<b>Mean</b>	<b>3.84</b>		
	<b>Std. Deviation</b>	<b>0.614</b>		
	<b>Level</b>	<b>Moderately High</b>		

***The Level of Arabic Language Teacher Efficacy***

In this section, the efficacy of Arabic language teachers is measured based on 15 items obtained through a questionnaire in Section C. These items are measured on a five-point Likert scale, which is strongly disagree (SD), disagree (D), not sure (NS), agree (A), and strongly agree (SA). Therefore, the frequency, percentage, mean, and standard deviation for all items are

presented through the findings below. Overall, all items representing this construct also received a moderately high interpretation ( $M=3.91$ ,  $SD=0.533$ ). The findings indicate that the efficacy of Arabic language teachers at SRA is at a satisfactory level.

Table 6 shows the frequency and percentage for the level of efficacy of Arabic language teachers based on all items. The analysis found that two items related to teaching strategies recorded high frequency and percentage, which is 93 Arabic language teachers (86.1%). These two items are item 7, related to the teacher's ability to respond to student questions, and item 10, regarding the teacher's ability to explain simple examples to students. This shows that Arabic language teachers agree that they are confident in explaining examples that students can understand and in responding to students' questions during teaching sessions.

However, some Arabic language teachers are not confident in their ability to develop students' critical thinking. This can be seen through item 2, where 39 Arabic language teachers (41.1%) feel unsure about helping students think critically about classroom learning. Similarly, item 1 indicates that 36 Arabic language teachers (33.3%) are not confident in overcoming problems faced by students in class. This causes difficulty for teachers in fostering students' critical thinking and solving student problems during classroom teaching sessions.

Table 6

*The Level of Arabic Language Teacher Efficacy (N=108)*

No	Item	Frequency/Percentage				
		SD	D	NS	A	SA
1	Teachers can overcome problems faced by students in learning Arabic	1 (0.9)	3 (2.8)	32 (29.6)	63 (58.3)	9 (8.3)
2	Teachers help students think critically in learning Arabic	1 (0.9)	1 (0.9)	37 (34.3)	58 (53.7)	11 (10.2)
3	Teachers can motivate students who lack interest in learning Arabic	1 (0.9)	2 (1.9)	25 (23.1)	61 (56.5)	19 (17.6)
4	Teachers help increase students' confidence in class	1 (0.9)	0	24 (22.2)	68 (63)	15 (13.9)
5	Teachers help improve students' understanding in class	1 (0.9)	0	25 (23.1)	66 (61.1)	16 (14.8)
6	Teachers nurture students' creativity in learning Arabic	1 (0.9)	3 (2.8)	28 (25.9)	58 (53.7)	18 (16.7)
7	Teachers can respond to students' questions in class	1 (0.9)	0	14 (13)	74 (68.5)	19 (17.6)
8	Teachers can assess students' understanding in class	0	0	18 (16.7)	71 (65.7)	19 (17.6)
9	Teachers can adjust each topic to the appropriate level according to students' needs	1 (0.9)	0	33 (30.6)	57 (52.8)	17 (15.7)
10	Teachers can explain examples that are easy for students to understand	0	0	15 (13.9)	70 (64.8)	23 (21.3)
11	Teachers can apply systematic eclectic methods in class	0	0	29 (26.9)	61 (56.5)	18 (16.7)
12	Teachers can control student behavior in class	0	1 (0.9)	18 (16.7)	65 (60.2)	24 (22.2)
13	Teachers can ensure students follow classroom rules	0	0	20 (18.5)	63 (58.3)	25 (23.1)
14	Teachers can control problematic students in class	0	2 (1.9)	29 (26.9)	56 (51.9)	21 (19.4)
15	Teachers can respond to students who dislike learning Arabic	0	2 (1.9)	24 (22.2)	63 (58.3)	19 (17.6)
	<b>Mean</b>	<b>3.91</b>				
	<b>Std. Deviation</b>	<b>0.585</b>				
	<b>Level</b>	<b>Moderately High</b>				

**Relationship Between Systematic Eclectic Method And Arabic Language Teachers Efficacy**

Inferential statistics were conducted to identify the relationship between the systematic eclectic method and the efficacy of Arabic language teachers in SRA. Table 7 below shows the results of the Pearson correlation test that was conducted. Thus, the analysis found a strong and positive relationship between systematic eclectic method knowledge and teacher efficacy with  $r(106) = 0.704$ ,  $p < .001$ . This result clearly indicates that systematic eclectic method knowledge among Arabic language teachers has a significant relationship with SRA Arabic language teacher efficacy.

