



# Empowering Arabic Language Teachers through a Community-Based Research (CBR) Approach in Facing Digital Literacy Challenges at Madrasah Aliyah West Pasaman

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## ABSTRACT

One of the benchmarks of 21st century learning success is the use of technology. Therefore, teachers should master the skills necessary to achieve such success. This assistance aims to identify existing problems and offer practical solutions that can be applied by teachers in West Pasaman that are compiled collectively. In this regard, the method used in this assistance is the Community-based Research (CBR) method which allows for cooperation between the service (researcher) and the community in carrying out each stage. The assisted community is a deliberation or Arabic teacher association which will be a model for the development of learning literacy, because it is considered to have the potential for the development of skills and literacy in the 21st century. The collected data was analyzed using Miles and Huberman techniques, namely data reduction, data presentation, and conclusion drawn. The results of the mentoring showed that the main problems of teachers were educational background, competence, literacy, lack of motivation, workload, family conditions, lack of collaboration, no opportunity to participate in training, limited information, and limited class hours. The activities to overcome these problems are holding digital literacy training and workshops, followed by project-based learning, developing a curriculum that inserts 21st century skills, using collaborative platforms, such as Google Classroom, Padlet, and so on, and carrying out skills-based evaluations.

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## Introduction

In the 21st century, the development of science, technology, and the arts requires teachers who not only master subject matter and learning methods but also use learning technology (Partono, 2021). In this regard, Partono explained that in the 21st century, technology is very important because it can serve as a tool, a process, and a learning resource. Current learning benchmarks are related to the use of technology (Fitriani, 2023; Partono, 2021). Therefore, teachers should master certain skills to apply them in learning (Baity, 2022). These skills are called 21st-century skills. These cutting-edge skills, developed in the 21st century, are championed by several United States associations and organizations that contribute to their integration (Scott, 2015).

There are four aspects of 21st-century skills: critical thinking (*Critical Thinking*), communication (*Communication*), collaboration (*Collaboration*), and creativity (*Creativity*), collectively known as the 4Cs. This concept reinforces the importance of critical skills in modern education (Secretariat, 2020).



These skills are essential competencies for the success of 21st-century learning (Joynes, 2019). In addition, there are other skills that need to be mastered in the 21st century, namely digital literacy. Digital literacy encompasses the ability to use digital tools for learning (Fikri, 2023; Tabroni, 2022), such as delivering materials, evaluating, and communicating with students. On the one hand, this skill has become one of the basic skills expected of every individual, not only to increase knowledge, but also to contribute to an increasingly globally connected society (Haq, 2023; Rahmawati, 2023). On the other hand, digital literacy remains a significant challenge for teachers, including Arabic teachers in madrasah settings.

The issue of developing 21st-century skills among Arabic teachers in madrassas has become increasingly important as modern education emphasizes digital literacy and critical thinking. However, in reality, many Arabic teachers still struggle to apply these skills due to limited technological proficiency. Digital literacy encompasses the ability to use digital tools for learning (Naufal, 2021), such as delivering materials, evaluating, and communicating with students. In many cases, Arabic teachers face obstacles to accessing digital literacy training and lack support for technology infrastructure in madrassas (Al Qolbi, 2024). This low level of digital literacy not only limits creativity in teaching but also hinders teachers' efforts to improve their competence to meet the needs of 21st-century education (Nijo, 2024).

Furthermore, the limitations of technological infrastructure in the madrasah environment, such as a lack of computer equipment, inadequate internet connectivity, or insufficient supporting technological facilities, exacerbate the challenges of digital literacy for Arabic teachers (Sanoto, 2016). Without the support of these facilities, it is difficult for teachers to explore the various digital learning tools that support the learning process. In many madrasas, this limitation prevents teachers from accessing necessary digital resources, such as online materials, learning videos, and collaborative tools (Izzatul, 2022). This lack of access to digital resources ultimately narrows the range of learning methods available to students, thereby limiting their development in digital literacy, which is urgently needed today. To support digital literacy, an ongoing training program is needed.

