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Developing PIAUD Students' Competence as Prospective Teachers in Designing Arabic Learning for Young Children: A Conceptual Framework for STAI Kuningan

Mubarok Fatahillah[1], Husnul Hafidhoh[2], Betsi Siti Nurhidayah[3]
Sekolah Tinggi Agama Islam Kuningan, Indonesia[1,2,3]
Email: mubarokfatahillah@gmail.com[1]

ABSTRACT
Prospective teachers in Islamic Early Childhood Education (PIAUD) require integrated competencies to design Arabic learning that is linguistically accurate, developmentally appropriate, engaging, inclusive, and pedagogically meaningful. However, existing teacher preparation frequently separates Arabic language knowledge, early childhood pedagogy, learning media, and assessment, resulting in fragmented professional competence. This study aims to develop an evidence-informed competency framework to guide the preparation of PIAUD students at STAI Kuningan in designing Arabic learning for young children. The study employed a structured narrative review with an integrative conceptual synthesis by examining 18 selected scholarly and policy sources related to pedagogical content knowledge, early childhood education, Arabic language teaching, digital competence, learning media, and preservice teacher education. Thematic coding and conceptual comparison were used to identify recurring competency components and integrate them into a coherent framework. The findings generated six interrelated competency domains: child-development alignment, Arabic linguistic and content accuracy, coherence among objectives, activities, and assessment, play-based interaction and scaffolding, purposeful and safe media integration, and assessment, differentiation, and reflective improvement. The review also identified a recurring preparation gap in which confidence in using digital tools does not necessarily reflect integrated teaching competence. The proposed framework provides a practical foundation for curriculum redesign, authentic assessment, portfolio development, and future empirical validation to strengthen the preparation of prospective PIAUD teachers.
Keywords: arabic learning; early childhood education; PIAUD; prospective teachers; teacher competence

INTRODUCTION

Teacher preparation for early childhood education cannot be reduced to the transmission of subject matter or the completion of administrative lesson-plan formats. Prospective teachers must interpret the characteristics of young learners, select meaningful content, organize interaction, anticipate learner diversity, and collect evidence of learning. In early childhood settings, pedagogical competence is expressed through sensitive observation, play-based facilitation, responsive communication, ethical care, and reflective decision making. The professional standards of the NAEYC, (2020) emphasize the integration of child development, curriculum, assessment, collaboration, and professional responsibility. Ranta et al., (2023) similarly describe early childhood pedagogical competence as a combination of knowledge, interactional skill, and reflective judgment.

Arabic learning adds a distinctive layer of complexity to this professional task. In Indonesian Islamic early childhood institutions, Arabic is commonly introduced through greetings, prayers, classroom routines, songs, short expressions, hijaiyah-related activities, and thematic vocabulary. The objective at this level should not be the premature

teaching of formal grammar or decontextualized memorization. Instead, children need comprehensible oral input, repetition with variation, multisensory representation, meaningful use, and emotionally secure opportunities to respond. A study of Arabic learning in Raudhatul Athfal shows that songs, pictures, movement, games, and routine-based exposure can support children's attention and vocabulary development when they are organized through appropriate teaching strategies (Marni & Rahmi, 2025).

Despite the growing importance of this task, recent evidence indicates persistent gaps in how prospective Arabic teachers in Indonesia are prepared. Studies of prospective Arabic teachers report that pedagogical competence is frequently underdeveloped, so that graduates may master linguistic content while remaining unable to translate it into age-appropriate instruction (Sauri & Sanusi, 2024). Existing attempts to specify Arabic pedagogical competence have tended to concentrate on general or school-level teaching and on isolated competence descriptors rather than on the integrated design of learning for young children (Nurbayan et al., 2024). Reviews of digital competence in early childhood education similarly show that preservice teachers are the most frequently studied population, yet their competence is often inferred from perceptions rather than from demonstrated performance (Su & Yang, 2024). These findings expose three interconnected problems for PIAUD preparation: existing competency frameworks are rarely tailored to Arabic learning for young children; verified evidence of prospective teachers' integrated competence is scarce; and preparation is frequently fragmented across separate courses. This article responds to these problems by developing an integrated, evidence-informed framework specifically for the PIAUD Arabic-learning context.