Table 7

*Correlation between knowledge of systematic eclectic method and teacher efficacy*

Construct	Arabic Language Teacher Efficacy	
	r	Sig.
Knowledge of Systematic Eclectic Method	0.704*	< .001

\*significant level at .001

**Discussion**

This section will discuss findings analyzed through descriptive statistics and inference. It is divided into three sections: systematic eclectic method knowledge, Arabic language teachers' efficacy, and the relationship between the two.

Overall, the level of Arabic language teachers' knowledge regarding the systematic eclectic method is interpreted as good. This is because Arabic language teachers know how to apply teaching methods in class, especially involving pedagogical knowledge. These findings are consistent with Yatim et al (2020) study, which indicates that this knowledge has a higher level of interpretation compared to content knowledge and pedagogical knowledge of content. This is because they have sufficient pedagogical knowledge and mastery of the subject matter to implement PdPc in class.

At the same time, the analysis also found that Arabic language teachers have limited knowledge of Arabic speaking skills. Yusoff et al (2020); Noor et al (2021) through their research findings explain that Arabic speaking skills outside the class are at a low level due to limited Arabic language knowledge, lack of vocabulary, lack of motivation, embarrassment, and insufficient proficiency in Arabic grammar. Therefore, knowledge of speaking skills needs to be mastered by Arabic language teachers in applying a teaching method to effectively address these issues.

Furthermore, the analysis regarding Arabic language teachers' efficacy found that the interpretation of Arabic language teachers' efficacy is at a moderately high level. This indicates that overall, Arabic language teachers' efficacy is positive and satisfactory. This is consistent with the findings of studies by Yahya et al (2018); Hussain (2019); Mansor and Baharudin (2023), which state that all study participants show a high level of efficacy, including classroom management, teaching strategies, and student engagement during Arabic language teaching in class.

However, Arabic language teachers may not necessarily be confident that the systematic eclectic method can solve student problems and foster critical thinking in Arabic language learning. Therefore, this method is important for Arabic language teachers to address issues with students who are less interested in Arabic language in class. Thus, Yasim et al. (2017) suggest that Arabic language teachers should identify weak students to provide additional

materials for Arabic language learning in class. Additionally, Arabic language teachers need to be more creative and use teaching materials that are relevant to the topics being studied (Wahidah et al., 2021). This will improve teachers' efficacy when using this method correctly.

Moreover, through these findings, it can be stated that there is a relationship between knowledge of the systematic eclectic method and Arabic language teachers' efficacy. This means that this method can indeed influence Arabic language teachers' efficacy during teaching sessions in class. This is consistent with the studies by Mwanza (2017) and Amani and Serrine (2023) through their findings that the relationship between the systematic eclectic method and teachers' efficacy is positive. This is because this method has a positive effect, especially on their attitudes and behaviors when applying it in class. They also believe that this method is flexible and helps teachers to be creative and influence the teaching process that can engage students in learning topics during class sessions.

However, it cannot be denied that some of them state that the systematic eclectic method does not have a significant relationship and impact on their efficacy. This is because they feel that this method takes a long time, teaching materials are inadequate, and teaching techniques are too complicated, making it difficult for students to understand topics in class (Mwanza, 2017). In addition, a lack of pedagogical practice among Arabic language teachers is also a reason why this method cannot be implemented in class (Alam & Sultana, 2020). This will have a negative impact on their efficacy if not addressed, especially involving language anxiety issues among students (Yusoff et al., 2020).

Therefore, the stakeholders play an important role to ensuring that Arabic language teachers are exposed to the systematic eclectic method, especially involving knowledge of the method and how to apply it during PdPc sessions. Among them, Arabic language teachers need to attend courses, training, and guidance from experts in Arabic language education related to this method to learn how to apply it in class (Zakaria et al., 2017). Additionally, teachers need to know suitable reference sources to apply it correctly (Zakaria et al., 2018). It is important to achieve Arabic language teachers' efficacy and encourage their interest in teaching Arabic language in an enjoyable manner.

## **Conclusion**

The systematic eclectic approach is relevant to the current educational trends. Indeed, teacher efficacy is a crucial element in determining their confidence and ability to address classroom challenges. Therefore, research findings indicate that the level of knowledge in the systematic eclectic approach and the level of Arabic language teacher efficacy are satisfactory. Additionally, the analysis results also show a positive correlation between knowledge of the systematic eclectic approach and teacher efficacy. This suggests that Arabic language teachers have the knowledge to apply the systematic eclectic approach in the classroom, thus having a significant impact on their efficacy in teaching Arabic language, especially in fostering student motivation and attitudes towards learning in class. Consequently, these findings have implications for the quality of Arabic language teaching to integrate the systematic eclectic approach into classrooms. Therefore, relevant parties, especially JAIS, need to play a role in fostering professionalism among Arabic language teachers to align with current trends, particularly the implementation of 21st-century education that emphasizes creative elements and critical thinking in teaching Arabic language.

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