Continuous digital literacy training is essential for teachers to master digital tools, such as learning applications, e-learning platforms, and educational social media, thereby expanding the reach and effectiveness of teaching methods. Without proper training, teachers may feel less confident using technology or use it only to a limited extent. For example, some teachers may use only basic apps without understanding how to maximize technological features that can make learning Arabic more interactive and engaging for students (Husna, 2024). This low competence reduces the effectiveness of learning in the classroom and causes students to miss out on opportunities to develop digital literacy skills that are increasingly important in this digital era. Therefore, continuous training programs with specialized methods are essential to provide a more effective and relevant learning experience for students.



The application of the Community-Based Research (CBR) method in teacher skill development has great potential to deliver more effective and sustainable solutions. CBR, according to Minkler (2005) and Scott (2020), is an equal partnership between researchers and target communities, in this case, MGMP Arabic teachers of West Pasaman Regency, so that the process of problem identification, goal formulation, and solution implementation is carried out collaboratively. This approach allows teachers not only to receive training but also to be active partners in the program's design, further enhancing its sense of belonging and sustainability. In terms of 21st-century skills development, CBR provides a space for teachers to share their experiences and knowledge and to integrate digital literacy into their teaching practices.

The application of 21st-century skills in Arabic language education through the CBR approach can help create a more inclusive and relevant learning environment. Collaboration between facilitators and the teacher community can result in programs that focus not only on digital literacy but also on the adoption of creative and interactive teaching methods in Arabic. With this approach, teachers are expected to be better able to meet the diverse learning needs of students, especially in developing critical literacy and media literacy competencies, which are increasingly important in the modern era (Khoiri, 2021; Khoiri et al., 2021). Thus, 21st-century literacy not only enhances individual teachers' skills but also strengthens the teaching community within the MGMP environment and creates more contextual and applicable learning for students.

The importance of 21st-century skills in language education lies in preparing students to face the dynamic changes of the technological age (Pare, 2023), in which digital literacy is essential across various areas of life. For Arabic teachers, these abilities affect not only teaching methods but also approaches to creating learning environments that are relevant and responsive to the needs of modern students. In addition, critical thinking and collaboration skills create space for students to discuss and analyze information in depth, and work together to solve problems, both inside and outside the classroom.

In implementing this service, the main focus will be on strengthening teachers' competence through continuous training and coaching. Teachers will not only be provided with a theoretical understanding of 21st-century skills but also encouraged to apply them in everyday teaching. This process involves various stages, ranging from concept introduction to activity planning, to implementation and evaluation. Overall, this service aims not only to identify existing problems but also to offer practical solutions that teachers in West Pasaman can implement. Thus, it is hoped that the results of this activity will make a significant contribution to improving the quality of Arabic language learning and to encouraging the creation of a more competent generation, ready to face global challenges.



## Method

The community service method used is Community-Based Research (CBR). The CBR method is a community-based research approach that aims to provide support, strengthen, and enable active contribution in the empowerment process to realize a value that benefits the community (Harini, 2023; Widnyani, 2023). The use of the CBR method allows for cooperation between service providers (researchers) and the community in carrying out each stage of research (before the service stages are carried out), starting from the initial design of service, data collection, data analysis, implementation of service activities, and implementation of service results (Rosyidah, 2021). The assisted community, namely, the deliberation and Arabic teacher associations, will serve as a model for the development of 21st-century learning literacy, as it is considered to have the potential for 21st-century skills and literacy development. The activity was also attended by a team of facilitators and a committee of Arabic teachers of Madrasah Aliyah Negeri 3 West Pasaman. The assistance process will be carried out from June to November 2024. The service scheme using the Community-Based Research (CBR) method is shown in the chart below.



Figure 1. Service Scheme

There are four stages in the CBR method, namely:

### 1.1. *Laying the foundation* .

In this early stage, inculturation is carried out, namely, the introduction and understanding of 21st-century learning skills that educators must possess to improve students' literacy in the 21st century. At this stage, through the Focus Group Discussion (FGD) activity, an agreement was reached on the importance of literacy skills and 21st-century learning skills owned by educators.

### 1.2. *Research planning*.

At this stage, an agreement and a common understanding have emerged between the servants (researchers) and the MGPM community on how to design activities to strengthen 21st-century skills literacy.

### 1.3. *Information gathering and analysis* .

At this stage, the process of interpretation and learning is carried out through collecting, analyzing, and interpreting existing data with the community. This data collection activity is carried out using participatory methods, including in-depth interviews, observations, documentation, FGDs, storytelling, and community mapping.