The concept of pedagogical content knowledge provides a useful foundation for examining this integration. Shulman, (1986) distinguished knowing a subject from knowing how to represent it so that particular learners can understand it. For prospective PIAUD teachers, Arabic pedagogical content knowledge therefore includes at least four forms of reasoning: deciding which Arabic words and expressions are suitable for a given age; verifying meaning, pronunciation, script, and usage; selecting representations that connect language with objects, actions, images, stories, and routines; and anticipating misconceptions or developmental barriers. A student who knows isolated Arabic vocabulary but cannot create age-appropriate interaction is not yet competent as a designer. Conversely, a student who creates an enjoyable game but uses inaccurate language input also demonstrates incomplete competence.

Technology has expanded the available design repertoire but has also created a misleading proxy for competence. Digital storytelling can make language input more visible, repeatable, and engaging for young learners (Purnama et al., 2022). Canva-based media can also support the presentation of Arabic vocabulary when the content and classroom use are carefully planned (Warmansyah et al., 2023). Nevertheless, digital competence is not equivalent to operational fluency with an application. The DigCompEdu framework defines educator competence in terms of professional engagement, digital resources, teaching and learning, assessment, learner empowerment,

and the facilitation of learners' digital competence (Redecker, 2017). Falloon, (2020) similarly argues that teacher digital competence involves pedagogical, ethical, contextual, and critical judgment. In early childhood education, technology must be evaluated in relation to screen exposure, adult mediation, accessibility, privacy, and the preservation of embodied and social play (OECD, 2023). Dardanou, M., et.al, (2023) further emphasize the importance of sustained professional development for responsible digital practice in early childhood settings.

Research on preservice teachers shows that positive attitudes toward technology do not automatically guarantee robust pedagogical integration. Early childhood preservice teachers may hold positive general attitudes while remaining uncertain about the educational use of digital tools (Dong & Xu, 2021). Effective preparation requires teacher-educator modeling, authentic design tasks, opportunities to practice, collaboration, and reflection (Papavlasopoulou et al., 2026). Tondeur et al., (2025) also emphasize the importance of connecting digital preparation with pedagogical goals and authentic teaching contexts. Research involving preservice Arabic teachers shows that digitalized learning can improve pedagogical competence when it is embedded in guided teaching practice rather than treated as a stand-alone technical skill (Hanifah et al., 2024).

A second challenge concerns the frequent separation of Arabic proficiency, early childhood pedagogy, media production, and assessment into different courses. Such fragmentation may allow students to pass individual subjects while remaining unable to integrate their knowledge into a complete learning design. Research on preservice teacher preparation indicates that integrated and contextualized learning experiences are more effective than isolated technical instruction (Papavlasopoulou et al., 2026). The same principle applies to Arabic learning design: students need repeated opportunities to make and justify connected decisions about objectives, language input, child activity, teacher prompts, media, assessment, differentiation, and revision.

The literature also reveals a methodological problem relevant to teacher education programs. Competence is frequently inferred from self-report questionnaires, perceptions, or attitudes, even though confidence does not directly demonstrate the quality of a lesson plan or teaching performance. Self-assessment may be useful for identifying perceived strengths and difficulties, but it should be triangulated with authentic products and observed performance. For PIAUD programs, competence should therefore be judged through design artifacts, microteaching, oral language accuracy, reflection, and the capacity to revise work after feedback. This is consistent with the principle of constructive alignment: the program should assess the same integrated performance that graduates will be expected to demonstrate professionally.

At STAI Kuningan, the topic is institutionally relevant because PIAUD students are being prepared for educational contexts in which Islamic values, child development, language exposure, and practical classroom design intersect. However, an academically responsible article cannot claim that STAI Kuningan students possess a particular level of competence without verified institutional data. The appropriate contribution at this stage is therefore to develop a conceptual and evidence-informed framework that can

guide course design, portfolio assessment, and a subsequent empirical study. This distinction is important: a conceptual framework proposes what should be assessed and how preparation can be organized, whereas an empirical evaluation determines how current students actually perform.

Accordingly, this article addresses three questions. First, what competency domains are required for PIAUD students to design Arabic learning that is appropriate for young children? Second, what recurring preparation gaps are identified in recent research on early childhood, Arabic learning, and preservice teacher education? Third, how can these findings be translated into a curriculum and assessment framework for STAI Kuningan? The novelty of the article lies in integrating early childhood pedagogy, Arabic linguistic accuracy, pedagogical content knowledge, digital pedagogy, assessment, and reflective practice into one operational framework for prospective PIAUD teachers.

METHOD

This article employed a structured narrative review with an integrative conceptual synthesis. A narrative approach was selected because the research problem crosses several bodies of literature early childhood teacher competence, pedagogical content knowledge, Arabic language pedagogy, digital pedagogy, learning media, and preservice teacher education that use different constructs and research designs. Structured narrative reviews are appropriate when the objective is to connect heterogeneous evidence, identify recurring concepts, and construct a framework for practice rather than calculate a pooled effect size (Snyder, 2019).

The literature search and verification were conducted in July 2026 through publisher platforms, ERIC-indexed records, OECD repositories, and Indonesian open-access journal portals. Search combinations included prospective teacher competence, early childhood pedagogical competence, PIAUD, Arabic learning for young children, Arabic vocabulary, pedagogical content knowledge, digital competence, digital storytelling, play-based learning, and learning design. The selection did not impose a strict recency requirement. Recent studies were used to represent current educational practice, while older foundational publications were retained when they provided essential theoretical constructs, particularly pedagogical content knowledge and digital teacher competence.

Sources were included when they addressed at least one of the following: professional competence in early childhood education; preparation or digital competence of preservice teachers; Arabic learning methods, media, or linguistic content; technology-supported language learning for young children; or standards and policy principles relevant to teacher education. Sources were excluded when their focus was unrelated to teacher preparation or learning design, when bibliographic information could not be verified, or when they offered only promotional descriptions without methodological or conceptual value the final synthesis comprised 18 selected sources representing both foundational theory and relevant contemporary research.

To strengthen the transparency of source selection, the review followed four sequential stages: identification, screening, eligibility, and inclusion. In the identification

stage, records were retrieved from publisher platforms, ERIC-indexed records, OECD repositories, and Indonesian open-access journal portals using the search combinations listed above. In the screening stage, titles and abstracts were examined against the inclusion criteria, and duplicate or thematically unrelated records were removed. In the eligibility stage, the remaining records were read in full, with bibliographic verifiability and a clear conceptual or methodological contribution as decisive criteria. The inclusion stage produced the 24 sources used in the synthesis. Because this is a structured narrative rather than a PRISMA-based systematic review, exhaustive database yield counts were not the primary object of the search; transparency is instead provided through explicit criteria and a summary of the characteristics

Analysis proceeded in three stages. First, each source was summarized according to its educational level, competence construct, learning-design implication, and reported limitations. Second, the summaries were coded through thematic analysis, with codes such as developmental appropriateness, language accuracy, objective alignment, interaction, play, digital judgment, assessment, inclusion, and reflection. Third, overlapping codes were compared and consolidated into higher-order competency domains. The framework was then reviewed for internal coherence by asking whether each domain represented a distinct but necessary component of a complete Arabic-learning design. The analytic procedure was informed by Braun & Clarke, (2021) reflexive thematic approach, while the final interpretation emphasized conceptual integration rather than frequency counting.

The proposed framework is tailored to the academic function of the PIAUD program at STAI Kuningan, but it is not presented as an evaluation of the institution, its curriculum, lecturers, or students. No participant data, interviews, grades, or institutional documents were analyzed. Consequently, the results should be interpreted as evidence-informed design propositions that require local validation through curriculum mapping, expert review, artifact scoring, and microteaching observation before they are used for high-stakes judgments.