### 2.4. *Action on findings* .



At this stage, researchers (service workers), together with the community, use facilities and information media to conduct activities that strengthen 21st-century skills literacy among Arabic teachers in West Pasaman Regency. The follow-up to this research will include several activities to apply the research results, so that changes in the MGMP community agreed upon at the research planning stage are achieved, as well as the dissemination of ideas and programs to strengthen 21st-century skills literacy.

The data obtained is then analyzed and interpreted as a follow-up reference. The data analysis process uses techniques by Miles and Huberman, namely data reduction, data *display* , and conclusion/verification.

## Results and Discussion

### 1. Creating a Problem Tree

#### 1.1. Problem Identification

In the first stage, the empowerment action undertaken was to compile a problem tree analysis directly at the Arabic MGMP of West Pasaman Regency, the main location for the implementation of activities. In this process, five main aspects must be explored in depth. First, it is the core aspect of the problem, which aims to map various problems that occur or are felt by the Arabic Language MGMP of West Pasaman Regency. Next, the main cause of the problem is identified, focusing on the factors that trigger the emergence of the problem's core. In the next stage, attention is directed to the factors that influence the occurrence of the main cause to further understand the context of the problem. The fourth stage involves finding the root cause of the problem by digging deeper. After that, a visualization of the overall analysis of this problem tree is produced to facilitate understanding and the preparation of further strategies.

#### 1.2. Time, Schedule, and Person in Charge of Activities

The a problem tree in this empowerment activity takes about 8 hours. During this period, the empowerment activities were divided into seven structured sessions. Each session is designed to address important aspects of the problem tree, and details of each session are illustrated in the chart below.

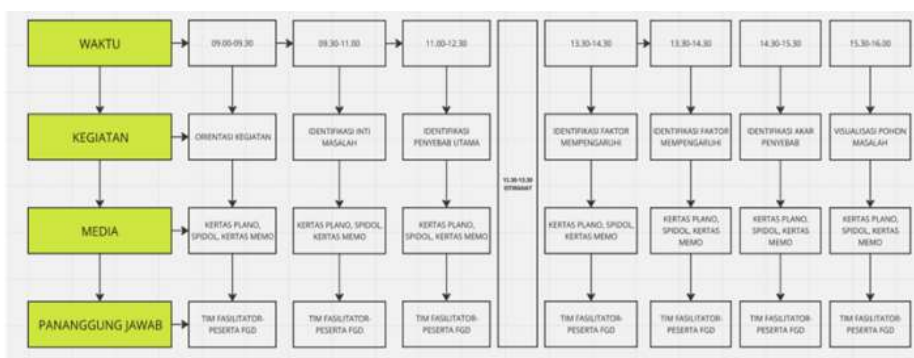


Figure 3. Activity Schedule



### 1.3. Methods and Media

In preparing the problem analysis tree for empowerment activities at the Arabic Language MGMP of West Pasaman Regency, two main methods were used: the Focus Group Discussion (FGD) method and the play method. This process is supported by three media, namely, plain paper, a marker, and scrap paper. The FGD method is used to gather data on each aspect of the problem tree. Each FGD participant was given a memo paper by the assistant facilitator to record the requested information. Before data mining begins, the main facilitator gives instructions, and participants are then given 5-10 minutes to write down their answers to each question.

After participants write the data on memo paper, the memos are pasted on the wall in the FGD room. The lead facilitator then transfers the data from the memo to the planner's paper with a marker, assisted by the facilitator's assistant. Each piece of data that has been moved is read one by one, so that FGD participants can discuss and determine the priority scale of each aspect that appears in the problem tree. The main facilitator also provided instructions during this process to guide data collection from FGD participants.

To keep all participants active and engaged, the lead facilitator and assistant facilitator occasionally give participants the opportunity to take on roles, such as pasting a memo or writing data on plain paper, as a form of active participation. Meanwhile, the play method is used as a way to overcome boredom that may arise during the FGD process. This method is used at the end of each problem tree analysis session to maintain participants' motivation and engagement throughout the empowerment activities.