RESULTS AND DISCUSSION

The synthesis generated six interdependent domains of competence and one cross-cutting principle: professional judgment. The domains should not be interpreted as independent checklist items. A learning design can be attractive but linguistically inaccurate, accurate but developmentally inappropriate, playful but unassessable, or technologically sophisticated but ethically weak. Competence is demonstrated when prospective teachers coordinate the domains in response to a specific group of children, learning purpose, and institutional context.

Table 1. Evidence-Informed Competency Domains for Prospective PIAUD Teachers

Domain	Core design question	Observable evidence
Child-development alignment	Is the Arabic experience appropriate for children's age, attention, language exposure, movement needs, and socio-emotional security?	Brief duration; concrete and multisensory input; predictable routines; active participation; realistic vocabulary load; emotionally safe response options.
Arabic linguistic and content accuracy	Is the selected Arabic correct, functional, comprehensible, and consistently represented?	Verified meaning and pronunciation; accurate script and vowel marks when used; consistent transliteration; context-appropriate expressions; teacher pronunciation model.
Objective–activity–assessment coherence	Do objectives, input, activities, and evidence of learning address the same intended outcome?	Observable objectives; sequenced modeling and practice; activities linked to target language; assessment criteria derived from objectives.
Play-based interaction and scaffolding	Does the design create meaningful interaction rather than passive exposure or mechanical memorization?	Songs, movement, role play, stories, games, turn-taking, teacher prompts, repetition with variation, and gradual release of support.
Purposeful and safe media integration	Does each medium serve a pedagogical function and remain suitable for early childhood use?	Media-purpose justification; adult mediation; limited and meaningful screen use; readable visuals; clear audio; privacy and accessibility safeguards; nondigital alternative.
Assessment, differentiation, and reflection	Can the teacher recognize learning, respond to learner variation, and improve the design?	Observation checklist; performance evidence; multiple response modes; adaptations for differing needs; reflective notes and documented revision.

Relationship to existing frameworks and the distinctive contribution of this synthesis

The six domains do not replace established frameworks; they recombine them for a specific purpose. Several elements are adopted from existing theory. The transformation of subject content into learner-appropriate representations is adopted from pedagogical content knowledge (Shulman, 1986), and the relational integration of content, pedagogy, and technology is adopted from the TPACK framework (Mishra & Koehler, 2006). The conception of digital competence as pedagogical, ethical, and contextual judgment rather than operational skill is adopted from DigCompEdu and related work, Falloon, (2020); Redecker, (2017), while the developmental and relational orientation of the domains is grounded in early childhood professional standards and pedagogy (NAEYC, 2020; Ranta et al., 2023). Two elements represent new integration. First, the framework binds Arabic linguistic verification to early childhood pedagogical reasoning, an intersection that

general competence models and Arabic teacher-competence studies typically treat separately (Nurbayan et al., 2024; Sauri & Sanusi, 2024).

Second, it operationalizes each domain as observable design evidence and connects the domains to a repeated design microteach reflect cycle, translating conceptual competence into assessable performance in a manner consistent with evidence on how preservice competence develops (Momdjian et al., 2025; Tondeur et al., 2025). The framework is specifically suitable for PIAUD Arabic learning because it simultaneously protects linguistic accuracy critical when young children imitate teacher input and developmental appropriateness through play-based interaction, Alotaibi, (2024); Pyle et al., (2024), while resisting the tendency to equate media production or application fluency with teaching competence.

Child-development alignment as the first design filter

The first domain positions knowledge of the child before the selection of a method or application. Young children learn additional language through social interaction, concrete reference, imitation, play, movement, and repeated participation. The NAEYC standards require teaching to be responsive to children's development, culture, language, and individual variation (NAEYC, 2020). Ranta et al., (2023) also emphasize the relational and reflective character of early childhood pedagogy. Therefore, prospective teachers should begin by defining the target age, prior exposure, attention span, communication profile, and classroom context. Only then should they determine the amount and type of Arabic input.

This principle corrects a common design error: treating early childhood Arabic as a simplified version of formal school instruction. Reducing the number of grammar rules does not automatically make a lesson developmentally appropriate. A design may still overload children with vocabulary, require abstract explanation, rely on prolonged sitting, or demand uniform verbal production. Arabic learning in early childhood is more appropriate when it uses familiar themes, songs, pictures, physical response, and recurring expressions in meaningful routines (Marni & Rahmi, 2025). The implication for STAI Kuningan is that every design brief should specify learner characteristics and require students to justify the quantity of target language, duration, mode of participation, and transition between activities.

Arabic accuracy and functional language selection

The second domain addresses the risk that pedagogical creativity may conceal weak language verification. Prospective PIAUD teachers do not need to teach complex morphology or syntax to young children, but the input they provide must be accurate. Errors in pronunciation, vowel realization, gender agreement, singular–plural use, transliteration, or semantic context may be repeated and stabilized because young children depend heavily on teacher modeling. Arabic content should therefore be selected according to functional usefulness, frequency in children's routines, conceptual concreteness, and ease of representation.

The literature on Arabic vocabulary learning demonstrates that attractive media can support attention and recall, but technology does not verify language automatically. Teachers who use Canva for early childhood Arabic learning still need to control content accuracy, visual clarity, and the instructional function of each element (Warmansyah et al., 2023). A visually polished slide may contain inaccurate script, ambiguous pictures, or audio that models inappropriate pronunciation. For that reason, the proposed framework requires a language-validation record. Students should identify the source used to verify each expression, provide transliteration only when pedagogically necessary, include an audio or live pronunciation model, and explain the communicative situation in which the language will be used. This makes linguistic accuracy an assessable part of design competence rather than an assumed prerequisite.

Constructive coherence across objectives, activities, and assessment

The third domain concerns the internal logic of a learning design. Many lesson plans list objectives, methods, media, and assessment as separate administrative components. Competent planning requires causal and evidentiary coherence: the learning objective determines the target language and expected response; the activity creates an opportunity to produce that response; and the assessment records evidence related to the same objective. Shulman, (1986) explains that effective teaching requires the transformation of subject knowledge into representations that particular learners can understand. Mishra & Koehler, (2006) extend this integrative reasoning by showing that content, pedagogy, and technology gain educational meaning through their relationships rather than through isolated technical correctness.

For example, an objective stating that children will recognize four animal names should not be assessed through tracing Arabic letters unless letter formation is also an intended outcome. A singing activity may provide exposure, but it does not by itself establish that each child can discriminate or use the target words. Appropriate evidence might include pointing to a named picture, selecting an object after an oral prompt, joining a repeated expression, or using a word during guided role play. The assessment should be brief, observational, and embedded in play rather than transformed into a formal written test. This coherence also enables lecturers to evaluate student designs objectively because the quality of the relationship among components becomes visible.

Play-based interaction and pedagogical scaffolding

The fourth domain distinguishes interaction from entertainment. Songs, stories, role play, and games are frequently recommended for early childhood Arabic learning, but a playful format does not guarantee active language processing. The design must specify what children hear, notice, imitate, choose, say, gesture, or negotiate during the activity. Repeated and contextualized exposure supports the introduction of Arabic vocabulary to young children (Marni & Rahmi, 2025). Digital storytelling can also combine language, image, sequence, and guided participation when the teacher deliberately structures children's involvement (Purnama et al., 2022).

Scaffolding should progress from teacher modeling to joint participation and then to supported child response. Repetition is necessary, but it should occur with variation in voice, movement, object, picture, role, or communicative purpose. A competent prospective teacher anticipates prompts for hesitant children, accepts nonverbal responses during early exposure, and avoids public correction that may create language anxiety. In microteaching, students should therefore be assessed not only on the activity chosen but also on the quality of instructions, wait time, feedback, turn distribution, pronunciation modeling, and adaptation to simulated child responses.

Digital media as a pedagogical choice rather than a decorative product

The fifth domain integrates digital competence with early childhood professional judgment. Digital technologies can support young children's language and literacy development when they are used for clear learning purposes and with appropriate adult guidance (Liu et al., 2024). Digital storytelling also provides opportunities to combine oral language, images, sequence, and interaction (Purnama et al., 2022). However, the educational value of technology depends on its purpose, quality, mediation, equity, and risks of use (OECD, 2023). For young children, digital media should extend interaction rather than replace conversation, movement, manipulation, and play.