## 2. Activity to Create a Problem Tree

### 2.1. Finding the Heart of the Problem

The problems found in the mentoring action program at the Arabic Language MGMP at Madrasah Aliyah (MA) West Pasaman Regency encompass interrelated aspects across human resources, infrastructure, and environmental support. Some of the main problems, first, are the limited number of Arabic teachers who have professional competence in innovative teaching methods. Many teachers still use traditional methods and are less skilled in integrating technology into learning. In addition, competency improvement training remains unavailable, hindering the development of teachers' teaching skills. Second, students' motivation to learn Arabic is generally low. This is due to a lack of interest in and understanding of the importance of the Arabic language, as well as limitations in learning media that are both interesting and appropriate to their needs.

The third problem concerns facilities and infrastructure. Madrasah Aliyah in West Pasaman Regency has limited learning support facilities, such as language laboratories, computers, and adequate internet access. This lack of facilities makes it difficult for students and teachers to access digital or multimedia teaching materials needed in the electronic-based



Arabic learning process. The fourth problem is the madrasah environment, which does not support the creation of a culture of Arabic literacy and communication, both in the classroom and in the surrounding community. The absence of a consistent Arabic-speaking atmosphere makes students less trained to use this language in everyday communication.

The fifth problem is that support from the madrasah and policymakers has not been optimal in providing facilities, budgets, and policies to support the development of Arabic language skills in madrasahs. In addition, the involvement of higher education institutions and the professional community in supporting teachers and students is still lacking. While the sixth problem is that interesting and relevant Arabic learning media are still very limited. Teachers lack access to or skills for creating interactive media, such as learning videos, apps, or digital teaching materials that can engage students and facilitate understanding of the material. The seventh issue is the curriculum. The Arabic curriculum implemented sometimes does not align with students' needs and has not been adapted to the demands of 21st-century skills. Limitations in the development of project-based curricula or technology-integrated curricula make learning less relevant and less effective at building students' real-world skills.

Of the seven problems identified in the empowerment action at the Arabic Language MGMP at Madrasah Aliyah, West Pasaman Regency, they can be narrowed down to three main problems, namely: first, the problem of Human Resources (HR), or teachers. Many Arabic teachers lack sufficient competence in innovative teaching and technological adaptation. The majority of teachers still use traditional methods, which are less interesting and less relevant to today's students' needs. In addition, the lack of training and competency development makes it difficult for teachers to improve their teaching methods and skills, which ultimately affects the quality of learning provided to students.

The second problem is policy and institutional support. Policy support from madrasahs and related policy stakeholders remains suboptimal for the development of Arabic language programs. Existing policies have not fully encouraged improvements in the quality of Arabic language teaching, including by providing budgets for training programs, procuring supporting facilities, and collaborating with external institutions such as universities or professional communities. This minimal support slows efforts to improve the quality of Arabic language learning and makes them less than optimal.

The third problem is facilities and infrastructure. The limited learning facilities in madrasahs are a serious obstacle in the Arabic teaching and learning process. Madrasahs still lack access to interesting technology and learning media, such as language labs, computers, and adequate internet access. These inadequate facilities limit teachers' ability to create interactive, technology-based learning, which is indispensable for engaging students and facilitating understanding of the material.



Based on the agreement reached during the Arabic Language MGMP on the assistance object, it was agreed that the main problem requiring the most immediate attention is human resources. Although policies, facilities,, and infrastructure are also important, improving teacher competence is a priority because teachers play a crucial role in determining the effectiveness of the teaching and learning process. By increasing teachers' capacity and skills in teaching Arabic, it is hoped that other problems can be gradually overcome through more effective and innovative teaching.

Human resource problems, especially regarding the competence of Arabic teachers in West Pasaman, are very crucial when faced with the demands of 21st-century skills and literacy. Currently, teachers are required to master new skills, such as digital literacy, critical thinking, collaboration, and creative problem-solving, that are relevant to technological developments. However, low access to training and a lack of understanding of technology-based teaching methodologies make it difficult for many teachers to meet these competency standards. 21st-century skills, including the use of digital media and the ability to integrate digital tools into interactive learning, are essential for creating a relevant and engaging learning environment for students. Without this skill improvement, learning Arabic tends to be less interesting, less effective, and misaligned with the needs of the current digital generation, thereby hindering efforts to improve the quality of education in madrasas.