Studies of preservice early childhood teachers show that attitudes and operational ability are not always equivalent to pedagogical competence (Dong & Xu, 2021). Consequently, the framework requires students to justify each medium through a media-purpose statement. The statement should explain what the medium enables that a simpler alternative cannot, how long children will engage with it, how the teacher will mediate its use, what privacy or accessibility concerns are relevant, and what nondigital fallback is available. This requirement shifts evaluation from visual attractiveness to pedagogical necessity. Falloon, (2020) emphasizes that digital teacher competence includes contextual and ethical decision-making. Papavlasopoulou et al., (2026) show that this competence develops through modeling, authentic tasks, practice, and reflection. Tondeur et al., (2025) similarly recommend sustained preparation strategies rather than isolated technology training.

Assessment, differentiation, and reflective redesign

The sixth domain is often the least visible in attractive learning products. Assessment in early childhood is not synonymous with worksheets, numerical tests, or uniform verbal performance. It involves observing how children attend, discriminate, respond, imitate, use, and transfer language across situations. A competent design defines indicators that can be observed during play, identifies what counts as emerging or independent performance, and records evidence efficiently. It also acknowledges that children may demonstrate understanding through pointing, movement, object selection, partial pronunciation, or participation in a routine before producing a complete verbal response.

Differentiation is closely related to assessment. Prospective teachers should plan multiple entry points, such as fewer target words, additional visual support, peer modeling, extended response time, or alternative motor responses. Early childhood pedagogy requires teachers to respond to developmental and individual variation rather than expect uniform performance (Ranta et al., 2023). Reflection then completes the competence cycle. Students should compare intended and observed outcomes, identify the design decision that produced difficulty, and revise the activity rather than merely state that children were active or happy. Reflection becomes credible when it results in an explicit change to content, instruction, media, assessment, or differentiation.

The recurring preparation gap: confidence without integrated performance

Across the literature, a consistent gap appears between perceived readiness and integrated performance. Preservice teachers may feel confident because they can operate familiar applications, prepare colorful media, or reproduce a lesson-plan template. However, professional competence requires them to explain why a learning decision is appropriate, demonstrate correct Arabic input, respond to learner variation, and collect valid evidence of learning. Self-report measures can describe perceived competence, but they cannot replace direct evaluation of lesson designs and teaching performance. Hanifah et al., (2024) show that the pedagogical competence of preservice Arabic teachers improves when digitalization is connected to authentic teaching practice.

For STAI Kuningan, this means that a questionnaire about confidence should not be the principal evidence of competence. Assessment should prioritize authentic artifacts and performance: a complete design package, verified Arabic script and audio, microteaching, observation records, reflective revision, and a portfolio showing improvement across repeated cycles. Self-assessment can still be used, but it should be compared with lecturer ratings and artifact quality. A discrepancy between confidence and performance is itself useful diagnostic information for curriculum improvement.

Table 2. Proposed Analytic Assessment Framework for STAI Kuningan

Assessment component	Suggested weight	Primary evidence	Key quality criteria
Arabic-learning design package	30%	Objective map, sequence, teacher prompts, child activities, assessment plan	Developmental fit; coherence; feasible timing; explicit rationale.
Arabic language verification	20%	Vocabulary/expressions list, script, meaning, pronunciation, or audio source	Accuracy; consistency; functional relevance; accountable source use.
Learning media prototype	15%	Physical or digital media and usage guide	Representational clarity; accessibility; pedagogical necessity; safety.
Microteaching performance	20%	Observed a 10–15-minute simulation	Modeling, interaction, scaffolding, feedback,

			time, and classroom management.
Assessment and differentiation plan	10%	Observation tool, response criteria, adaptation scenarios	Authentic evidence; multiple response modes; inclusion; practical recording.
Reflective revision	5%	Before–after design comparison and rationale	Specific diagnosis, evidence-based modification, and professional responsibility.

The weights in Table 2 are proposed rather than empirically validated. They are designed to prevent media production from dominating the assessment and to make linguistic accuracy and teaching performance visible. STAI Kuningan may adjust the weights after curriculum mapping and expert review, but all six domains should remain represented. A four-level analytic rubric beginning, developing, proficient, and advanced would allow lecturers to provide diagnostic feedback instead of relying on a single holistic grade.

A five-stage curriculum cycle for STAI Kuningan

The literature indicates that one-off assignments are insufficient for developing integrated competence. Preservice teachers need repeated cycles in which expert modeling, authentic tasks, peer collaboration, practice, feedback, and reflection are connected (Papavlasopoulou et al., 2026). Tondeur et al., (2025) likewise recommend sustained and coherent preparation strategies for developing digital teaching competence. Based on this evidence, the proposed curriculum cycle comprises diagnose, model, design, microteach, and reflect. The sequence can be embedded across Arabic, early childhood curriculum, learning media, assessment, and microteaching courses rather than being confined to a single subject.

Table 3. Proposed Curriculum Cycle

Stage	Learning activity	Lecturer role	Student output
Diagnose	Baseline Arabic accuracy task, analysis of sample lesson plans, and self-assessment.	Identify misconceptions and establish individual learning targets.	Competence profile and personal improvement plan.
Model	Examine and deconstruct high-quality and weak Arabic-learning examples.	Make expert reasoning visible and demonstrate child-responsive interaction.	Annotated exemplar analysis.
Design	Develop an integrated design package from an authentic age-specific brief.	Provide checkpoints for language, pedagogy, media, and assessment.	Draft lesson design, media, and validation record.

Microteach	Conduct a short simulation followed by structured peer and lecturer feedback.	Observe with an analytic rubric and facilitate evidence-based feedback.	Performance record and feedback matrix.
Reflect and revise	Compare intentions, performance evidence, and feedback; revise the complete package.	Evaluate the quality of diagnosis and revision, not only the final appearance.	Final portfolio with revision rationale.

This cycle provides three advantages. First, it creates constructive alignment between graduate expectations, learning experiences, and assessment. Second, it distributes responsibility across courses, reducing fragmentation. Third, it produces a portfolio that can support program evaluation and future research. Lecturers can analyze patterns in student work without making unsupported judgments from isolated grades. For example, repeated weaknesses in pronunciation verification may indicate a need for stronger collaboration with Arabic-language lecturers, while weak differentiation may require additional case-based work with inclusive early childhood scenarios.

The framework also establishes a feasible research agenda. A subsequent empirical study at STAI Kuningan can score student artifacts with the rubric, observe microteaching, compare self-assessment with performance, and interview students regarding design difficulties. Inter-rater reliability and expert content validation should be reported. Such a study would produce legitimate claims about the actual competence profile of students, whereas the present review provides the conceptual categories and assessment architecture needed to conduct that evaluation responsibly.

The principal limitation of this article is that it synthesizes heterogeneous literature and does not test the framework with STAI Kuningan students. Several Arabic-learning studies also involve elementary rather than preschool learners, so their technological and vocabulary findings must be transferred cautiously. Moreover, publication in Indonesian Arabic and early childhood journals varies in methodological detail. These limitations do not invalidate the framework, but they reinforce the need for local expert review and empirical validation before the framework is used for accreditation evidence or high-stakes evaluation.

CONCLUSION

This study proposes an evidence-informed competency framework for preparing PIAUD students to design Arabic learning that is developmentally appropriate, linguistically accurate, and pedagogically coherent. The framework integrates six essential competency domains, namely child-development alignment, Arabic linguistic accuracy, coherence among objectives, activities, and assessment, play-based interaction, purposeful media integration, and assessment with reflective improvement.

The study also recommends a repeated curriculum cycle consisting of diagnose, model, design, microteach, and reflect to support authentic learning experiences and performance-based assessment. Because the framework is conceptually derived from

literature synthesis, it should be regarded as a guide for curriculum development rather than evidence of current student competence. Future studies should empirically validate the framework through curriculum mapping, expert review, artifact assessment, and microteaching observation before its implementation in institutional evaluation.

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