The discovery of the core problem in the Arabic Language MGMP of West Pasaman Regency involved a lengthy process with several stages. The stages carried out as a whole involve the object of assistance, namely teachers in the Arabic Language MGMP. This process is a key factor in determining the priority ranking of the identified problems. As a result, the core problems selected and identified really reflected the common problems experienced by the teachers at the Arabic Language MGMP in West Pasaman Regency.

## 2.2. Finding the Root Cause

After the core of the problem in the Arabic MGMP of West Pasaman Regency is successfully identified, the next stage is to analyze the problem tree. This process is useful for identifying the root cause of the problem. At this stage, the main focus is to identify the factors that prevent teachers in the West Pasaman Arabic MGMP community from having 21st-century skills and literacy competencies.

Using the same techniques and patterns, the facilitator facilitated FGD participants at the Arabic Language MGMP of West Pasaman Regency to map the causative factors of the core problems faced. The media used is still scrap paper, which is distributed to each FGD participant. The instructions were for participants to write down the factors they considered the main causes of the non-optimal implementation of the Arabic MGMP program in West Pasaman. Participants were given about 5-10 minutes to write down their answers.



In the early stages of identifying the main causes, 16 factors were identified as contributing to the core problem. Through a priority-scale process, the 16 factors were selected and grouped into 6 main causes. From these 6 causes, FGD participants again made a priority selection, resulting in 4 main causes of the core problem. Furthermore, FGD participants refined the narrative of the 4 main causes to ensure that the descriptions were clear and accurate. The process of identifying this main cause is shown in more detail in Figure 4 below.



Figure 4. Identify Key Issues

### 2.3. Factors Influencing the Cause of the Main Problem

The next step in the analysis of the Problem Tree is to look for the factors that affect the occurrence of the main cause in the Arabic MGMP of West Pasaman Regency. For example, what factors cause the unclear policy direction of the development of the MGMP program? What led to the lack of community involvement in supporting the activities of the Arabic Language MGMP? What are the obstacles in the availability of adequate human resources to manage the MGMP program? And what hindered the formation of the development team at MGMP Arabic in West Pasaman Regency?

Using scrap paper, the facilitator instructed the FGD participants to identify the factors influencing the four main causes of the core problem, as outlined in the previous section. At this stage, participants identified the factors one by one, with about 5-10 minutes for each factor. The results of the data identification are illustrated in the following figure:



Figure 5. Problem Tree Analysis on Key Cause Problems



Based on information from the object of assistance in the Arabic Language MGMP, there are several factors that are the main causes of problems in the competence of human resources, especially teachers. First, teachers' educational backgrounds vary, and not all have Arabic backgrounds, leading to differences in material mastery and teaching methods. Second, teachers' low literacy, especially in technology and digital literacy, worsens their ability to adopt 21st-century learning-based learning. Third, a heavy workload, along with additional tasks outside teaching, is also an obstacle, making it difficult for teachers to focus on self-development. Fourth, family conditions often add to the pressure, limiting the time and energy left to participate in training or improve competence. Fifth, the opportunity to take part in further training also narrows their chances of upskilling. Sixth, the limited information about the latest developments in education and the lack of collaboration among teachers mean that the sharing of knowledge and experience in teaching remains rare. Seventh, limited lesson hours also hinder teachers' efforts to implement more creative and in-depth learning methods, which take longer to effectively deliver material to students.

#### 2.4. Finding the Root of the Problem

The process of identifying the root cause of the problem in the Arabic Language MGMP in West Pasaman Regency began by identifying the main factors that hinder efforts to improve the quality of Arabic language learning. Based on the problem tree analysis conducted through discussions with FGD participants, it was found that one of the significant root problems is the low quality of learning in MGMP. This includes various aspects, ranging from ineffective teaching approaches to limitations in the use of available resources. This low-quality learning not only affects students' low learning outcomes but also creates challenges in the development of Arabic language competencies as a whole.

However, the lack of implementation of digital literacy is also a root cause hindering the improvement of the quality of Arabic language education in MGMP West Pasaman. In the digital era, the ability to use information technology is very important for both teachers and students. However, there is no policy or program that promotes digital literacy among MGMP teachers and students, resulting in limited access to digital teaching resources and materials. As a result, the learning process tends to be conventional and less likely to motivate students to learn in more innovative ways.

Low student motivation to learn is also a root cause of the problem, which greatly impacts the quality of learning at MGMP. Low motivation can be caused by various factors, such as a lack of variety in teaching methods, limited access to interesting information, and insufficient support for increasing students' interest in learning. Students' low motivation not only hinders their development in Arabic, but also reduces the overall effectiveness of learning.

In addition, low teacher literacy, especially in terms of mastery of the subject matter and pedagogical skills, is a major obstacle to achieving optimal learning outcomes. Low literacy, in



both basic and digital forms, makes it difficult for teachers to deliver relevant and engaging learning materials. Teachers who lack mastery of digital literacy also tend to be less flexible in using modern teaching tools and media, making the teaching and learning process less adaptive to the needs and interests of current students.

The lack of policies supporting the implementation of digital literacy, limited information, and a lack of collaboration among related parties in the West Pasaman Arabic Language MGMP further worsen this condition. The absence of clear policies makes digital literacy programs and teacher skill development undirected and difficult to implement. The limited information available to teachers and students also prevents them from exploring new materials or learning methods that could improve the quality of education. The lack of collaboration between teachers, educational institutions, and external parties leads to limited support in the form of training, workshops, or additional resources that can actually help strengthen the quality of Arabic language learning.

### 2.5. Impact of Core Issues

After identifying the influencing factors, the next stage carried out by the Facilitator Team is to facilitate FGD participants in identifying the impacts or consequences of the core problem in the Arabic Language MGMP of West Pasaman Regency. Using the same method as in the previous stage, FGD participants were given memo paper to write down the impacts or consequences arising from the core problems in the West Pasaman Arabic MGMP. The time given to the participants is about 5-10 minutes. One by one, the FGD participants pasted their papers on the wall of the discussion room. From this identification, several significant impacts or consequences of the core problems faced by the Arabic Language MGMP in West Pasaman were identified.



Figure 6. Impact of Core Issues



### 3. The Tree of Hope

#### 3.1. Subject Matter

A tree of hope is a useful strategic planning tool for visualizing the various goals, targets, and steps required to achieve the desired end result. This tool helps formulate a clear vision and break it down into more specific and measurable goals. The main goal of using a tree of hope is to ensure that every element in the planning has a coordinated direction, so that the management process can run more effectively and efficiently.

#### 3.2. Method

In preparing the tree of hope, data is collected through FGD to obtain information that will serve as the basis for formulating relevant goals, targets, and activities for the Arabic Language MGMP of West Pasaman Regency. Facilitators have a key role in this process, especially in directing discussions and ensuring that each party is actively involved. The facilitator is responsible for keeping the discussion focused, helping participants express their ideas clearly, and ensuring that every opinion is heard. With the active participation of all members, the resulting tree of hope will be more comprehensive and reflect the needs and expectations of all stakeholders in MGMP.

The use of visual aids such as plano paper, memo paper, and other visual presentations is very effective to facilitate participants' understanding during the process of preparing the tree of hope. These visual aids help simplify complex information, make it easier to understand, and encourage more active participation from all parties. With effective visualization, the ideas that emerge in the discussion will be easier to remember and apply in concrete steps to develop Arabic language learning in MGMP West Pasaman.

During the FGD, a team of researchers and teachers at MGMP Arabic in West Pasaman Regency created a tree of hope from a previously formulated problem tree. Thus, the tree of hope is the antithesis of the problem tree that has been formulated together with the accompanying object. The tree of hope scheme is shown in the following chart.



Figure 7. The Tree of Hope



The Tree of Hope also plays an important role in aligning the vision among all MGMP members and ensuring that all parties understand the ultimate goal. This tool helps identify the specific steps needed to achieve those goals and facilitates the division of tasks and responsibilities. In addition, the hope tree allows managers to monitor progress at regular intervals and make necessary adjustments during the process.

In the context of the development of the Arabic Language MGMP in West Pasaman Regency, the hope tree is a highly relevant tool to ensure that efforts to improve the quality of literacy and Arabic language teachers' skills in line with 21st-century skills are managed properly and optimally. As a teachers' forum focused on education, MGMP requires careful planning to ensure that all programs and activities align with the goals set. The Tree of Hope helps design a comprehensive development strategy by focusing on areas such as improving the quality of teacher human resources, community involvement, and quality teaching programs. With the tree of hope, MGMP Arabic Pasaman Barat can more easily plan steps that Arabic teachers can pursue towards 21st-century skills and literacy competencies. The FGD activity for designing the tree of hope is shown in the following image.



Figure 8. FGD Activities in Building a Tree of Hope

The results of this service show that the *Community-Based Research* (CBR) makes a significant contribution in identifying and mapping problems in a participatory manner in the Arabic Language



MGMP of West Pasaman Regency. Process *Focus Group Discussion* (FGD) not only serves as a data collection technique, but also as a reflective space for teachers to articulate their experiences and challenges. This reinforces the finding that active community involvement in the research process can lead to a more contextual and accurate understanding of educational issues (Harini, 2023).

The results of this service show that *Community-Based Research* (CBR) makes a significant contribution to identifying and mapping problems in a participatory manner within the Arabic Language MGMP of West Pasaman Regency. The Process *Focus Group Discussion* (FGD) serves not only as a data collection technique but also as a reflective space for teachers to articulate their experiences and challenges. This reinforces the finding that active community involvement in the research process can lead to a more contextual and accurate understanding of educational issues (Harini, 2023).

The main findings show that teacher competence is a central issue relative to other factors, such as policies and infrastructure (Arti, 2020; Lestari Purwaningsih, 2023). This indicates that the quality of human resources has a dominant role in determining the effectiveness of learning (Mulyati, 2020; Octavia, 2023; Sherly, 2020). Critically, this condition shows that training-based interventions alone are not enough and need to be accompanied by a change in teachers' pedagogical paradigm towards adaptive learning to the demands of the 21st century (Kivunja, 2015; TripǧLu, 2020; Vatansever, 2021).

Furthermore, the low digital literacy of teachers not only has an impact on the limited use of technology (Adisendjaja, 2010; Rahayu et al., 2022) but also the lack of innovation in Arabic language learning (Nagel, 2020; Suwandana, 2020). These findings strengthen the argument that digital literacy is not just a technical skill, but rather part of a pedagogical competence that affects the quality of learning interactions (Afril, 2024; Andita, 2023). Thus, the integration of technology in learning should be understood as a process of pedagogical transformation, not just the adoption of tools (Husna, 2024, 2026).

From a structural perspective, the limitations of policies and institutional support contribute to the stagnation of teacher competence. Lack of access to training, limited facilities, and a lack of collaboration among stakeholders indicate that teachers' professional development has not been systematically managed (Hanafiah, 2022; Samsudi, 2020). This indicates the need for a more holistic approach, in which improving teacher competence is not only the responsibility of the individual but is also supported by an adequate educational ecosystem.

The preparation of problem trees and trees of hope in this activity shows that visualizing problems and solutions can be an effective strategy for planning empowerment programs. The tree of hope serves not only as a planning tool but also as an instrument for building mutual understanding and commitment among MGMP members. However, its effectiveness is highly dependent on the sustainability of implementation and the consistency of follow-up for the designed program.



In addition, the CBR approach used in this service demonstrates that collaboration between researchers and communities can lead to more sustainable models of empowerment. The involvement of teachers as active participants at each stage fosters a sense of ownership of the program being run. Theoretically, these findings reinforce the idea that community-based empowerment is more effective than top-down approaches in improving teachers' professional competence.

## Conclusion

The mentoring results showed that the main problems for teachers in implementing 21st-century learning were educational background, competence, literacy, lack of motivation, workload, family conditions, lack of collaboration, lack of opportunities to participate in training, limited information, and limited lesson hours. This is due to low teacher competence, institutional policies and support, and low teacher literacy. This has an impact on low-quality learning, decreased student motivation and achievement, the lack of digital literacy application, a decline in school quality, and difficulty developing students' critical skills.

Therefore, a tree of hope was formulated that outlines steps to solve these problems, namely by improving teacher competence, establishing policies and institutional support, and improving literacy skills in the 21st century. The activities that are prepared to support these expectations include holding digital literacy training and workshops. Implement project-based learning, develop a curriculum that integrates 21st-century skills, use collaborative platforms such as Google Classroom and Padlet, and conduct skills-based evaluations. Through these activities, the West Pasaman Arabic MGMP can strengthen 21st century skills literacy, improve the quality of teaching and learning, and prepare students with relevant skills to face future challenges.

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